UNIVERSITY OF DALLAS 2020-21 Bulletin

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Bulletin
2020-2021
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The Seal

The seal of the University of Dallas is emblematic of the ideals to which the university is dedicated. It is likewise reminiscent of the deposit of faith of the Roman Catholic Church and of the traditions of two teaching communities within the Church.

The decorative outer circle indicates the date the university was chartered and the motto, "Veritatem, Justitiam Diligite." The quotation "Love Ye Truth and Justice," a conflation of Zechariah 8.8 and 8.19, expresses the biblical message that truth and justice are the necessary conditions for peace, prosperity and happiness. This wise instruction has also been discovered by reason and confirmed by history. This founding conviction of the University of Dallas continues to inform all that UD aspires to do.

Enclosed within the blue band which bears the motto, in an octagonal field of green, are several emblems associated with the traditions of the university. The central figure of the triquetra interwoven with the triangle is a double symbol of the Holy Trinity to Whom the university is dedicated. The circle is a symbol of eternity and of the unity of the Godhead.

The fleur-de-lis, at once an ancient symbol of the Blessed Virgin Mary and of France, recalls the direct and indirect French origins of the two teaching orders which cooperated initially with the Roman Catholic Diocese of Dallas-Fort Worth in establishing the University of Dallas. The Cistercian Order originated in France in the Eleventh Century; the Congregation of the Sisters of Saint Mary of Namur was founded in Belgium in 1819 by a Cistercian Monk.

A crusader's shield, emblematic of faith, stands within the green field on either side of the central device. The shield on the left contains a star, a traditional emblem of Mary, as well as the chosen emblem of Texas, the Lone Star State. The shield on the right presents the torch of liberty and learning. The branches of live oak and olive trees, taken from the Seal of Texas, make further reference to the State.

The Trinity River, on which the university is located, is represented by the heraldic device of the wavy lines centered beneath the emblem of the Blessed Trinity.

A mosaic of the Seal hangs in the J.M. Haggar, Sr., University Center foyer completed by art alumnus Xavier Zamarripa, was commissioned by the Class of 2002. A new mosaic rendition of the Seal, created by art history alumna Julie Richey, was commissioned by the Class of 2018 and Dr. and Mrs. Brannon Marlowe, hangs in the Cardinal Farrell Hall foyer.

Mission

The University of Dallas is dedicated to the pursuit of wisdom, of truth and of virtue as the proper and primary ends of education. The university seeks to educate its students so they may develop the intellectual and moral virtues, prepare themselves for life and work in a problematic and changing world and become leaders able to act responsibly for their own good and for the good of their family, community, country and church.

The university understands human nature to be spiritual and physical, rational and free. It is guided by principles of learning that acknowledge transcendent standards of truth and excellence that are themselves the object of search in an education.

The university is especially dedicated to the pursuit of liberal education in both its undergraduate and graduate programs. In its liberal arts programs the university is committed to the recovery and renewal of the Western heritage of liberal education. The university is equally committed to providing professional programs at the graduate level. Its professional programs, in a common spirit with the university's liberal arts programs, are dedicated to reflecting critically upon the ends governing one's own profession, to fostering principled, moral judgment and to providing the knowledge and skills requisite for professional excellence. Whether professional or liberal, the university is "convinced of the priority of the ethical over the technical, of the primacy of persons over things, of the superiority of the spirit over matter."[1] The university seeks to offer those graduate and undergraduate programs that will address important needs of society and that can be offered in a manner consistent with the university's primary institutional commitments.

The university as a whole is shaped by the long tradition of Catholic learning and acknowledges its commitment to the Catholic Church and its teaching. The university is dedicated to the recovery of the Christian intellectual tradition and to the renewal of Catholic theology in fidelity to the Church and in constructive dialogue with the modern world. It seeks to maintain the dialogue of faith and reason in its curriculum and programs without violating the proper autonomy of each of the arts and sciences. The university is open to faculty and students of all denominations and it supports their academic and religious freedom. It thus seeks to provide an academic and collegial community which will help students acquire a mature understanding of their faith, develop their spiritual lives and prepare themselves for their calling as men and women of faith in the world.

The Constantin College of Liberal Arts

The Constantin College of Liberal Arts seeks to educate students of seriousness, intelligence and spirit in accordance with the fundamental mission of the University of Dallas—so they may develop the intellectual and moral virtues which will prepare them for life and work in a changing and problematic world, achieve a mature understanding of their faith and become men and women who act responsibly for their own good and the good of their family, community, country and church.

The specific mission of the Constantin College is to provide undergraduate education through baccalaureate degree programs which include a substantial and coherent core curriculum common to all undergraduates and major studies in the humanities and sciences proper to liberal learning. The core curriculum emphasizes the study of the great deeds and works of Western civilization, both ancient and modern. The majors are built upon the core and invite students to disciplined inquiry into fundamental aspects of being and of our relation to God, to nature and to fel-

1. John Paul II, *Ex Corde Ecclesiae*, Apostolic Constitution of Catholic Universities, n. 18.

low human beings. The curriculum as a whole seeks to enable students to achieve the knowledge of nature and the understanding of the human condition necessary for them to comprehend the fundamental character of the world in which they are called to live and work.

The College also offers programs through which students may take a responsible part in the rich and varied life of the campus and the surrounding community. The undergraduate programs as a whole provide a basis for students to achieve a meaningful and fulfilling life's work whether through immediate career entry or through further education in graduate and professional schools.

The Satish & Yasmin Gupta College of Business

The Satish & Yasmin Gupta College of Business prepares its students to become principled and moral leaders who are ethical and effective decision-makers. At the undergraduate level, in accordance with the pursuit of liberal education, the Gupta College of Business builds a foundation for the students' life-long development of moral, intellectual, and professional capabilities. At the master's level, it equips students with the knowledge, skills, and ethical principles essential to accomplishing their professional objectives. At the doctoral level, it equips experienced professionals with analytical and applied research skills to solve problems facing organizations and lead change ethically.

Braniff Graduate School

The Liberal Arts division of the Braniff Graduate School seeks to accomplish at the highest level the university's commitment to the revival of the Western heritage of liberal education, the recovery of the Christian intellectual tradition and the renewal of Catholic theology in fidelity to the Church and in constructive dialogue with the modern world. Its specific purpose is to offer selected master's and doctoral programs in the liberal arts which recall these disciplines to their first principles and which will prepare students for careers in a variety of fields. These programs seek to enable students to acquire the knowledge and skills necessary for work in particular fields and to understand the principles of learning and the virtues of mind and heart which are constitutive of excellence in their life's work.

Ann & Joe O. Neuhoff School of Ministry

The mission of the Ann & Joe O. Neuhoff School of Ministry is to provide theological education for transformative service. Neuhoff School of Ministry students, immersed in the Catholic theological tradition, develop critical skills for theological reflection and receive high quality education and formation that is necessary for personal growth, professional ministry and transformative service to the Catholic Church, the broader Christian community and the wider world. The Neuhoff School of Ministry offers practice-oriented programs of theological studies and pastoral ministry including degrees, certificates, conferences, ongoing seminars, lectures and continuing education.

The mission of the undergraduate program is to give students the benefits of a liberal education while at the same time preparing them for pastoral ministry in the Church, in accord with the standards set by the U.S. Conference of Catholic Bishops Commission on Certification and Accreditation (USCCB/CCA) and the National Certification Standards for Pastoral Ministers. The mission of the graduate program is to offer practice-oriented theological education specific to a wide variety of ministries within and outside the Church, in accord with the USCCB/CCA stan-

dards for lay ecclesial ministers. The mission of the continuing education programs is to give adults that theological education and formation that is necessary for an academically credible faith life in the context of the modern world.

The Cowan-Blakley Memorial Library

The mission of the Cowan-Blakley Memorial Library is to promote and facilitate scholarly engagement by providing access to both traditional and innovative resources, creating adaptive spaces, and cultivating excellence in teaching, learning, and research. In service to the mission of the University of Dallas, the library supports a diverse intellectual community in its pursuit of wisdom, truth, and virtue.

History

The charter of the University of Dallas dates from 1910 when the Vincentian Fathers took that name for the Holy Trinity College they had founded five years earlier. Holy Trinity closed in 1928 and the charter was placed with the Catholic Diocese of Dallas. In 1955 the Sisters of Saint Mary of Namur obtained it for the purpose of operating a new institution in Dallas that would absorb their junior college in Fort Worth, Our Lady of Victory. The Sisters, together with laymen who directed the drive for funds, Eugene Constantin, Jr. and Edward R. Maher, Sr., induced Bishop Thomas K. Gorman to have the diocese assume sponsorship of the new institution with ownership by its Board of Trustees.

Bishop Gorman announced that the University of Dallas would be a four-year coeducational institution welcoming students of all faiths and races and offering work on the undergraduate level with a graduate school to be added as soon as practicable.

The new University of Dallas opened its doors to 96 degree-seeking students in September 1956, on a thousand-acre tract of rolling hills located northwest of the city of Dallas, now part of Irving/Las Colinas.

The first president, F. Kenneth Brasted, served until 1959; the second, Robert Morris, from 1960 to 1962; and the third, Donald A. Cowan, from 1962 until 1977. In 1976, Bryan F. Smith was appointed Chancellor to assist Dr. Cowan and to oversee the university until the next president, Dr. John R. Sommerfeldt, was appointed in 1978. Dr. Sommerfeldt returned to full-time teaching and research in 1980. During the search for his successor, Dr. Svetozar Pejovich served as acting president. In July 1981, Dr. Robert F. Sasseen became the fifth president of the university. In December of 1995 Dr. Sasseen returned to teaching. Monsignor Milam J. Joseph was named the sixth president of the university in October of 1996 and served until December of 2003. Robert Galecke, senior vice-president for Finance and Administration served as interim president until July 2004, when Dr. Francis Lazarus took office as the seventh president of the university. When Dr. Lazarus retired in August 2009, Galecke again assumed the position of interim president. Thomas W. Keefe became the university's eighth president on March 1, 2010 and served until May 2018. Dr. John Plotts served as the Interim President until July 1, 2019 when Dr. Thomas S. Hibbs, B.A. '82, M.A. '84, became the university's ninth president and its first alumni president.

Members of the Cistercian Order and the Sisters of Saint Mary of Namur, together with three Franciscan fathers and a number of laymen, comprised the original faculty of the University of Dallas. The Franciscan fathers departed after three years. Dominican priests joined the faculty in 1958 and established the Albert the Great Priory. The School Sisters of Notre Dame came in 1962. The Cistercians now have a permanent abbey, church and a college preparatory school for boys adjacent to the main campus. Cistercian faculty continue to play an important part in the academic life of the university. Recently, Dominican Sisters of the St. Cecilia Congregation of Nashville have graced the classrooms and corridors.

Over time, the faculty has become largely lay of many faiths and counts numerous distinguished scholars among its members. Accreditation by the Southern Association of Colleges and Schools came in 1963 and was reaffirmed in 1973, 1984, 1994, 2004 and 2014. In November of 1996 the university was the first institution to be accredited by the American Academy of Liberal Education, an association which recognizes outstanding liberal arts institutions. Significant honors have been won by university graduates since the first class in 1960, which earned Fulbright and Woodrow Wilson awards for graduate studies.

His Excellency Thomas Tschoepe succeeded Bishop Gorman and served as grand chancellor of the university until his retirement as Bishop in 1990 when Bishop Charles Grahmann, his successor, assumed this position. In 2007, Kevin Farrell was appointed Bishop of Dallas and Grand Chancellor following Bishop Grahmann's retirement. In 2016, His Excellency Edward J. Burns was appointed Bishop of Dallas after the elevation of Bishop Farrell to the cardinalate. Bishop Burns now serves as grand chancellor of the university.

A gift of seven and one half million dollars from the Blakley-Braniff Foundation established the Braniff Graduate School in 1966 and allowed the construction of the Braniff Graduate Center, Tower and Mall. The Constantin Foundation similarly endowed the undergraduate college with gifts in 1967 and 1969. In 1970 the Board of Trustees named the undergraduate college the Constantin College of Liberal Arts. Gorman Lecture Center and the Maher Athletic Center were completed in 1965. A legacy from the estate of Mrs. John B. O'Hara established the Summer Science Institute in 1973.

Holy Trinity Seminary was founded in 1965 and occupied its present facilities adjacent to the main campus in 1967. The Graduate School of Management (now the Satish & Yasmin Gupta College of Business) began in 1966, with one of the first experiential practice-based Master of Business Administration programs for working professionals. The Graduate School of Management transitioned into the College of Business in 2003 when it incorporated graduate and undergraduate business programs. In 2014, the Doctor of Business Administration was launched. It is the first and only AACSB accredited DBA program in Texas. Influential graduate programs in Art and English also began in 1966. In 1973, the Institute of Philosophic Studies, the doctoral program of the Braniff Graduate School and an outgrowth of the Kendall Politics and Literature Program, was initiated. The Institute for Religious and Pastoral Studies began in 1987, it became the School of Ministry in 2007, and was named the Ann & Joe O. Neuhoff School of Ministry in 2016.

In 1975 the University Center was doubled in size and named for J.M. Haggar, Sr., and an addition was made to the Haggerty Art Center. The University Apartments, a facility for upper division students, opened in 1980. 1985 saw the completion of the Patrick E. Haggerty Science Center and the Chapel of the Incarnation. A chapter of Phi Beta Kappa, the prestigious honor society, was granted in 1989. In 1992, Anselm Hall, the first dormitory, was renovated, and the Fr. Thomas Cain courtyard adjoining it was dedicated.

On June 11, 1994, the university dedicated permanent facilities for its Rome Program begun in 1970. The 12-acre Constantin Campus, *Due Santi*, near Albano, Italy, is 20 kilometers from the heart of Rome.

The dormitory renovation program continued and 1998 saw the addition of a handsome baseball field. In 2000 major additions to the Haggerty Art Village were completed, and the east side of campus was redeveloped. In 2002, a women's softball complex was added and a new Dominican Priory facility opened. Renovation of and addition to the Maher Athletic Center was completed in 2003. In January 2010, Clark Hall, a new 298-bed residence hall, opened on the west side of campus.

In 2006 the university completed an 18-month series of events celebrating its 50th Anniversary. The Anniversary Gala, September 22, 2006, welcomed over 1,000 alumni, faculty and donors to celebrate the opening of the university, virtually 50 years from the actual date, September 24, 1956.

The College of Business earned accreditation from the Association to Advance Collegiate Schools of Business (AACSB International) on December 28, 2012. A multi-million dollar gift in November 2013, from graduate business alumni Satish and Yasmin Gupta, funded the construction of SB Hall, completed in 2016, a university

academic building that houses the Gupta College of Business faculty and staff and provides classrooms and meeting spaces for the entire university. The college was named the Satish & Yasmin Gupta College of Business in their honor.

Cardinal Farrell Hall opened in January of 2018 and was dedicated on February 2. It houses a one-stop student services area, state-of-the-art classrooms, and administrative offices. In cooperation with Solar Soccer, a new soccer field and practice field with lights were inaugurated in the fall of 2018.

Today the university enrolls over 2,500 students from all over the United States and the world, divided roughly into 1,400 full-time undergraduates; 800 largely part-time graduate business students; and over 300 students in the Braniff Liberal Arts and Neuhoff School of Ministry programs.

Campus

From the campus of the university, one of the highest points in the area, the skyline of Dallas dominates the view.

The University of Dallas is located in Irving, Texas, a city of almost 250,000 residents, on the northwest boundary of the city of Dallas. In the center of the metroplex, the campus is ten miles from the Dallas-Fort Worth Regional Airport, 15 minutes from downtown Dallas and 40 minutes from Fort Worth. L.B. Houston Nature Preserve, along the Elm Fork of the Trinity River, forms part of the eastern boundary of the campus.

The major portion of the campus is situated around the Braniff Mall, a gathering place for the university community. The symbol and landmark for the university is the Braniff Memorial Tower. The primary architectural inspiration for the campus comes from the renowned mid-century modern Texas architect, O'Neil Ford, and his successors Duane and Jane Landry, who are responsible for the design of the majority of the important buildings on the campus.

Academic, Administration and Student Affairs Buildings

Anselm Hall (1956) houses Modern Languages and Classics faculty and administrative offices with classrooms on the second floor.

John W. Carpenter Hall (1956), the original classroom building, served the university faithfully for over sixty years, housing classrooms, the library, laboratories, and offices for faculty, staff and administration. It was decommissioned in the spring of 2018.

Lynch Hall (1956), named for Joseph Patrick Lynch, Bishop of the diocese from 1911-1954, was a multi-purpose amphitheatre-style lecture hall and the home of the Student Government Movie Series and other extracurricular concerts and lectures. It was torn down in February 2016 to make room for Cardinal Farrell Hall, whose ground-breaking took place in August 2016.

The Haggerty Art Village (1960, 2001) is a complex of five buildings situated in the trees on the northeast side of campus. The first building, designed by O'Neil Ford, was completed in 1960. Subsequent structures have been designed by Landry and Landry and Gary Cunningham. The complex includes instructional studios, galleries, classrooms and ample public spaces. It was completed in 2000-2001.

The Cowan-Blakley Memorial Library (1962) previously the William A. Blakley Library, was renamed and rededicated in 2016 in memory of Drs. Donald and Louise Cowan, and the former Senator William A. Blakley, all of whom had a significant impact on the history of the University. The Library provides access to over 320,000 volumes, more than 120 databases, and over 63,000 full-text publications online. The library is open more than 98 hours per week to serve university students, faculty, and staff. Reference services, including individual and group instruction, real-time chat, and SMS text services are available during select hours. Within the library, the Blakley Research and Information Center (BRIC) is a 20-station computer lab used for library instruction, and is available as an open lab all other times during regular operating hours. The library contains several group study rooms that are available for advanced booking. The library's website, www.udallas.edu/library, contains the online catalog and electronic resources including online journals and e-books. Interlibrary loan services are available for requesting materials not owned by the library. The collections of materials for general reading, serious study, and research reflect the university's interest and emphasis on academic excellence.

In 2001 the university established a **History/Archives Center** to begin preparing for its 50th anniversary in 2006. The Center is located in the lower level of the

Cowan-Blakley Memorial Library and entered from the Haggar Circle area across from the Haggerty Art Village. It serves as both a mini-museum and archive. Collections of papers, photographs and audio-visual materials pertaining to the university have been and are being organized through staff and volunteer help and are available for in-person research. Consult the Library and Alumni websites for complete listings.

Catherine Hall (1965) houses the Neuhoff School of Ministry, the Drama Department's Costume Shop and the Music Department.

The Gorman Lecture Center (1965) is named for the founding Bishop of the university, Thomas K. Gorman. Completed in 1965, it contains a variety of instructional areas and social spaces.

The Braniff Graduate Building (1966), a gift from the Blakley-Braniff Foundation in memory of the founder of Braniff International Airways, contains classrooms, seminar rooms and offices for the graduate faculty and administration and provides space for the collections of the University Library.

The Braniff Memorial Tower (1966), at the south end of the mall opposite the Braniff Graduate Building, rises 188 feet above the campus. The Tower is a memorial to Tom and Bess Braniff. It serves as a landmark and as a symbol of the university. The Braniff Tower houses four bronze bells, The Cowan Bells. A gift of the King Foundation, the bells are named in honor of Donald A. Cowan, president of the university (1962-1977) and Louise S. Cowan, professor of English, who designed the literary tradition sequence. Dr. Cowan named the bells. The "F" bell, the great bell, is named for St. Columba, who as priest and poet wedded the old tradition with the new in Ireland and whose voice is said to have "boomed from the mountains." St. Agatha, who, in her martyrdom, became the patroness of bells, carries the name of the "A" bell. The "C" bell is named for St. Catherine of Alexandria who, through clarity and beauty of speech, became the guide of the Christian philosopher. The smaller "F" bell, whose sound is heard above the others, is named for St. Andrew who proclaimed the splendor of the Word of God.

The Margaret Jonsson Theater and Courtyard (1972) houses a handsome 80-seat theater and scene shop. Using an older campus building, the renovations and extensions were made possible by a gift from Mr. and Mrs. Erik Jonsson.

The J. M. Haggar, Sr. University Center (1976), made possible through the Haggar Foundation and other bequests, is a handsome facility which includes the Haggar café, Rathskeller, bookstore, post office, Cap Bar, UD Police Department, the Student Leadership and Activities Center, Student Affairs and Government offices, Chaplain's Office and Campus Ministry, Health Center, Visiting Professor Suite and meeting and reception rooms. This award-winning facility, dedicated in 1976, is located on the Braniff Mall.

The Patrick E. Haggerty Science Center (1985), a 60,000-square-foot teaching and research facility, completed in 1985, commemorates an outstanding industrialist and scientist and one of the university's most dedicated trustees.

The Church of the Incarnation (1985), an exquisitely designed and crafted 500-seat church, was completed in 1985. In addition to the main worship space, the award-winning church includes the St. Thomas Aquinas Eucharistic Chapel.

The Shrine to Our Lady of Guadalupe (2015) was dedicated May 16, 2015. The result of an alumni drive, the larger than life-size bronze statue was sculpted by Jaime Dominguez, with the aid of Humberto DeGarrio. The peaceful shrine, located on a gently sloping hill close to the Art Department, affords a place for prayer and contemplation.

SB Hall (2016) is a university academic building that houses classrooms, meeting and social spaces and offices for the faculty and staff of the Satish & Yasmin Gupta College of Business. The 46,000 square-foot state of the art three-story building is

named for the company, SB International, which was started by the Guptas as they were finishing their MBA's at the university. The twelve million dollar grant made possible both the building and the naming of the College of Business in their honor.

Cardinal Farrell Hall (2018) is a state-of-the-art student services and administration building which opened in January of 2018 and was dedicated on February 2, 2018. The building includes three classrooms and first floor storefronts that provide easy, one-stop access to financial aid, registration, student accounts, and student employment services. The second floor houses academic administration, and the third floor houses the President, Advancement and Development and administration offices. The building is named for Cardinal Kevin J. Farrell, former bishop of the Catholic Diocese of Dallas and university chancellor.

Student Residences

O'Connell Hall (1956), Theresa Hall (1958) and **Madonna Hall (1964)** are located on the **East side of campus**. They house 200 students. **O'Connell Hall** is named in honor of the late Sister Mary Margaret O'Connell of the Sisters of St. Mary of Namur, who served as registrar of the university from its opening until her death in June 1973.

Augustine Hall (1958), Gregory Hall (1964) and **Jerome Hall (1965)** are the residence halls on the **West side of campus**. They house about 300 students. In addition, Augustine Hall houses the Economics & Psychology Departments, Personal Career Development, and faculty offices

The University Apartments (1980) located along Soledad Drive, opened in the fall of 1980. These small clusters house upper division undergraduate students in one (two-student occupancy) and two (four-student occupancy) bedroom apartments. Students have the option of preparing their own food or participating in the university food service plan.

Clark Hall (2010) is located on the **West side of campus** between the student apartments and the athletic fields. Opened in January 2010, this 128,000 square-foot, co-ed dorm houses 298 residents. Clark Hall was dedicated on May 14, 2016 in memory of Zachary Clark, a beloved member of the Class of 2016, who tragically passed away the summer before his senior year. The building includes common areas for gathering with friends, studying lounges, a media entertainment room and a large outdoor courtyard area. Clark Hall is reserved for continuing students. Students may choose between single rooms, double rooms and three-bedroom suites.

Athletic Facilities

The Ed Maher Athletic Center and Athletic Complex (1967), named in honor of one of the university's principal founders and most devoted trustees, includes a gymnasium, outdoor swimming pool, tennis courts, soccer, lacrosse, softball and baseball fields. In 2003 it was renovated, adding offices and a wellness center.

Religious Residences

Holy Trinity Seminary (1965) is the residence of students preparing for the diocesan priesthood who attend classes at the university. It contains a chapel, student housing and athletic facilities.

The Priory of St. Albert the Great (2002) is the residence of the Dominican Fathers, who have served the university as chaplains and professors since 1958.

The Cistercian Abbey of Our Lady of Dallas (1958) provides accommodations for monks of the Cistercian Order, many of whom originally came to the United States from Hungary to pursue their apostolic-academic vocation. The Cistercians operate an excellent preparatory school at the same site. Several members of the community are professors at the university. The precinct includes an award-winning monastery church, designed by Gary Cunningham.

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J. Lee Whittington
Professor of Management
B.A., Austin College
M.B.A., University of Texas at Arlington
Ph.D., University of Texas at Arlington

Alexandra Wilhelmsen
Professor Emerita of Spanish and History
B.A., University of Dallas
M.A., Rice University
Ph. et Litt. D., University of Navarra

Reina Williams
Associate Librarian
B.F.A., The Art Institute of Chicago
M.L.I.S., Dominican University

Christopher Wolfe
Distinguished Affiliate Professor of Politics
B.A., University of Notre Dame
Ph.D., Boston College

Robert Wood
Distinguished Professor Emeritus of Philosophy
B.A., Marquette University
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Associate Professor of Marketing
B.A., Vanderbilt University
M.B.A., University of Texas at Arlington
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Lauren Younger
Assistant Librarian
B.A. Pepperdine University
M.L.I.S., Rutgers University

Academic Policies and Procedures

Registration

Registration for new students is held according to the dates specified in the calendar at the back of this bulletin, in the Schedule of Classes for the particular semester or term, or in the registration directions provided each student. Deadlines may change slightly as the semester or term approaches. It is the responsibility of the student to be aware of any changes. New students should register on the *regular* registration days as indicated on the above mentioned schedules. They may register through the day specified as the last day for registration.

All continuing students, undergraduates and graduates, should register during the appropriate Early Registration periods. Participation in the process allows for adequate academic advising of the student and provides the university with information needed to plan for the next semester. Continuing students who register late for a fall or spring semester (as defined by the calendar, published schedule, or registration directions) will be assessed a fee of $100.

Credits

The credit given for each course is indicated by the second digit of the course number listed with the description of the course. Credits are awarded on the basis of the university's credit-hour policy. Normally, one credit represents a minimum of 15 hours in lecture or seminar periods per semester. Studio and laboratory periods represent a minimum of 30 hours per credit but may exceed this number in particular disciplines.

Course Numbers

The four-digit numbering system is interpreted as follows: the first digit indicates the level of the course; the second digit is the number of credits available; the third and fourth digits are chosen by the department offering the course. The first (level) digit follows this pattern: 1 and 2 indicate freshman and sophomore year courses, 3 and 4 are advanced courses, 5 shows that the course is for seniors or graduate students and courses numbered 6 and above are graduate-level courses. A "V" in place of the second (credit) digit indicates a course in which credits may be arranged at the beginning of each semester for a group of students or an individual student on a variable system at the time of registration by permission of the instructor.

The numbers 5301-5310 are reserved for undergraduate courses taken for graduate credit. Appropriate additional work is assigned to the graduate student.

Occasionally, an advanced undergraduate is allowed to take a graduate course (6000 or above). Permission of the instructor and the appropriate graduate dean is required. If the student agrees to fulfill all graduate requirements of the course, the official course number stands. However, the student may petition to satisfy a lesser set of course requirements in which case the number 5300 is assigned to indicate the course was completed at the undergraduate level.

Consortium Arrangements

In certain degree programs undergraduate students with advanced standing may study at other universities through the university's *standing consortium agreements*. Consortium enrollment must be recommended by the major department and must be full time. Arrangements must be made well in advance with the major department, the Financial Aid Office and the Registrar's Office from which more exact guidelines may be obtained. For program-specific fees, consult the appropriate department.

A consortium agreement with a college or university *not covered under a standing agreement* is possible only if a department chair wishes to recommend such an agreement and is able to verify the content and validity of specific proposed courses. A student requesting such an arrangement must make the request at least six months before the beginning of the proposed semester of study. As with regular consortium agreements, the student must be degree-seeking and enrolled full time. If the agreement is approved, the student must fulfill the rest of the requirements and the credits and grades will be posted as transfer credit, *i.e.*, the grades are not included in the university GPA. For program-specific fees, consult the appropriate department.

Class Attendance Policy - Undergraduates

Class attendance is assumed. Unexcused absences from three class hours in any one course shall be reported to the Registrar, who then warns the student. If any further unexcused absences occur, an instructor may, at any time before the last day of classes, require that the student be withdrawn for excessive absences by notifying the Registrar in writing. A "W" is assigned through the withdrawal deadline, generally the 10th week of class. After the withdrawal deadline an "FA" is assigned. The Registrar notifies the student of the instructor's action and invites the student to consult with the instructor. The instructor's decision is final.

Student Absences due to Athletic and University-Sponsored Events
Students who are absent from classes for games and travel-related athletic and other university-sponsored events approved by the appropriate academic dean should not be penalized for these absences under the following conditions:

- The student has met with the instructor to discuss upcoming classes for which there are conflicts with a university event. This meeting should be as far in advance as possible (typically by the second week of class for events already scheduled for the semester).
- The student has not missed more than three hours of class time in a three-credit hour course (and similarly and proportionally for courses with fewer or more credit hours).

Students are entitled to two excused class hours for attendance at such events. They are not entitled to more than two excused class hours, though instructors may grant further excused hours at their discretion.

Further, for any absence that requires make-up work, the instructor should work with the student to make reasonable arrangements for the missed work, classes, and examinations. The student is responsible for completing the make-up work on time.

Classification of Students

A student who has earned fewer than 30 credits is classified as a freshman; from 30 to 59 credits, a sophomore. To be classified as a junior, a student must have earned 60 credits. A senior is one who has earned 90 credits and is capable of finishing in one year all requirements for a degree.

A special student is one who is not enrolled as a candidate for a degree. Special students who wish to become candidates for degrees must fulfill the requirements of the university and secure the approval of the Admission Committee.

Course Load

A full-time undergraduate student is one enrolled for a minimum of 12 semester hours; full-time for graduate students is 9 semester hours. Most undergraduates pursue approximately 15 credits per semester, i.e., five regular courses. Because of the demanding academic load, undergraduate students may not take six regular courses in the fall or spring semesters unless they have a cumulative grade point average of 3.0.

Grades and Quality Points

Grade		Quality points	Grade		Quality points
A	Superior	4.0	**C**	Adequate	2.0
A-		3.7	**C-**		1.7
B+		3.3	**D+**		1.3
B	Good	3.0	**D**	Passing*	1.0
B-		2.7	**D-**		0.7
C+		2.3	**F**	Failure	0.0

**Undergraduates only; failing for graduate students*

W Withdrawal from course with permission of the Dean and instructor by the end of the tenth week of class. No drops are allowed after this date except for medical reasons or other extenuating circumstances judged appropriate by the instructor and the Academic Discipline Committee.

Because of the distinct calendar and nature of the Rome Program, different course withdrawal regulations apply. See Rome section in this bulletin.

WA Withdrawal from an audit. Students who register to audit a course are expected to be present at least fifty percent of the time. The professor may request that the student be withdrawn if this is not the case.

FA Failure due to absences. This grade is assigned by the instructor after the 10th week of classes because of the student's failure to comply with absence regulations. It is a failing grade and is included in the grade averages.

MW Indicates withdrawal for medical reasons as certified by a personal physician or the university Health Service.

I Incomplete. The letter "I" denotes an Incomplete and is given only when a valid emergency prevented the student from completing course work. For an Incomplete grade to be considered, the student must have completed a substantial part of the course requirement with a grade for that work. If the student receives an "I" he/she must perform whatever academic tasks the granting faculty member deems necessary before the Incomplete will be changed to a letter grade. An **Incomplete Grade Contract** must be completed by the student and the professor specifying the work required and a date for completion. The Incomplete Grade Contract must be submitted to the appropriate Dean, for final approval and a copy will remain on file in the Office of the Registrar. Upon submission of the required work, the professor assigns a grade and submits a grade change form to the Office of the Registrar. If an Incomplete is not changed by the deadline specified within the contract, the grade indicated in the contract will be assigned. "I" grades in undergraduate courses are calculated as F grades in the student's GPA. If they are not removed within the first four weeks of the following semester, the final grade will be changed to "I/F". If required work is submitted by the due date the final grade is placed after a slash next to the "I", which is not removed.

UW Unofficial withdrawal. Assigned by the Office of the Registrar when there is no record of withdrawal from a course or courses or evidence of presence in or completion of the course or courses. The "UW" grade *may* be considered as an "F" grade upon review of the application for readmission.
AD Audit. Non-credit participation in a regularly scheduled course. No final grade assigned or credit awarded, but the student is expected to attend at least fifty percent of the classes. The decision to audit a course must be made by the fifth week of the particular semester or its equivalent in shorter terms.
T A temporary grade assigned if an extended time period for completion of the course is a *planned* part of the course. If work is submitted by the due date established, the "T" grade is completely removed from the student's record. The "T" grade may also be assigned by the Dean when an extraordinary situation prohibits the professor from providing a final grade in a timely manner.
P Pass in a P/NP course.
NP Non-passing grade in a P/NP course. It is not included in the grade average.

Course Withdrawal

Withdrawal from the university must be with written permission of an Academic Dean. For undergraduates, withdrawal from a course requires advisor and Professor signatures. Students are not permitted to withdraw from courses during the last five weeks before the final examination period. Courses that meet on a special calendar have a separate withdrawal deadline.

Grade Reports

Midsemester grades of "D" and "F" are reported to all undergraduate students and upon request, to the parents of students who are dependent according to section 152 of the Internal Revenue Code. They are not part of the permanent record. Reports of final grades are available to students online at the end of the semester. They are available to parents of students who are dependent as indicated above.

Grade Point Average

The university grade point average will be calculated according to the values given under "Grades and Quality Points." Grades of "I" earned by undergraduates are averaged into the grade point average as "F" grades until completed. Grades earned in college courses taken at other institutions do not affect the students' cumulative university grade point average. The grade point average is found by dividing the total number of quality points earned by the total number of GPA hours. In order to receive a degree, an undergraduate must attain a cumulative grade point average of "C" (2.0). Not more than 30 credit hours passed with a grade of "D" are acceptable for graduation. Generally, students are not allowed to attempt *six* regular courses unless they have at least a 3.0 GPA. Only *six* credits of *graded* research or internship will be included in the GPA.

Grade Changes

When students believe that a final grade has been miscalculated, they should ask the professor to review the matter. This request must be made within 30 days of the end of the semester to which the grade in question applies. If a grade change is warranted, the professor will report the new grade to the Registrar. No grade change will be accepted after 30 days unless authorized by an Academic Dean.

The basis for a grade change request can only be the miscalculation of a grade. Requests for an increase in grade for the sole purpose of student eligibility for academic honors, scholarships, financial aid, Rome participation, or for graduation, or to prevent probation, suspension, or dismissal for academic deficiencies, will not be accepted. Except in unusual circumstances and only with prior approval of the Dean, students may not request or provide additional work for the purpose of increasing a grade after the final grade has been submitted to the Registrar.

If students wish to appeal the professor's decision, or if students are unable to contact the professor, they may submit a written request for a review by the appropriate Academic Dean. This request must be filed within 30 days of the end of the semester. The Dean or Dean's designee will then talk with the student and professor and will attempt to resolve the dispute about the grade. Failing such a resolution, the professor's grade will stand.

Honor Roll and Dean's List

Determination of the Honor Roll and Dean's List is based on grades and credits as of the time grades are run. A student earning 15 or more University of Dallas credits in a semester and achieving a semester grade point average of 3.0-3.49 is placed on the *Honor Roll*. A student earning 15 or more credits in a semester and achieving a semester grade point average of 3.5 or higher merits the distinction of being placed on the *Dean's List*.

Examinations

At the end of the semester there is a two-hour written examination in each course. This final examination covers the work of the entire semester. No students are exempt from the final examination. Unexcused absence from a final examination may constitute a failure. Permission to make up an examination missed because of extenuating circumstances may be granted by an Academic Dean.

Leave of Absence

It sometimes becomes necessary for students to leave the university for a semester or two. In order to facilitate their return, students should apply for a Leave of Absence, indicating the probable semester of re-enrollment. This notification will assist the university in providing students with a more automatic reinstatement of matriculated status, financial aid and housing reservations. Leave of Absence forms are available in the Registrar's Office. Students on scholarship who file the Leave of Absence Form will have the scholarship reinstated unless the student attends another institution during that time.

Repeat and Cancel Policy

1) In case of a repeated course, the lower grade is excluded from units attempted and from the cumulative GPA. The lower grade remains permanent in the student's academic record, but is annotated as being excluded from GPA calculations and from any credits that may have been earned.
2) Repeat and Cancel may be used only on courses taken and repeated at the University of Dallas.
3) Repeat and Cancel may be used for up to a total of fifteen (15) semester units taken at the University of Dallas.

4) Repeat and Cancel may be used *only* on courses with grades below C-.

5) A student may repeat a course for credit only once using this policy.

Other than this limited repeat and cancel policy, for undergraduate students, UD counts the first grade earned in a course if the grade is passing (at least D- in lower division courses and in non-major advanced courses, or at least C- in advanced courses in major field). That is, the first grade stands even if the course is repeated and a better or lesser grade is received. The repeated course is not calculated in the grade point average nor counted in hours for the degree if the first course was "passing" as defined above. If the first course grade was not passing, both grades are included in the grade point average. The student may not repeat a course for additional hours toward a degree unless the catalog description specifically states that the course may be repeated for credit.

Academic Discipline-Undergraduates

The university sets high standards for students and expects them to make normal progress toward completion of their baccalaureate program. At the same time, it believes that students who have initial academic difficulty should be encouraged to persist in their programs and should be given the support they need to succeed. The academic discipline policy is one of the ways in which the university balances these two goals.

At the end of each semester, the grades of all students are reviewed by the Academic Deans. The record of students who have encountered academic difficulty during the semester is shared with academic advisors who work with students to identify problems and develop a plan for improvement. Students whose academic difficulty warrants disciplinary action according to the following policy will be contacted promptly about that action.

With the exception of one warning semester, full-time students (those who attempt at least 12 credits/semester) achieve and maintain good standing by earning a semester GPA of at least 2.0 and earning passing grades in not less than nine credits. Full-time students earn a minimum of 24 credits per academic year to make satisfactory progress toward the degree.

Use of the repeat and cancel policy does not affect academic discipline retroactively. Students who earn a semester GPA less than 2.0 in at least 12 credits, make passing grades in less than nine of 12 credits, or who complete less than 48 credits in their first two Academic Years and 24 credits per Academic Year thereafter, are subject to the following guidelines:

Students who earn a semester GPA less than 2.0 or earn passing grades in less than 9 of 12 credits in any full-time semester receive an academic warning. Students who earn less than 2.0 or earn passing grades in less than 9 of 12 credits in a second full-time semester earn academic probation. Students who earn a semester GPA less than 2.0 or earn passing grades in less than 9 of 12 credits for a third full-time semester earn suspension for one semester. In addition, students who earn less than 48 credits in two Academic Years are subject to probation or suspension. Students who fail to make satisfactory academic progress for a subsequent Academic Year earn the next level of suspension. Annual academic reviews occur after Mayterm.

Students returning from suspension are on probation. If they earn a semester GPA less than 2.0 or earn passing grades in less than 9 of 12 credits for a fourth full-time semester, they will be suspended for two semesters. If students returning from this second suspension earn a semester GPA less than 2.0 or earn passing grades in less than 9 of 12 credits for the semester, they will be dismissed. Students who earn less than 24 credits for a 4th academic year will be suspended for two

semesters; students who earn less than 24 credits for a 5th academic year after they return from second suspension will be dismissed.

Full-time students who have received an academic warning remain in academic good standing in the subsequent semester. Full-time students who earn probation are not in academic good standing in the subsequent semester.

With prior approval of an Academic Dean, students who are suspended from the university may take courses at other accredited universities and transfer them toward their elective credits at UD, providing they achieve a minimum of 2.0 in each course transferred. Courses taken elsewhere will not affect the students' cumulative GPA. Students should also consult the Office of Financial Aid before taking courses elsewhere since their financial aid package may be affected. An appointment with the Dean is required before returning to the university.

Part-time students (those attempting less than 12 credits in a semester) must earn a semester GPA of at least 2.0 for good standing. Part-time students receive an academic warning the first semester they earn less than 2.0. The second semester they earn less than 2.0 they are placed on academic probation. The third semester they earn less than 2.0 they are suspended.

Students may take no more than four regular courses, totaling no more than 14 credits, at the university while on probation. Students on academic probation are not permitted to be candidates for or hold any elected or appointed office or participate in intercollegiate sports. Appeals to the dean for exemption from the credit restriction policy will be considered only for the most extraordinary circumstances.

Academic Honesty

The university is a community dedicated to learning and research, both of which include the transmission of knowledge. In striving to learn, we are often dependent on what others have achieved and thus become indebted to them. Courtesy, gratitude and justice require that we make public our reliance on and use of the ideas and writings of others. At the time of matriculation, all students are informed of the academic honesty policy as described below and asked to sign a paper or electronic form indicating their understanding of same.

Plagiarism

An attempt to claim ideas or writings that originate with others as one's own is a serious offense against the academic community. Plagiarism is not mitigated by a paraphrase or even by an extensive rewriting of another's work. Whenever ideas or words are borrowed, the student must give credit by citing the source. The same principle of honesty applies to the use of modern technologies like the computer—sources of information must be accurately credited.

A student who submits plagiarized work is subject to disciplinary action. An instructor who discovers that plagiarized work has been submitted in fulfillment of course requirements shall immediately inform the student, allowing him or her the chance to explain the circumstances. If, after conferring with the student, the instructor still considers the student's work to be plagiarized, then the instructor will compile the materials of the case, including the piece of work that may have been plagiarized, any sources from which the student plagiarized and a report of the instructor's conversation with the student. The instructor will submit these materials to the appropriate Academic Dean.

If the student acknowledges in writing that he or she has plagiarized, the case does not go to an Academic Discipline Committee. Instead, the instructor assigns a grade on the work and a grade in the course, up to and including failure in the course. The appropriate Academic Dean reviews the case and decides on a penalty beyond the grade as necessary.

If the student does not acknowledge the plagiarism, the appropriate Academic Dean will submit the case, with all relevant materials, to the Academic Disciplinary Committee of the student's school. That disciplinary committee will conduct its own investigation and will hold a hearing at which the student, representing him or herself, will be invited to present his or her case and to respond to the committee's questions. The committee will decide solely on whether the student did plagiarize and will base its decision only on the evidence, not on mitigating or extenuating circumstances.

If the committee finds that *plagiarism did occur*, it will convey its findings to the instructor and to the appropriate Academic Dean. The instructor will assign a grade to the material in question and a grade for the course, up to and including failure in the course and shall report these grades to the appropriate Academic Dean. The Dean shall hold a show-cause hearing with the student on why he or she should not be dismissed from the university and shall decide on any penalties beyond the grade, up to and including dismissal from the university.

If the appropriate Academic Discipline Committee decides that the work is *not plagiarized*, the committee will inform the instructor of its decision. The instructor shall then compute a grade for the piece of work and the course without regard to plagiarism, but solely on an evaluation of the quality of the student's work. The case against the student is then dropped.

Repeat offenses are subject to further disciplinary action including, but not limited to, academic suspension and dismissal.

Adequate procedures for dealing with instances of plagiarism in off-campus programs will be determined by the appropriate Academic Dean in consultation with the Director of that program.

The standard procedure in a case of plagiarism discovered in a thesis or dissertation is termination of work toward the degree. The standard procedure in a case of plagiarism discovered in a thesis or dissertation after the degree has been granted, regardless of the length of time ensuing, is revocation of the degree.

Cheating

The integrity of examinations is essential to the academic process. A student who cheats on examinations or other work submitted in fulfillment of course requirements is subject to disciplinary action. When cheating is discovered during the examination itself, the instructor or proctor is to take up the examination and dismiss the student from the examination for a later appearance before the instructor. The review of all cheating cases and the imposition of penalties will follow the procedure explained under "Plagiarism."

Course Requirements

Clearly there are relationships between ideas considered, texts read and assignments given in courses. However, students should understand that requirements are unique to the particular course. That is, it is unethical and thus a case of academic dishonesty to submit the same work for more than one course unless there is prior agreement between the professors concerned about the cross-course nature of a project.

Classroom Code of Conduct

Respect for learning, for professors, staff and fellow students is to be shown at all times in all learning environments. The complete Classroom Code of Conduct is found in the Student Handbook.

Federal Regulations

Unlawful Discrimination and Harassment

The university prohibits all forms of unlawful discrimination, including sexual harassment, i.e., discrimination based on race, color, religion, sex, age, disability, national origin or citizenship. As a Catholic institution, the university may take actions based on religion in many areas (for example, in student admissions and administrative faculty appointments) and may establish a university approved code of conduct based on the teachings of the Catholic Church. Specific policies and procedures are available online at https://udallas.edu/civil-rights and in the student, faculty and staff handbooks. The following person has been designated to handle inquiries regarding the non-discrimination policies: Joshua Skinner – Section 504/ADA Coordinator – Title IX Coordinator – Age Discrimination in Employment Act Coordinator – 1845 E. Northgate Dr., Irving, TX. 75062 – 972-721-5056.

Section 504 and Americans with Disabilities Act

The university will not exclude or impede an otherwise qualified individual, by sole reason of disability, from submitting an application for employment or from participation in university programs and activities.

The university will provide any and all reasonable accommodations to facilitate applicants, students, employees and guests with disabilities access to and participation in university programs, events, classes and administrative activities.

University departments sponsoring events that are open to the public must include as part of the event announcement the clause: *Persons with disabilities needing special assistance to attend should contact the ADA/Section 504 Coordinator at 972-721-5056 at least 72 hours before the event.* The university will provide reasonable accommodation to those requesting assistance.

Employees and students who complain of any alleged violations of the Rehabilitation Act of 1973 or the Americans with Disabilities Act may present their complaint to the ADA/Section 504 Coordinator.

The Coordinator assists in an informal resolution of the complaint or guides the complainant to the appropriate individual or process for resolving the complaint.

Title IX

The university does not discriminate on the basis of sex in its programs and activities. Any person alleging to have been discriminated against in violation of Title IX may present a complaint to the Title IX Coordinator. The Coordinator assists in an informal resolution of the complain or guides the complainant to the appropriate individual or process for resolving the complaint.

Title IX Coordinator

The university has designated Joshua Skinner as the Title IX Coordinator. His office is located in Braniff Graduate Building; his phone number is (972) 721-5056. For more information about the Title IX process, go to https://udallas.edu/titleix.

Release of Information

Section 438 of the General Education Provisions Act (the Buckley Amendment) sets up requirements designed to protect the privacy of records for students and for parents of dependent students. Once a year the university informs students about the right of access to their official file and limitations thereon. It also informs students of those things which are considered "directory information" according to the law, i.e., which can be released without permission. These include the following: the student's name, address, telephone listing, email address, date and place of birth, major field of study, classification, participation in officially recognized activities and sports, honors, weight and height of members of athletic teams, dates of

attendance, enrollment status, degrees and awards received and the most recent previous educational agency or institution attended by the student.

It is also permissible for the university to release information from a student's educational record to a parent, provided the student is a "dependent" as defined in Section 152 of the Internal Revenue Code of 1954. *Students may withhold directory information by notifying the Registrar in writing.* Requests for non-disclosure are honored for only one academic year; therefore, authorization to withhold directory information must be filed annually in the Registrar's Office.

Transcript Policies — Undergraduate and Graduate

1) No official transcript or other evidence of attendance is issued to or for a student who is in debt to the university until such indebtedness has been paid in full. In addition, transcripts are not issued to a student who is in default on an educational loan.
2) Transcripts are issued only at the request of the student or appropriate institutions and officials.
3) Official transcripts may be ordered through the National Student Clearinghouse. Please see the Registrar's home page for more information on ordering transcripts. https://www.udallas.edu/offices/registrar/index
4) Transcripts which have been presented for admission or evaluation of credit become a part of the student's permanent record and are not reissued. Transcripts from other institutions, if needed, must be obtained directly from the original issuing institution.
5) Transfer work from other institutions will not be recorded on the university record unless the student is a degree candidate at UD.
6) Disciplinary actions, that are academic are not recorded on the official transcript.
7) Non-academic disciplinary actions are recorded on the transcript if the student is ineligible to re-enroll, for reasons other than academic or financial.
8) Since the academic transcript consists of all academic work completed in all credit programs, requests to release only a portion of the transcript or to exclude any part of it will not be honored. If the student does not authorize the release of the complete record, the transcript will not be released and any fee paid will be returned.

Transfer of Credit Policy

Transferred credit must be applicable to current University of Dallas degree programs. Credits transferred from a two-year or community college shall not exceed 60 credits. Grades below C- do not transfer for undergraduate credit at the University of Dallas. In special circumstances for courses not required for the major a student may appeal this decision to the appropriate Dean.

Students currently matriculated in an undergraduate degree program may not transfer credit from a course taken at another college or university unless they obtain written permission from the offering department on this campus prior to enrolling in the course. To request transfer approval, students must complete a Transfer Credit Request Form from the Office of the Registrar and submit it, along with the catalog description and/or course syllabus of the proposed course, to the relevant department chair for the approval signature. Students must then return the signed form to the Office of the Registrar prior to enrolling in the course. Grades earned at other

institutions are *not* averaged with grades at the university *except* when the student is being considered for graduation with honors. See "Undergraduate Graduation Honors." Credit is not transferred without approval.

Commencement Information

Graduation
The university observes the custom of a single graduation ceremony at the closing of the spring semester. For the benefit of graduates who complete all requirements at other times during the academic year, diplomas are awarded in August and December. Undergraduates within two courses of graduation in August are invited to participate in May Commencement to the extent to which they are eligible at that time. An additional ceremony in December is confined to the Satish & Yasmin Gupta College of Business graduate program.

Awarding of Degrees
Upon recommendation by the respective faculties, all degrees are granted through the appropriate Dean and the President by the Board of Trustees.

Undergraduate Graduation Honors
The baccalaureate degree with distinction, awarded to students who have maintained a high degree of scholastic excellence, is of three grades; *cum laude*, which requires a grade point average of 3.40; *magna cum laude*, a grade point average of 3.70; and *summa cum laude*, a grade point average of 3.90.

To be eligible for graduation honors, students must have earned at least 60 credits at the University of Dallas. The grade point average used to qualify for honors is computed on the basis of all college credit earned (Dual or Transfer Credit). Transfer grades will not make a student eligible for UD honors. **Faculty Medals and Stipends** are awarded at commencement exercises each year to the two graduating seniors with the highest overall averages.

The Cardinal Spellman Award is maintained by interest on a special fund given by His Eminence, the late Francis Cardinal Spellman and is presented each year to assist an outstanding senior in further studies.

The Helen Corbitt Awards for Excellence recognize a senior woman and a senior man who have produced an outstanding body of work during their time at the university. Students nominated for the award demonstrate excellence in academic pursuits, in student activities and in general service. Helen Corbitt was a gifted chef and nutritionist, the recipient of several national and international awards and the head of the Neiman-Marcus restaurants. Her commitment to excellence is continued through an endowment that makes possible these awards and also provides special support for the Rome program.

The Ann Heller Maberry Award, presented annually since 1969-1970, to an outstanding woman graduate of the university, is given in memory of the daughter of Mr. and Mrs. Frank Heller, longtime patrons of the university.

Undergraduate Departmental Awards
At Senior Convocation many departments present awards to outstanding seniors. Such awards are often named in honor of former professors whose contribution to and development of the department and the discipline was significant.

Phi Beta Kappa, one of the few societies in America devoted to recognizing and encouraging scholarship in the liberal arts and sciences, is an honor society founded at the College of William and Mary in 1776.

Primarily concerned with the development of liberally educated men and women, the society considers an academic institution for a Phi Beta Kappa charter if the

school's curricular emphasis is on liberal arts and sciences, if the quality of work required of students is high and if the intellectual climate of the institution promotes serious concern among its students about discovering the best way to live.

Awarded in 1989, the University of Dallas is one of only 12 U.S. Catholic-affiliated schools and one of eight Texas schools to be accorded this distinction. Seniors majoring in the liberal arts are elected to the society by the university Phi Beta Kappa Chapter on the basis of academic merit. Normally, no more than ten percent of any graduating class will be elected. A minimum grade point average of 3.5 is required. Transfer students must have earned at least 60 credits at the university in order to be eligible for consideration.

Beta Gamma Sigma (BGS) is the International Honor Society for AACSB-accredited schools. BGS was founded in 1913 to encourage and honor high academic achievement by students of business and management through AACSB-accredited business programs. Undergraduate students in their Junior or Senior year, who are in the top 10% of the class are invited (invitation only) to join BGS. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.

Constantin College of Liberal Arts

History

The undergraduate college bears the name of one of its founders and principal benefactors. The late Eugene Constantin, Jr. was chairman of the first fund drive and served the university as a trustee from its beginning. Ruth and Eugene Constantin established an undergraduate endowment fund in memory of their son, whose life was lost at Okinawa in WWII and took as their principal interest the welfare of the undergraduate college. Fittingly, in 1970 the Board of Trustees named the college in their honor.

The Curriculum

Quite unabashedly, the curriculum at the University of Dallas is based on the supposition that truth and virtue exist and are the proper objects of search in an education.

The curriculum further supposes that this search is best pursued through an acquisition of philosophical and theological principles and has for its analogical field a vast body of great literature—supplemented by a survey of the sweep of history and an introduction to the political and economic principles of society. An understanding of these subjects, along with an introduction to the quantitative and scientific world view and the mastery of a language, is expected to form a comprehensive and coherent experience which, in effect, governs the intellect of a student in a manner which develops independence of thought in its most effective mode. Every student builds his or her intellectual structure on the core curriculum and is bolstered by the fact that this experience is shared with the entire community of fellow students. The student then goes on to pursue a chosen major discipline, reaching—according to this theory of education— a level of maturity and competency in the discipline that could not have been attained in the absence of a broad and general foundation.

Discovering and transmitting the wisdom of the Western tradition is an undertaking inseparable from the task of preserving language. The university acknowledges an obligation, at once professional, civic and spiritual, to encourage in its students a respect for language and to train young men and women to write and speak with directness, precision, vigor and color.

Major Programs

The Constantin College offers major programs leading to a Bachelor of Arts in *Art* (studio and art history), *Biochemistry* (B.S.), *Biology*, *Chemistry, Classics, Classical Philology, Comparative Literary Traditions, Computer Science, Drama, Economics, Economics and Finance, Electrical Engineering Dual Degree, English, History, Human and Social Sciences, Interdisciplinary Studies (Elementary and Middle School Education), Mathematics, Modern Languages* (French, German, Italian and Spanish), Nursing Dual Degree, *Philosophy, Physics, Politics, Psychology* and *Theology*. Uniquely qualified students may have the opportunity to shape an individual curriculum through the *Paideia Personalized Major Program*.

It is possible for a student to pursue a Bachelor of Science program in *Biology, Chemistry, Computer Science, Mathematics* or *Physics* by completing all the B.A.

requirements in the selected field and by taking at least 12 additional hours in that field. A B.S. degree may require a full-time summer during which time students pursue independent advanced research.

Major Declaration

At the end of the sophomore year each student must declare a major. Students also must consult with the department chair or assigned advisor in that major so as to be aware of all major field graduation requirements. Normally this process is completed during Early Registration in April. It must be completed before the end of drop/add week in the fall of the junior year. Students should complete the Major Declaration Form available in the department or the Registrar's Office. A change of major may be accomplished by going through the same process.

Concentrations and Minor

Electives available in a student's program provide opportunities to pursue new or deepen previous studies according to the student's inclinations. They are *not* required.

A "concentration" is a set of courses that enables students to use electives to achieve disciplined study in an area short of a major. Generally, concentrations are a coherent set of four to six courses in areas appropriate to liberal arts education but *not* available as an undergraduate major; composed of courses that already exist at the university; have a specific faculty advisor; and are identified as a concentration in the catalog and on the transcript.

At least three courses (9 credit hours) in any concentration must be at the advanced level; a grade of at least C- must be earned. In certain cases courses may be double-counted. See the policy on double-counting courses in the Degree Requirements section. Current concentrations include: *Accounting*, *American Politics*, *Applied Mathematics*, *Applied Physics*, *Art History*, *Art Studio*, *Biblical Greek*, *Biopsychology*, *Christian Contemplative Tradition*, *Comparative Literary Traditions*, *Computer Science*, *Drama*, *Education*, *Environmental Science*, *Ethics*, *Healthcare Business*, *History and Philosophy of Science*, *Human and Social Sciences*, *Industrial/Organizational Psychology*, *International Studies*, *Jewish Studies*, *Journalism*, *Language and Area Studies*, *Latin American Studies*, *Leadership*, *Legal Studies*, *Medieval and Renaissance Studies*, *Molecular Biology*, *Music*, *Pastoral Ministry*, *Political Philosophy*, *Pure Math*, *Sacred Music* and *Theology*. A minor consisting of 19 credits is available in *Business*. See alphabetical listings for further information.

Pre-professional Education

The pre-professional curricula at the university are broad, thorough and liberal. They are designed to qualify the student for entrance into graduate or professional schools as well as to give the finest possible basis for professional study and career. Early in the sophomore year students should discuss with their advisors the entrance requirements of the particular graduate or professional schools they wish to enter.

Architecture

Although the university has no school of architecture, it is possible to complete the first two years of an architecture curriculum. Those planning later studies in architecture are counseled to choose the schools of architecture they wish to attend and to study the requirements of those schools in consultation with the Chair of the Art Department. Architecture is a very broad field. Many universities confine this study

to the graduate level; an undergraduate major in art, with work in mathematics and science as indicated by the kind of architecture envisioned, is an excellent preparation. See the Art Department for an outline of the two-year Pre-Architecture program.

Business

Students interested in business may pursue either the Business Minor, the degree in Economics and Finance, the Bachelor of Arts in Business or Bachelor of Science in Business. See the Business and Economics listings in the undergraduate section of this bulletin.

Counseling and Psychology

The undergraduate and graduate programs in psychology are designed to prepare students for future training in the mental health professions, including careers in clinical and counseling psychology, psychiatry and psychiatric social work. In recent years, about half of the graduating seniors have continued this education and training in graduate school. Students wishing to enter such programs are advised to supplement the courses in the regular psychology curriculum with electives in biology and statistics. The psychology curriculum prepares the student through exposure to theories and research in developmental, clinical, social and personality subfields of psychology.

Engineering

The university offers a dual degree program in Electrical Engineering and Physics in collaboration with the University of Texas at Arlington. Students entering this program receive the advantages offered at a liberal arts college, along with the technical expertise offered in a professional engineering program. For more information see the Dual-Degree Electrical Engineering Physics section of this bulletin. Physics, Chemistry, Math, and Computer Science programs offered at the university provide students with an excellent foundation for graduate studies in other areas of engineering as well.

Graduate Engineering programs in a variety of areas are eager to receive applications from UD graduates. The undergraduate major selected should be directed by the area of Engineering of interest.

Law

Students considering law as a profession are encouraged to pursue any undergraduate major with diligence and enthusiasm. This commitment and the broad education provided by the core curriculum, serve as excellent background for the LSAT (Law School Admissions Test) and law school. In addition, the pre-law student should select relevant electives such as Constitutional Law, Law and Economics, Ethics and Financial Accounting. Additional economics courses can also be useful. As the student develops a sense of the kind of law that might be pursued, further direction is given in the choice of electives. Moot Court is also a useful and popular activity for Pre-Law students. The UD teams compete at a very high level.

Health Professions

The university recommends that students who plan a career in the health professions earn the Bachelor of Arts degree before beginning professional study. Health

professions supported at the university include medicine, dentistry, nursing, physical therapy, veterinary, physician assistant, chiropractic, podiatry, pharmacy, optometry, pharmacy and the allied health professions. Pre-health students may elect an undergraduate major in any department, taking as electives the courses needed to satisfy entrance requirements of particular schools. They should confer regularly with the Health Professions Advisor concerning the appropriate course of studies. Basic requirements for the four most popular health professions sought by UD students are as follows.

Medicine
According to the admission requirements listed in the *Journal of American Medical Colleges*, medical schools prefer students who have had:

1) A broad general education,
2) At least three years of college,
3) A major in any field according to student interest,
4) Basic science, but not science that duplicates medical course work.

About 60 percent of medical schools require a bachelor's degree or, at the very least, that the applicant be an exceptional student and have completed a set of prerequisite courses. The preferred curriculum includes:

Biology or Zoology	at least 14 credits
Physics	8 credits
General Chemistry	8 credits
Organic Chemistry	8 credits
Statistics	3 credits
Calculus	4-7 credits

Dentistry
Pre-professional training in dentistry should take at least three years. Generally, the pre-dentistry curriculum should include:

English	6 credits
Inorganic Chemistry	8 credits
Organic Chemistry	8 credits
Biology or Zoology	12 credits
Physics	8 credits
Calculus I	4 credits

Physical Therapy
UD students are well-prepared for entering graduate programs leading to a doctor of physical therapy (DPT). Generally, the preferred pre-physical therapy curriculum includes:

Biology	8 credits
Chemistry	8 credits
Physics	8 credits
Calculus I	4 credits
Physiology	4 credits
Psychology (General and Developmental)	6 credits
Statistics	3 credits
Anatomy	4 credits

Nursing
UD offers two paths to achieving a degree in nursing. The first option is to complete the UD-TWU Dual Degree Program, requiring completion of prerequisite courses at UD during a student's first three years, followed by nursing-specific courses during the final two years. Enrollment as a dual degree student requires completion of a declaration form and application to TWU during February of a student's junior year.

A second option for nursing is the alternate or accelerated nursing program for individuals with an undergraduate degree in a field other than nursing. These programs require at least 60 semester hours after the bachelor's degree and may take between 12-24 months to complete after UD.
Generally the preferred pre-nursing curriculum includes a minimum of:

Biology	8 credits
Chemistry	4 credits
Anatomy	4 credits
Physiology	4 credits
Microbiology	4 credits
Nutrition	3 credits
Psychology (General and Developmental)	6 credits
Statistics	3 credits

Pre-Veterinary
The curriculum below has been designed to prepare the undergraduate for as many veterinary schools as possible by fulfilling the most common graduate prerequisites:

Biology	8 credits
General/Inorganic Chemistry	8 credits
Organic Chemistry	8 credits
Biochemistry	4 credits
Physics	8 credits
Genetics	4 credits
Microbiology	4 credits
Anatomy	4 credits
Physiology	4 credits
Animal Nutrition	3 credits
Speech/Communication	3 credits
Calculus	4 credits
Biostatistics	3 credits

Because the University of Dallas does not currently have an Animal Nutrition and Communication course, both credits must be earned by correspondence or through another university. Veterinary schools will advise which course of action is satisfactory for their prerequisites. These credits may be fulfilled either during the school year or the summer break.

Allied Health Sciences

The university encourages students interested in the Allied Health Science professions to complete a B.A. in Biology or Chemistry or a B.S. in Biochemistry before entering a school for Allied Health Sciences. The advantages of the degree background are numerous. In order to cope with new developments in the profession, including increasingly complex equipment, the strong background in mathematics and physics included in the Biology or Chemistry major at UD becomes essential. Such a degree also provides the option of entering graduate schools of biology or chemistry, or going on to medical school should there be a change of interest.

Teacher Education

Teacher Education is an important mission of the university. The program develops out of the questions of what it means to learn and what it means to teach. An emphasis is placed upon a sound academic preparation through the liberal arts curriculum. A rigorous pedagogical program in the art and science of teaching is offered. The Department of Education develops individual programs leading to elementary or secondary state certification. A concentration in education is offered for students interested in teaching but not seeking state teaching certification. A concentration in education will help prepare individuals to enter the teaching profession in schools outside of the traditional public school setting.

Priesthood

The university is pleased to offer academic programs for seminarians preparing for Catholic priesthood. Such seminarians live at neighboring Holy Trinity Seminary, which houses prospective diocesan priests for the state of Texas and many other dioceses across the nation, as well as at other local seminaries or houses of formation. See "Philosophy and Letters Program" and "Pre-Theology Program" in this bulletin.

Military Science

Military Science classes are offered to university students through the University of Texas at Arlington (Army) and the University of North Texas (Air Force). Both programs prepare students who wish to earn appointments as commissioned officers in the Army, Air Force and reserve components. Credits in Military Science count toward the undergraduate degree but not toward major or core credit.

Scholarships are awarded on a competitive basis. Each pays for college tuition, fees and a specified amount for textbooks and course supplies.

For further information contact the Admission Office. Also, consult the listing in this bulletin and course schedules under ROTC courses.

Satish & Yasmin Gupta College of Business (Undergraduate)

History

Since the university opened in 1956, offerings in Business and Economics have been an important component of the curriculum. When the Braniff Graduate School was established in 1966, undergraduate business courses were phased out and graduate offerings in Business Management began under the direction of Robert Lynch. The rapid growth of the Master of Business Administration led to the organization, in 1969, of the Graduate School of Management with Lynch as its founding Dean. Soon thereafter, a joint five-year bachelor-master program leading to the MBA was added. In 1988 an undergraduate concentration in Business was added, which allowed undergraduates to arrange electives in business and an internship into a coherent experience that could be added to the liberal arts program. Further recognizing the important role of business education, the university established the College of Business in 2002 with Lynch once again as founding Dean. In fidelity to the liberal arts foundation of the university, the newly formed college elected to offer a Bachelor of Arts in Business Leadership allowing students to focus their major course work on business studies while developing the leadership capabilities that distinguish university alumni. The College of Business opened in Fall 2003. In fall 2009, the name of the degree changed to BA in Business. In 2013, the name of the college was officially changed to the Satish & Yasmin Gupta College of Business. In 2017, the Bachelor of Science in Business was added to the college.

The Curriculum

At the undergraduate level, in accordance with the pursuit of liberal education, we build a foundation for the student's life-long development of moral, intellectual, and professional capabilities. Accordingly, the undergraduate business curriculum draws on the university's strengths in studies of theology and ethics and builds upon this foundation with a core of business fundamentals necessary to lead contemporary business organizations. The curriculum also benefits from the *University Core Curriculum*.

Degree Programs

The undergraduate Business program offers a major leading to a *Bachelor of Arts in Business* or a *Bachelor of Science in Business* and a university minor for non-business majors in *Business*.

Declaration of Major

Rules for the declaration of the Business major are available from the Assistant Dean of Undergraduate Business Programs.

Campus Life

Students at the University of Dallas find that the close community relationships of the campus, the intense creative and intellectual experiences of the classroom and the general commitment of purpose provided by a religious atmosphere come together to give a sense of freedom and integration.

A special characteristic of the university is the relationship between students and faculty. An undergraduate faculty-student ratio of 1 to 14 permits the personal attention of fine professors who consider teaching their primary focus. Ninety percent of the full-time undergraduate faculty hold the terminal degree in their field.

Academic and social life are closely linked at the university. The stimulation of the classroom often spurs extracurricular activities, as well as many events such as lecture and film series, art exhibitions, plays and musical events.

Many undergraduate activities are organized and sponsored by the Office of Student Affairs and include such traditions as Charity Week, Groundhog and the Spring Formal. The Office of Student Affairs plans a calendar of musical entertainment events, volunteer opportunities, intramural sports, and rec programs. Academic departments sponsor parties and lectures. For residential students, activities in the residence halls are organized by the student resident assistants (RAs).

Campus Ministry

Central to the university is its liturgical, spiritual and lived faith life. Daily and weekend liturgies are offered on campus and at the Dominican Priory, Cistercian Abbey and Holy Trinity Seminary, which are also located on or adjacent to the campus.

Programming in the Office of Campus Ministry uses as its parameters two documents of the Catholic Church: ***Empowered by the Spirit***, a pastoral letter of the National Conference of Catholic Bishops and ***Ex Corde Ecclesiae***, an encyclical concerning Catholic university life written by Pope John Paul II. Flowing from the wisdom of these two documents and, most importantly, the centrality of our Catholic identity in the Eucharist, there is a wide variety of catechetical, spiritual and service programs student-led and sponsored by the Office of Campus Ministry.

Service to the Church and Society is integral to the work of Campus Ministry. Our office has a keen awareness intended to expose the students and community to the possibilities of personal sacrifice in service to others. Stemming from our baptismal call and enriching our understanding of Catholic Social Justice Teaching, our **outreach** programs include **Alternative Spring Break** and our **Create Your Own Service Project!** Faith sharing at **Dinner and Discourse, Bible Study** or **Catholic Confirmation Classes** seeks to enrich and enliven the students' understanding of the Catholic tradition. Students of all faith traditions are welcome to participate in all Campus Ministry programming. For those students from other faith traditions who wish to inquire about the Roman Catholic faith, we offer the **Rite of Christian Initiation of Adults.** Those students who have a deep regard for the dignity of human life may find the **Crusaders for Life** or the **Best Buddies Program** of great interest.

Students also have opportunities to reflect on spiritual growth and development through **retreats** offered throughout the year.

Through Campus Ministry students are provided opportunities to enhance their leadership skills while deepening their life of faith. Through the breaking of the bread at liturgy and participation in the cup of suffering of those whom we serve, the Campus Ministry Office hopes to offer an encounter with Christ, through each other, that will serve the student far beyond the reach of graduation day.

Lecture Series and Films

The **Eugene McDermott Lectureship** provides a major endowment to support visiting lecturers and to encourage their stay on the campus for some time as visiting professors. Past visiting professors include the distinguished historian Jacques Barzun; Hans-Georg Gadamer, Walter Ong and Paul Ricoeur, noted philosophers; Malcolm Muggeridge, journalist and cultural critic; Erik Norberg-Schulz and Edward Bacon, internationally known architects; Erich Heller, literary critic; Seymour Slive, historian and former director of the Fogg Museum; Harvey Mansfield, distinguished political philosopher; Horton Foote, Oscar-winning director and writer; Allan Bloom, Donald and Louise Cowan and Paul Johnson, educators and writers; David Tracy, theologian; Yehudi Menuhin, musician; Leon Kass, physician/philosopher; René Girard, professor of French literature and civilization; Paul Goldberger, architectural critic; Derek Walcott, Nobel poet; Nigel Wood, international ceramic artist; Francis Cardinal Arinze; Francis Fukuyama, sociologist; Donald Kagan, classical historian; Bruce Coles, chairman of National Endowment for the Humanities; Maya Lin, architect; and Jonathan Miller, theater and opera director, author and physician; Mikhail Gorbachev, President of the Soviet Union; Mark Helprin, writer and commentator; Krzysztof Zanussi, award-winning Polish writer, director, and producer; Russ Douthat, Austen Ivereigh, John Allen, Jr., journalists.

The Arts

The University Theater, under the direction of the Drama Department, each year presents classical and experimental plays for the enjoyment of the university community. All students are encouraged to participate in this uniquely communal art, thereby giving dramatic expression to the liberal arts tradition at the heart of their undergraduate studies.

About 30 art exhibits are presented each year through the Beatrice Haggerty Art Gallery and the Upper Gallery of the Haggerty Art Village. The community is exposed to a wide range of art so as to visually educate the breadth and depth of human imagination.

Musical events are a regular part of campus life. Church of the Incarnation Choir, Chamber Ensemble, Collegium Cantorum, Lyric Theater, voice, piano and string lessons add to the activity. Informal student groups perform at the Student Government sponsored Coffee Houses and various talent shows.

Center for Christianity and the Common Good

Founded in January 1990, the Center provides a forum for serious and informed discussion of the common good and brings to bear upon this discussion the insight and wisdom of the Christian intellectual tradition. This goal is met particularly through attention to issues of current public significance. These issues may be political, economic, cultural, or theological, so long as they involve our common good as members of communities ranging from the university to the nation, the world and the universal church. The discussions of the Center are designed to help find and secure these shared purposes. The Center also provides an opportunity for students to have a foretaste of the contributions they will make as leaders of their communities, as well as practice in basing their own actions and judgments upon sound first principles.

Center for Thomas More Studies

The Center for Thomas More Studies fosters the study and teaching of Thomas More and the ideal of statesmanship that he embodied: the well-educated person of integrity committed to civic service and professional excellence and skilled in the arts needed for the principled pursuit of peace. The CTMS sponsors courses, seminars and conferences for teachers and students, lawyers and other professional groups; it provides limited scholarship assistance to graduate students and grants to scholars for research and publications related to More; it also maintains a website (www.thomasmorestudies.org) to support research projects.

Athletic Programs

A variety of sports activities are provided to nurture the physical well-being of the community and to provide an opportunity for students to compete in sports in an educationally sound environment. The program is administered in such a way that athletics remain in keeping with the college's liberal arts tradition. While no formal physical education courses are offered, there are numerous opportunities for participation in both competitive and recreational athletic activity.

The university offers 15 intercollegiate sports including men's and women's teams in basketball, cross-country, soccer, track and field, lacrosse, golf, women's volleyball and softball and men's baseball. As a member of the National Collegiate Athletic Association (NCAA) Division III, the university does not award any athletic related scholarships and places strong emphasis on the balance between athletics and academics. The university competes as a member of the Southern Collegiate Athletic

Conference with schools from Colorado, Louisiana and Texas. Student-athletes' efforts have been recognized both regionally and nationally, including selection to the Verizon Academic All-American Teams. More information on the university's athletic programs can be found on the website at: www.udallasathletics.com (or, follow the "Athletics" link from the university's home page).

For those students not wishing to participate in varsity athletics, the university offers a variety of recreational activities including an extensive intramural sport program, recreation classes, as well as a number of club sports. Intramural sports include basketball, flag football, soccer, softball and volleyball. Recreation classes and club sports vary each semester. For an updated list of recreation programs and student clubs, please contact the Office of Student Affairs. Athletic facilities include the Edward R. Maher Athletic Center, which houses an 11,000-square-foot gymnasium, a weight room, aerobics equipment and locker facilities that also service the 75 x 42 foot swimming pool.

Additional athletic facilities include a collegiate soccer field, a baseball field, and approximately five miles of cross country jogging trails, which cover the university's 750 acres. On February 7, 2002, the dedication of a brand new, state of the art women's softball field was held on campus, adjacent to the existing athletic complex.

Student Publications

University News, the prize-winning student newspaper, is published weekly. Its staff is comprised of students of all majors who have an interest in journalism. Students gain skills in many areas including writing, editing, photography, layout and advertising. Although staff members are not required to take the Journalism Practicum, students may earn one credit (Pass/No Pass) by enrolling in the course.

The ***Crusader***, UD's award-winning yearbook, is staffed by students who develop the book's theme and work under the direction of the editor to present a

visual portrait of campus life. Staff photographers and contributing photographers provide the pictures that convey the spirit of UD and they work with student designers to create the "look" of the book. The Crusader is printed by Balfour. Students may earn one credit (Pass/No Pass) by enrolling in the Yearbook Practicum course.

The University Scholar publishes outstanding student work. Phi Beta Kappa members who have been inducted at the end of the junior year collect and edit these representations of the academic accomplishments of the undergraduate students.

Housing

Much of campus life begins with the resident community. The university regards on-campus residency as an important element in the academic, spiritual and cultural development of the student. Not only is residency beneficial for the student individually, but each student contributes in turn to the community as a whole. All full-time undergraduates under the age of 21 are required to live on campus unless they are living locally with their parents within a 50 mile radius of campus, married, of official senior status, or are a veteran. Students approaching 21 will not qualify to live off campus unless they are 21 prior to the start of the academic year in the fall. All students under 21 must verify their residency status with the Office of Student Affairs each semester. If the appropriate notification is not given, students may be charged standard housing fees for the semester regardless of actual status or housing contract.

Students live in air-conditioned residence halls. All residence hall contracts include food service.

The Staff of the Office of Student Affairs and Resident Assistants aid in managing residence facilities and help to advise and counsel students living in the residence halls. The university allows limited open house privileges. These do not include "closed-door" visitations.

The university also offers apartment accommodations designed to house upperclassmen. Apartment residents have the option of preparing their own food or participating in the university food service plan.

Further information on all housing facilities is available from the Office of Student Affairs. These facilities, the campus environment, student clubs and organizations and annual activities are described in the Student Handbook, which is compiled each academic year by the Office of Student Affairs. This same information is also available on the university website.

Campus Dining Services

Dining on campus is an integral part of resident life. All campus hall residents are required to participate in a minimum meal plan based upon academic classification. It is valid at either The Café or the Rathskeller. The Café is an "all you care to eat" cafeteria and the Rathskeller is a fast food snack bar. For students not living in campus residence halls, the dining service offers several discount dining card programs.

The Café features rotating menus, monthly theme meals and special treat nights, while the Rathskeller offers a static menu with frequent specials. All meal plan participants receive a value bonus on the meal card called declining balance, a cash amount that may be used at either location. Unused fall declining balance will roll over to the spring only if students are still on a residential meal plan. Remaining declining balance at the end of spring is forfeited. The student or parent may add money to declining balance at any time.

Understanding that not all students are alike, the staff will work with an individual who has special dietary needs. The cost of meal plans is listed in the fees

and expenses section of the Bulletin. UD Dining Services also serves as the campus caterer for special events such as weddings and receptions. Parents may also purchase birthday cakes and snack packages for their UD students. Questions may be forwarded to the Dining Services office at 972-721-5025.

Counseling

The UD Counseling Center provides professional therapy, counseling, and coaching to students on-campus and online. There are licensed therapists and counselors-in-training with wide and varying backgrounds in the mental health and wellness fields to support you and your needs. Support groups, seminars, and other efforts may be available on an as-needed basis. Students can request sessions through the online portal, or by contacting the counseling staff directly. The Campus Ministry Office is also open to discussing problems of a religious or personal nature. All health records and discussions with the physician, counselor, and other health and counseling staff members are private and confidential. Questions may be directed to 972-721-4045 or counseling@udallas.edu.

Academic Advising

The Office of the Academic Deans oversees undergraduate academic advising. Each new undergraduate student is assigned to a faculty (Constantin College) or professional (Gupta College) advisor who is concerned with the scholastic, vocational and social interests of the student. In most cases, the advisor also will have the student in a class during the first semester. This 'advising section' makes possible easy and regular contact between faculty advisor and advisee. Mid-term grades are reported to both student and advisor. While they are not a part of the permanent record, they provide a warning of potential academic problems.

During New Student Orientation, various placement tests are administered to new students, unless completed by mail during the summer. Personal interviews assist the student in choosing suitable courses of study. Most course scheduling for new students is developed prior to registration. In the junior year students schedule a degree plan review. In addition to providing an audit of requirements needed to complete the degree, the interviews assist with course selection and help prepare for plans following graduation. Students are responsible for knowing and fulfilling all requirements for graduation.

The Office of Personal Career Development (OPCD)

The Office of Personal Career Development is dedicated to helping students and alumni identify their individual values, interests, and goals, and to develop relevant skills as they intentionally pursue their chosen careers. Additionally, the OPCD seeks to cultivate and expand employer awareness of the powerful UD brand that will drive them to seek out UD students and alumni.

By developing external partnerships and by offering targeted programming, the staff is committed to providing the resources for students to explore diverse career opportunities, empowering them to stand out from the crowd.

The UD OPCD:
Serves all students and alumni of UD with resume writing, mock interviews, and job search strategies and tailored career coaching.

- Connects with local and national employers to provide professional opportunities and experience for students.
- Hosts professionals on campus to coach, network with, and recruit great candidates.

- Provides Handshake, a secure career services platform featuring part-time, full-time and internship opportunities, for students and alumni, as well as the ability to schedule appointments for resumes, personal statements, and cover letters, critiques and career exploration for UD students and alumni.
- Helps students secure internships (for course credit or for relevant experience).
- Teaches courses in Career Development and Major Planning. Offers course credit for Internships and Community Volunteer Services.

Visit the OPCD
Please contact us to schedule an appointment!
Monday – Friday, 8:00 a.m. to 5:00 p.m.
For more information, visit us at www.udallas.edu/opcd or call 972.721.5131.

International Student Services

A full-time International Students Services office provides assistance to every international student from pre-arrival through post completion employment. Services include:

- Responding to pre-application questions.
- Sending comprehensive documents and instructions to guide each student through the process of paying the SEVIS fee.
- Applying for the visa and arriving at the port of entry.
- Providing guidance and resources for living arrangements upon arrival.
- A comprehensive orientation for international students to address issues related to status, living arrangements, cultural adjustment and more.
- Administering a comprehensive health insurance policy.
- Counseling on personal, financial and academic issues.
- Processing of applications for immigration benefits.

Discipline

The Administration reserves the right to suspend, dismiss, or request a student to withdraw for failure to meet standards of scholarship, character, or health, or for refusal to conform to the letter and spirit of university regulations.

Academic regulations concerning continuance at the university are included in this bulletin. Both the Student Code of Conduct and Classroom Code of Conduct are outlined in the Student Handbook which is available on-line and from the Office of Student Affairs. Both documents are revised annually. It is the responsibility of the student to review and be aware of the various university policies and regulations.

Student Health Services

Student Health Services is located on the second floor of the Haggar Center. Dr. Lora Rodriguez is available to see students on an appointment and walk-in basis on Monday-Friday, 9 a.m. to 4 p.m. with time off during the lunch hour. Dr. Laurette Dekat is available Thursday afternoons. Phone: 972-721-5322 Fax 972-721-5124. For emergency needs, call Campus Police: 972-265-5911.

Services provided:

- Treatment of acute illnesses such as sinus infections, skin infections, the Flu, pneumonia, urinary tract infections, rashes.
- Ongoing management of chronic conditions, such as asthma, allergies, acne, depression and anxiety.
- Minor emergency care, including treatment of injuries, lacerations and asthma exacerbations.
- TB screening and vaccinations, both routine and for travel.

- Collaboration with counseling services for care of mental health concerns.
- Referral to specialty care as needed.

Fees and Charges:
Services such as provision of samples of over the counter medications or band-aids will be free of charge.

The Student Health Center is able to bill insurance for visits with the doctor. Students are responsible at the time of the visit for the co-pay as determined by their insurance, which can be paid with cash, check, credit card, or charged to the student's school account. The co-pay is reduced for students who have the university student health insurance.

Thus, it is very important that students ensure that their insurance will cover medical care in Texas and that all students have a copy of their insurance card when they come to the clinic.

The following community resources are available for medical care on an urgent basis outside of clinic hours:

Emergency Rooms/Hospitals

Medical City Las Colinas
6800 N. MacArthur Blvd.
Irving, TX 75039
(972) 969-2000

Baylor Scott & White-Irving
1901 N. MacArthur Blvd.
Irving, TX 75061
(972) 579-8100

Student Accessibility Services

The University of Dallas is committed to respecting the dignity of each person. As St. John Paul II explains, "human beings, independently of the conditions in which they live or of what they are able to express, have a unique dignity and a special value from the very beginning of their life until the moment of natural death." But the recognition of the dignity of each person cannot remain simply a slogan. "People with disabilities," for example, "must be enabled to participate in social life as far as they can, and helped to fulfil all their physical, psychological and spiritual potential." Efforts to assist the disabled, moreover, must consider the needs of the individual. "Indeed, justice calls for continual and loving attention to the lives of others and a response to the special and different needs of every individual, taking into consideration his or her abilities and limitations." (Message of John Paul II on the occasion of the International Symposium on the Dignity of the Mentally Disabled Person, January 5, 2004).

As part of its implementation of its commitment to the dignity of disabled students, and in compliance with applicable laws such as Title III of the Americans with Disabilities Act of 1990, as amended (ADA), and Section 504 of the Rehabilitation Act of 1973, as amended (Section 504), the University of Dallas provides reasonable accommodations in order to provide students with disabilities meaningful access to the benefits provided by the University.

Disability Accommodation Procedures

1) Students with disabilities who would like to request an accommodation to facilitate access to and participation in University programs, events, classes, and administrative activities should submit their request to the ADA/Section 504 Coordinator, who is responsible for overseeing the University's compliance with the ADA and Section 504. Requests should generally be submitted online at udallas.edu/ada-request, but students should always feel free to come by, call, or email the ADA/Section 504 Coordinator in order to discuss accommodations or the accommodations procedure.

2) A student requesting a disability-based accommodation will also need to submit appropriate documentation supporting the requested accommodations. Please keep in mind the following:
   a) Requests for accommodation are not considered until both the request and the documentation has been received.
   b) Requests for accommodation generally must be submitted each academic year. A letter granting an accommodation will specify the applicable time period of the accommodation granted.
   c) It may be necessary to submit additional documentation with subsequent requests for accommodation.
3) The ADA Committee reviews requests and their supporting documentation. The Committee is responsible for identifying qualifying disabilities and appropriate accommodations.
4) The ADA/Section 504 Coordinator will notify the student of the Committee's decision. Assuming that accommodations were approved, the ADA/Section 504 Coordinator will issue the student a letter of accommodation.
5) With most letters of accommodation for in-class accommodations, the student will need to submit a copy of the letter of accommodation to each of his or her instructors in order to make use of the accommodations in that course. The instructor and the student will meet to discuss reasonable accommodations in light of the essential or fundamental instruction being pursued in the course.
6) If the student and instructor are unable to come to an agreement regarding reasonable accommodations, the student should notify the ADA/Section 504 Coordinator. If the ADA/Section 504 Coordinator is unable to mediate a resolution to the disagreement, the disagreement may be submitted to the Dean of the relevant college or school.
7) Non-academic accommodations, as well as some academic accommodations, follow a slightly different approval structure that is laid out in the letter the student receives.

Documenting a Disability

In order to qualify for a reasonable accommodation based on disability, a student must submit appropriate documentation of the student's disability and related functional limitations for which he or she is requesting accommodation(s). It is the student's responsibility to initiate contact with the ADA/Section 504 Coordinator and to submit appropriate documentation in a timely manner.

The University evaluates supporting documentation based on the following factors:

- Does the submitted documentation provide a clear diagnostic statement that describes how the student's condition was diagnosed, information about the functional impact of the diagnosis, and suggestions of appropriate accommodations provided by a licensed or otherwise properly credentialed professional who has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated?
- Are all documentation materials and evaluations personally typed and signed by the professional? Diagnoses written on prescription pads, handwritten, or stamped with a signature will not be accepted.
- Is the documentation current? Common sense and discretion will be used in accepting older documentation of conditions that are permanent or non-

varying. General speaking, however, there should be appropriate documentation that is not older than three years.

For certain disabilities and accommodation requests, the University provides detailed guidelines and verification forms to assist students in gathering the documentation needed to establish a qualifying disability and entitlement to reasonable accommodations.

Reasonable Accommodations

The academic accommodations student receive vary according to individual need and course content. Accommodations may not be necessary in all courses, or the specific accommodations may vary. Possible accommodations may include, but are not limited to:

- Note-taking assistance.
- Extended time on in-class assignments, quizzes, and exams.
- Distraction-reduced testing environment.
- Student may need to have written material read aloud or put into an accessible format.
- Priority seating assignment.
- Flexibility to take breaks during class due to disability.
- Captioned/subtitled videos.
- Allowance of assistive devices in the classroom or on assignments and exams.
- A sign language interpreter.
- Test scribe.
- Test reader.

For more information, please see the Student Disability Services web page or contact the ADA/Section 504 Coordinator:

Student Disability Services
https://udallas.edu/sds

ADA/Section 504 Coordinator
Joshua Skinner, J.D.
Braniff, 132
Phone: (972) 721-5056
Facsimile: (972) 265-5712
Email: jaskinner@udallas.edu

Undergraduate Enrollment

The university is open to applicants without regard to ethnic or national origin, creed or sex. Applicants for admission must furnish evidence of good character, sufficient academic preparation and ability to do the work required.

Since the university is not a state-supported institution, enrollment is not limited to residents of Texas nor is any distinction made on this basis in entrance requirements or tuition and fees.

I. The Freshman Class

The freshman class has traditionally been of the highest quality. This has been demonstrated by the students' consistent high performance on the SAT and ACT, as well as high school academic performance. These results have placed the student body in the top range of all student bodies in the country. The university seeks high school students who have pursued a curriculum of college preparatory courses including English, social studies, mathematics, natural science, fine arts and a foreign language. Applicants pursuing a discipline in the sciences should have four years of mathematics. Depth in a foreign language is advised.

The Admission Committee treats all applicants as individuals and is especially watchful for areas of individual accomplishment and talent.

Admission for the Fall Semester

All candidates are encouraged to apply as early as possible. Students offered admission prior to April 2 have until May 1, the National Candidates Reply Date, to submit the Enrollment Decision Form and the $400 Enrollment Deposit described under "Fees and Expenses." Students offered admission after April 1 have 30 days after admission to submit their Enrollment Decision Form and the $400 Enrollment Deposit unless otherwise specified in their admission offer letter. Enrollment deposits are non-refundable after May 1.

The following deadlines apply to first year students seeking fall entrance.

Early Action I—November 1 (non-binding)

Early Action II—December 1 (non-binding)

Either early action deadline allows evaluation for admission based on six semesters of high school transcripts, priority consideration for freshman scholarships and notification of the admission decision within six weeks of receiving all required application materials.

March 1—International Student Priority Admission Deadline

March 1 is the priority admission deadline for international students requiring a student visa. Due to the time consuming nature of the visa process, international students are strongly encouraged to apply as early as possible.

March 1—Regular Admission Deadline

Allows candidates to apply for admission based on seven semesters of academic coursework. Students who submit all application credentials by this non-binding deadline receive regular scholarship consideration. These applicants normally receive notification of their admission decision on or before April 1.

August 1—Rolling Admission Deadline

Students who submit their application credentials during this time period are evaluated for admission on a rolling basis if space is available and are evaluated for scholarships and financial aid based on availability of funding.

Completed Freshman Admission Files
The Admission Committee makes final determination as to whether submitted credentials provide the information needed for making an admission decision and reserves the right to request additional materials. The university has adopted a test-optional admission policy for spring 2020 and fall 2021 entry. Applicants can choose to submit or refrain from submitting standardized test scores; neither option presents an applicant with any advantage or disadvantage in the application review process. Applicant credentials are referred to the Admission Committee when the following items have been received:

1) a completed Common Application or ApplyTexas application, including institution-specific questions and required essay(s),
2) an application fee of $50,
3) an official high school transcript,
4) academic letter of recommendation completed by a counselor (a supplemental teacher recommendation can be submitted but is not required),
5) and (optional) official test scores from either the SAT or the ACT.

Spring Semester Entry
Under special circumstances, first-time students may apply for admission starting in the spring semester. Candidates should contact the Office of Undergraduate Admission as early as possible to discuss admission and financial aid policies. The curriculum favors fall entry but does not prohibit spring entry.

Early Graduates
On occasion the university accepts students who complete their academic course work after the junior year. These students should follow the guidelines listed above; in addition, a personal interview with an admission counselor may be required to discuss special circumstances related to the application process.

Home-Schooled Students
In accordance with United States Department of Education regulations, home-schooled students are required to self-certify that their home-school setting is treated as a home-school or private school under state law, that they are beyond the age of compulsory secondary school attendance under state law and that they will receive a home-school high school diploma prior to study at UD. Otherwise, admission documents and standards are the same for those schooled inside the home as for those schooled outside the home.

UD asks each high school to provide an informative high school profile with the official high school transcript. If the profile is not sufficiently illustrative about course content, the university will require high school syllabi (including books used, laboratory work done and a description of experiential learning). A partial portfolio of the student's work may be required. A personal interview with an admission counselor or faculty member is helpful for all applicants and may be required when course content does not follow a published standard.

II. Transfer Students

Transfer students from two-year and four-year colleges are welcome. Preliminary advising is available to plan ahead for an eventual transfer of academic credits. Spring candidates are also welcome and should contact the Office of Undergraduate Admission as early as possible.

Admission deadlines for transfer students are:

Fall Semester

July 1	Priority Admission Deadline
August 1	Regular Admission Deadline

Spring Semester

December 1	Priority Spring Admission Deadline
January 1	Regular Spring Admission Deadline

Students seeking admission to the University of Dallas from another college or university are expected to have at least a 2.5 GPA (on a 4.0 scale) in order to be considered for admission and must submit the following:

1) a completed transfer student application from the university website,
2) the $50 application fee,
3) official transcripts of the entire college record. These transcripts must be sent directly to the Office of Undergraduate Admission from the Registrar of each college,
4) an official high school transcript, if fewer than 24 college level credits,
5) if submitting fewer than 24 credit hours for transfer, (optional) official scores from either the SAT or the ACT,
6) one academic letter of recommendation.

Admitted transfer students wishing to enroll in the university must submit the $400 enrollment deposit by January 15 if enrolling for the spring semester or by August 15 if enrolling for the fall semester. The enrollment deposit is non-refundable after these dates.

Students suspended or dismissed from any other college or university may not enter the university during the term of their suspension or dismissal.

Final evaluation of transcripts is made after transfer students have earned at least 12 credits at the university with an average grade of C or better. Grades earned at other institutions are *not* averaged with grades earned at the university *except* where the students are being considered for graduation with honors. See "Graduation Honors" under Academic Policies and Procedures.

Credits transferred from a community college shall not exceed 60 credits.

Students wishing to transfer from an unaccredited college must meet the admission requirements specified for high school students as well as for transfer students. To receive credit for work completed in a non-accredited college or university, students must first complete 30 semester credits with a C average at the university. Students may receive credit in courses applicable to a degree program at the university by successful (C or better) work in more advanced courses of the same nature.

III. Non-Degree Seeking Students (Visiting Students)

Applicants who do not intend to be candidates for a degree must submit an official high school transcript and/or official college transcripts, an essay, a completed Non-Degree Seeking Application and a $50 application fee.

Students admitted as non-degree seeking students who later wish to become candidates for a degree must submit the regular Common Application and all supporting documents described in the relevant section of "Undergraduate Enrollment" in this General Bulletin in order to be considered for admission as a degree seeking student.

IV. International Students

International students follow all of the procedures outlined under "Admission for the Fall Semester," and submit the following additions:

1) Official TOEFL (Test of English as a Foreign Language) or IELTS (International English Language Testing System) scores. Official SAT or ACT scores may be submitted in place of the TOEFL.

2) a Certification of Financial Resources submitted with official documentation from a financial institution or government official stating ability to meet all expenses for nine months of study, exclusive of travel.

International students must be prepared to accept full financial responsibility for their studies and residence while at the university. An I-20 form will be issued to international students after they have been accepted for admission. All international students must carry special health insurance. The university is required to inform the Department of Homeland Security via SEVIS when an undergraduate F-1 or J-1 student:

a) carries fewer than 12 hours in any semester,
b) attends class to a lesser extent than normally required, or
c) terminates attendance before completion of the semester.

The above behavior may result in students' expeditious return to their native country. Questions about these requirements should be referred to the International Student Advisor. International students enrolling in graduate business programs should refer to the graduate business section of the Bulletin.

V. Veterans

The university is approved for the education of veterans under all applicable public laws relating to veterans' training.

These laws provide for educational funding for veterans. They also require strict reporting by the university on enrollment and progress toward the degree. Veterans who do not comply with the academic standards of the university as outlined under *Academic Policies and Procedures* in this bulletin will not be certified for benefits. Briefly, these standards require that academic warnings be issued when the semester grade point average or total credits completed puts the student in danger of dismissal. A student who fails to achieve the required academic standards after a semester of probation will be subject to suspension or dismissal and will not be certified for benefits.

Veterans Education Benefits

The University of Dallas is dedicated to assisting the veteran or dependent in pursuit of higher education through support and cooperation with the U.S. Department of Veterans Affairs (VA) and the Texas Veterans Commission. An application for benefits must be submitted and determination made by the VA regarding benefits the veteran is entitled to receive. The VA Coordinator assists the veteran in establishing eligibility and assisting in the routine administrative requirements. Veterans are responsible for providing entitlement information when receiving financial aid.

General VA Information

- Chapter 30 — Montgomery GI Bill (Active Duty, discharged/retired) — need copy of DD-214.
- Chapter 31 — Vocational Rehabilitation (must apply through Veterans Affairs) — need copy of DD-214.

- Chapter 32 — Post Vietnam Era VA Benefits — need copy of DD-214.
- Chapter 33 — Post 9/11 GI Bill-need copy of DD-214.
- Chapter 35 — Survivors' and Dependents' Educational Benefits — need copy of marriage license or birth certificate, as appropriate. Chapter 1606 — Montgomery GI Bill (Selected Reserves) — need VA form DD-2384) "Notice of Basic Eligibility" obtained from unit commander.
- Chapter 1607 — Reserve Educational Assistance Program (REAP) - need copy of DD-214.
- New Veteran Students complete VA form 22-1990 Application for VA Education Benefits (VA form 22-5490 for Chapter 35)
- Transfer Students complete VA form 22-1995 Request for Change in Program or Place of Training (VA 22-5495 for Chapter 35)
- Certificate of Eligibility — a copy needs to be given to the VA Coordinator.
- All students - official transcripts from all schools are required - must notify the VA Coordinator after registering or making any changes to enrollment.

UD Contacts:

Sandy Morgan
Associate Registrar, certifies veterans in Undergraduate, Braniff Graduate School and Neuhoff School of Ministry
Phone: 972-721-5250
Email: smorgan@udallas.edu

Joshua Skinner
Veterans Coordinator/School Certifying Official
Graduate Business Programs
Phone: 972-721-5056
Fax: 972-265-5712
Email: jaskinner@udallas.edu

Addresses:

University of Dallas
1845 E. Northgate Drive
Irving, TX 75062
Fax: 972-721-5132

VA Regional Office
P.O. Box 8888
Muskogee, OK 74402-8888
Phone: 1-888-GIBILL-1 (1-888-442-4551)
Website: www.gibill.va.gov/

To verify End-of-Month enrollment:
1-877-823-2378 or WAVE (Web Automated Verification of Enrollment) — must use WAVES for any changes in enrollment.

VI. Academic Placement

The university holds that some system of granting placement to qualified students is both necessary and just. It is not the desire of the university to require students to repeat material in which they are already competent. However, the university does not believe in acceleration for its own sake; it believes that time is often essential to both the broad and thorough understanding integral to the education of the whole person.

There are three standard examination systems which the university accepts. It also considers the high school record, entrance and achievement scores and various departmental measures in judging the levels of capability of the student. No more than a total of 32 credits will be awarded through placement and dual enrollment. In other words, the student must complete the equivalent of at least three years of full time college study beyond high school.

A. Advanced Placement

The university may grant both placement and credit toward the undergraduate degree through the Advanced Placement Examinations of the College Entrance Examination Board. The AP credit awarded varies by exam and score; see the UD website for specific courses and requirements.

A score of *four or better* on the particular AP examination may secure the student immediate placement out of and credit for the comparable course or courses at the university.

A score of *three or four* may secure immediate placement and/or retroactive credit toward the degree upon completion of another course in that area of study with a grade of "B-" or better. Upon receiving the grade in the required UD course, the student must request the retroactive credits at the Registrar's Office. The additional course should be completed by the end of the junior year in order to secure credit through the AP examination.

B. College Level Examination Program
The College Level Examination Program is an appropriate method by which the *non-traditional* student might certify accomplishments in certain academic areas. Any granting of credit through CLEP is done on an individual basis. Scores presented must be in the 60 or above range.

C. International Certificate Programs
The university awards credit for the following international certificate programs:

1) *The General Certificate of Education A-Level (United Kingdom):*
6-8 credits are awarded for grades of "A" and "B" on A-Level exams in transferable subjects, with a maximum award of 32 credits. Credits are not awarded for a score of "C," or for O-Level exams.

2) *The Baccalaureat (France):*
6-8 credits are awarded for passing scores in BAC programs A, B, C and D, (not D'), with a maximum award of 32 credits.

3) *The Abitur (Germany):*
Students who have passed the *Abitur* (examination) and have received the *Reifezeugnis* or *Zeugnis der Reife* or the *Zeugnis der Allgemeinen Hochschulreife* may be considered for university admission with up to one year of advanced standing credit. Between 6-8 credits are awarded for passing scores on each of the written exams in transferable subjects, with a maximum award of 32 credits. Credits are not awarded for oral exams.

4) *The International Baccalaureate:*
Between 6-8 credits will be awarded for scores of 6 or 7 on Higher-Level exams in transferable subjects, with a maximum award of 32 credits. A score of 5 may secure placement and/or retroactive credit toward the degree upon completion of another course in that area of study with a grade of "B" or better. Specific courses and requirements may apply; contact the Associate Dean of Constantin College for more detailed information. Credits are not awarded for Subsidiary-Level exams.

VII. Deferment of Matriculation

Degree seeking applicants to the undergraduate program who receive admission may request deferment of their matriculation subject to the following:

1) Deferments are for one calendar year (deferments for one semester may be accepted on a case by case basis),

2) The request must be in writing, from the applicant and with the date and the applicant's signature (email is sufficient),

3) The written request must be received by the Office of Undergraduate Admission by August 1 for students admitted for the fall and by January 1 for students admitted for the spring. Students granted a deferment must also reconfirm their intention to enroll by August 1 or January 1 prior to the new term of entry,

4) All deferments include the stipulation that the deferred admission and scholarship will be invalidated if the student enrolls in potentially credit bearing courses at any other college or university during the period of deferment,

5) The request must be accompanied or preceded by payment of the enrollment deposit,

6) Authorized deferment decisions will be rendered in writing by the Director of Admission,

7) If an applicant seeking deferment had been offered any scholarships funded by the university, the Director's written decision about the deferment will convey which of those scholarships will be available upon deferred matriculation,

8) In compliance with federal and state financial aid regulations, financial aid based on the FAFSA cannot be held for the one-year period of deferment. Applicants who seek need-based financial aid and are granted deferment must resubmit the FAFSA before January 15 of the year of deferred entry in order to receive need-based aid during their first year of study,

9) Once a deferment has been approved the enrollment deposit becomes non-refundable,

10) After deferment is granted, the deferred student is not eligible to compete for additional scholarships designated for incoming students funded by the university.

Fees and Expenses

2020-2021 Undergraduate

The University of Dallas reserves the right to change tuition, fees and any institutional policy at the beginning of any semester if the university judges such changes to be necessary. Changes may occur without prior notification. The most up-to-date list of charges can be found at https://www.udallas.edu/offices/sas/tuition

Application Fee $50
This one-time non-refundable fee is required of *all* students desiring admission.

Enrollment Deposit $400

New full-time undergraduates admitted before April 1 are required to deposit $400 and an Enrollment Decision Form to reserve their place in the class and to hold their scholarship and/or financial aid award. The payment and Enrollment Decision Form should both be postmarked to the university on or before May 1 of the applicant's senior year of high school. High school seniors' deposits will be 100% refunded upon written request if that written request is postmarked by May 1 or earlier. The enrollment deposit is not refundable for requests after May 1.

New full-time undergraduates admitted after April 1, or admitted anytime as transfer students, shall pay the $400 deposit within 30 days of admission or by the date specified in their admission offer letter. Deposits for these students are not refundable.

The university requires a non-refundable enrollment deposit of $400 from all freshmen and transfer students accepted for the fall or spring semesters. The deposit confirms your enrollment intention and secures a place in our freshmen class. For fall applicants, admission is subject to cancellation if the enrollment deposit is not submitted by May 1.

Tuition Per Semester $20,830
(Full-Time Student, 12-18 Credit Hours)

Tuition Per Credit Hour (Less than 12 Credit Hours) $1,750
This is the rate for credit hours in excess of 18 credits or less than 12 credits.

Auditing Per Course $1,732.50
Students may be allowed to audit university courses with the permission of the instructor and the Registrar. No credit is awarded and laboratory privileges are not included. If college credit is desired, the class must be repeated as a regular course at the regular tuition rate.

UD Alumnus (age 60 or over), Per Course $1,750

General Student Undergraduate Fees
(Fees Non-Refundable)

Comprehensive Fee (per semester, required) (non-refundable) $1,575
The Comprehensive Fee, a mandatory fee charged each semester to all undergraduate students supplements on-campus services, resources, programming and events throughout the academic year. This includes but is not limited to student activities (intramural sports, clubs and organizations), fitness facilities (swimming pool, fitness center, recreation areas.) Health center, counseling center and technology resources (computer labs, printing, internet), all of which are available to University of Dallas students at little or no cost.

Health Insurance (Deadline to waive)	$1,755 annual Spring only: $1,019.00
Orientation Fee (1st semester Fall freshmen and transfer students) (non-refundable)	$150
Course/Lab Fee (as designated by course)	$20-$100
Internship Fee (per 3 credit hour course) (non-refundable)	$100
Music Fee with a class	$300
Music Fee without a class	$455
Consortium Fee (per semester)	$100
Late Registration Fee	$100
UD Payment Plan Fee (non-refundable)	$60
Late Payment Plan Fee	$60
Return Check (per return) (non-refundable)	$35
Yearbook (fall only, optional)	$75
Additional Diploma/Diploma Reorder Fee (non-refundable)	$60

Interterm Session for Fall 2020: The Interterm Session for Fall 2020 courses are considered part of the Fall semester. This means that Fall financial aid can cover the Interterm Session for Fall 2020. The Interterm Session for Fall 2020 credit hours can be included in the flat rate tuition. If you exceed 18 credit hours then you will be charged $1,750.00 per each additional credit hour. Although food service is not available during Interterm, a reserved room in campus housing for Interterm Fall 2020 is $300.00.

Rome Semester Charges

The most up-to-date list of charges can be found at https://www.udallas.edu/offices/sas/tuition **This listing does not include every expense that could occur. Unlisted charges could include airfare, optional rail pass and spending money. For a complete listing, please contact the Rome Office.**

Rome Undergraduate Tuition		$20,830
Comprehensive Fee		$1,575
Rome Fee	Fall: $750	Spring: $795
Health Insurance (Deadline to waive)	Annual: $1,755	Spring only: $1,019
Rome Room	Fall: $3367	Spring: $3605
Rome Board	Fall: $2750	Spring: $2967
Group Trips		$3,075

2020-2021 Braniff Graduate School

The University of Dallas reserves the right to change tuition, fees and any institutional policy at the beginning of any semester if the university judges such changes to be necessary. Changes may occur without prior notification. The most up-to-date list of charges can be found at https://www.udallas.edu/offices/sas/tuition

Application Fee $50
This one-time non-refundable fee is required of all students desiring admission.

Tuition per Credit Hour $685

Educators Cohort Tuition (per credit hour) (no fees charged)
(Only for Full-Time Teachers) $510

Catholic Teacher Cohort (per credit hour) (no fees charged) $435

Classical Education Teacher Program (per credit hour) (no fees charged) $435

Master of Arts of Teaching (per credit hour) (no fees charged) $435

Psychology Practicum (per credit hour) $685

Auditing per Course $678.15

Students may be allowed to audit university courses with the permission of the instructor and the Registrar. No credit is awarded and Laboratory privileges are not included. If college credit is desired, the class must be repeated as a regular course at the regular tuition rate. Audit courses are 100% refundable from the 1st day of classes to the last day of add/drop period. After the close of the add/drop period, all Audit courses are a zero percent refund on the tuition and fees.

UD Alumnus (Age 60 or over) per Course $685

General Braniff Graduate Student Fees

General Student Fee per semester (per hour)	$35
Braniff Student Assoc. Fee (Optional) Per semester	$25
Graduate Readings Fee (6V99, 7V99, 8V99)	$75
Doctoral Readings Fee	$75
Graduation Fee (non-refundable)	$100
Additional Diploma/Diploma Reorder Fee (non-refundable)	$60
Consortium Fee (per semester)	$100
Late Registration Fee	$100
UD Payment Plan Fee (non-refundable)	$60
Late Payment Plan Fee	$60
Return Check (per return) (non-refundable)	$35

2020-2021 Neuhoff School of Ministry

The University of Dallas reserves the right to change tuition, fees and any institutional policy at the beginning of any semester if the university judges such changes to be necessary. Changes may occur without prior notification. The most up-to-date list of charges can be found at https://www.udallas.edu/offices/sas/tuition

Application Fee $50

This one-time non-refundable fee is required of all students desiring admission.

If paid online $25

Graduate Tuition per Semester (Per credit Hour)	$685
Auditing Per Course	$678.15

General Neuhoff School of Ministry Student Fees

Graduation Fee (non-refundable)	$100
Additional Diploma/Diploma Reorder Fee (non-refundable)	$60
Late Registration Fee	$100
UD Payment Plan Fee (non-refundable)	$60
Late Payment Plan Fee	$60
Return Check (per return) (non-refundable)	$35

FINANCIAL POLICIES FOR UNDERGRADUATES,

BRANIFF GRADUATE SCHOOL AND NEUHOFF SCHOOL OF MINISTRY

Mixed Registration Charges

Occasionally, a student registers for both undergraduate and graduate courses. Tuition is charged according to the college to which the student is *admitted*. A *special student* will be charged the tuition rate according to the college that admitted the student.

Post-Baccalaureate

Occasionally, students will come into the university as Post-Baccalaureates. Post-Baccalaureate students will be charged the tuition rate of the college that admitted them to the university.

Agreement to Pay/Financial Policies

Students are responsible for payment of all expenses incurred at the university. It is the student's responsibility to verify that payments and credits are received by Student Account Services in the Business Office, including financial aid, scholarships and sponsorships. Payment in full or acceptable arrangements are due by tuition due dates. Important due dates can be found at https://www.udallas.edu/offices/sas/importantdates.

Students with delinquent accounts will be denied registration, grades, transcripts and/or diploma until all obligations are fulfilled.

They also agree to the following:

The student agrees that upon non-payment of tuition charges and/or fees, the university may declare the balance due and payable. It is the student's responsibility to remain aware of obligations to the university and to make payment on a timely basis. Failure to make payment arrangements on a delinquent account may result in collection action. The student understands that the university has the right to pursue litigation against them, if they become past due. The university reserves the right to transfer past due accounts to a collection agency and/or report any delinquency to a credit bureau(s). In addition to the balance owed, the student is obligated to pay the university's costs and fees, including attorney's fees incurred in any litigation or collection activity resulting from the student's failure to pay under this agreement.

The student agrees to pay collection fees of 33%, including court costs, as permitted by law, in the event that this contract is placed in the hands of a collection agency or attorney for collection. Further, the student agrees that the university may retain all transcripts, awards, degrees, and records to which they would otherwise be entitled. If a student withdraws from a semester and a return of Title IV funds occur, the student is responsible for any balance created.

Authorization

The student authorizes the School (University of Dallas), the Department (Department of Education) and their respective agents and contractors to contact them regarding any outstanding debt that the student has incurred at the university, including but not limited to any loans, repayment of student loan(s), payment plans, or general charges that have made up the student account at the university, at the current or any future number that the student provides for a cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.

This agreement entered into with the university is enforced in accordance with Texas state statutes.

Payment of Accounts

Students are responsible for payment of all expenses incurred at the university. It is the students' responsibility to assure that payments and credits are received by Student Account Services in the Business Office, including financial aid, scholarships and sponsorships. Payment in full or acceptable arrangements are due by tuition due dates. See below for payment options. All questions should be directed to Student Account Services in the Business Office (972-721-5144) or email bursar@udallas.edu. Students with delinquent accounts will be denied registration, grades, transcripts and/or diploma until all obligations are fulfilled. The student is responsible for attorney fees and other costs and charges necessary for the collection of any amount not paid when due. For further information, please go to our website. If a student withdraws from a semester and a return of Title IV funds occur, the student is responsible for any balance created.

Payment Options

Payment Due Dates
Each semester has a day on which all payments and payment arrangements are due. These dates can be found at https://www.udallas.edu/offices/sas/importantdates Students registering after the payment due date need to make arrangements immediately after registering for the semester.

Types of Payments Accepted
The university accepts electronic checks, VISA, MasterCard, American Express, and Discover payments through the web portal. A student wishing to pay in the Business Office can pay using cash or check. Credit and debit card payments are only accepted online through the web portal and at the kiosks located on the first floor of Cardinal Farrell Hall.

Payment Plan
A payment plan that allows spreading out payments for the semester can be enrolled in online through the Cashnet system. Additional information can be found at https://www.udallas.edu/offices/sas/plans

Financial Aid
Students wishing to apply for financial aid must contact the Financial Aid Office. Financial aid students can use their financial aid as part of their payment arrangements for the semester. If financial aid covers all charges and costs for the semester, then no other payment is required. If financial aid does not cover all charges for the semester, then the remaining balance will need to be paid by using current funds or the UD payment plan. If a student withdraws from a semester and a return of Title IV funds occurs, the student is responsible for any balance created.

Parent/Authorized Login
Parents may have access to information concerning their student's account. The student will need to set them up on Cashnet with their own login credentials. Additional information can be found at https://www.udallas.edu/offices/sas/parentinfo.

International Payments
The most efficient means for international students to pay their student account is through Flywire. The University of Dallas partners with Flywire to provide this simple

and secure payment option which allows you to choose a foreign currency and obtain a secure, competitive exchange rate. Please see our website for more information at: https://udallas.edu/offices/sas/foreigncurrency.

Convenience Fee

The university accepts VISA, MasterCard, American Express and Discover through the web payment portal. Each credit and debit card transaction has a convenience fee charge at the time of payment. The convenience fee is 2.75% for domestic cards and 4.25% for international cards of the transaction total.

Title IV Authorizations

The Department of Education (ED) requires an institution of higher education to obtain authorizations from the students to be allowed to perform certain activities when dealing with Title IV Funding (Financial Aid). These authorizations can be seen at https://www.udallas.edu/offices/sas/authorization/index Students wishing to opt-out of the authorizations can do this by following the directions found on the webpage above.

Full Withdrawal from All Classes During Fall and Spring Semesters

To cancel a registration or to withdraw at any time other than the close of the semester, the student is required to secure written permission from the appropriate Dean and to present such authorization to the Registrar's Office. No refunds are made without an honorable dismissal from the Dean. Discontinuation of class attendance, nonpayment of student accounts, or notification to an instructor of withdrawal does not constitute an official withdrawal and refunds will not be made on the basis of such an action. In such instances, the student is responsible for the payment of his account in full.

Students who withdraw from the university during the fall or spring semester with written permission from the Academic Dean are allowed a refund of tuition and refundable fees as follows: No refunds are made after the fourth week of class.

Refund Policy

Withdrawal Refund Schedule

Before the 1st Day of class for the semester	100%
1st Day of class through the last day of the add/drop period	80%
1st Day of 1st Week after the close of the add/drop period	60%
2nd Week after the close of the add/drop period	40%
3rd Week after the close of the add/drop period	20%
From the 4th week on after the close of the add/drop period	0%

All monies due the university by students at the time of withdrawal are due and payable immediately. To obtain a refund of tuition and refundable fees, students must also return their student identity card. No refunds are made on general fees. Resident students must secure clearance from the Office of Student Affairs before a refund is made.

The date used to calculate refunds is that on which students begin the withdrawal process with the Dean, the Registrar's Office or the Office of Financial Aid. Students have 48 hours from the time they initiate the process to acquire all signatures and return the withdrawal form to the Registrar's Office. Certain exceptions to the policies may be approved in specific instances (e.g., when a student is drafted or incurs serious injury or illness). Such matters should be referred to the appropriate Academic Office. Please allow thirty days for processing of refunds.

Room and Board, Per Semester

Charges for the basic categories of residence hall and apartment housing are listed below. Food service is required for residence hall students and is also available for apartment residents and other non-resident students upon request. Meal plan rates with tax included are: All Access 7 Meal Plan - $2,910 which includes a $100 declining balance; All Access 7 PLUS Meal Plan - $3,017 which includes a $200 declining balance; All Access 7 PLATINUM Meal Plan - $3,120 which includes a $300 declining balance; All Access 5 Meal Plan - $2,530 which includes a $300 declining balance; All Access 5 PLUS Meal Plan - $2,630 which includes a $400 declining balance. The All Access 7 PLUS and All Access 7 PLATINUM meal plans are available to any enrolled student living on or off campus. The All Access 7, All Access 5 and All Access 5 PLUS meal plans are only available to juniors and seniors living on campus or any student living off campus. Additional declining balance may be added to any meal plan via direct purchase from the Dining Services Office. Additional commuter meal plans are also available for direct purchase from the Dining Services Office. Contact Student Affairs for any changes in residential meal plans or housing. Contact Dining Services for any changes to commuter meal plans. The deadline to submit a meal plan change is the third Friday of the semester.

Housing Deposit
$200 this is a one-time charge to all residents. This deposit is refundable for currently enrolled students with proper notification to the Office of Student Affairs via commuter application submission in eRezLife. The deadlines are July 1st for the Fall and December 1st for the Spring.

Residence Halls, per semester:

'Traditional' Hall Rooms - New Students		
Double Room	(with All Access 7 PLUS meal plan)	$6,540
	(with All Access 7 PLATINUM meal plan)	$6,643
Triple or Quad Room (if available)	(with All Access 7 PLUS meal plan)	$6,540
	(with All Access 7 PLATINUM meal plan)	$6,643
Single Room (if available)	(with All Access 7 PLUS meal plan)	$7,257
	(with All Access 7 PLATINUM meal plan)	$7,360
'Clark Hall' Rooms - Continuing Students		
Double Room	(with All Access 5 meal plan)	$6,245
	(with All Access 5 PLUS meal plan)	$6,345
	(with All Access 7 meal plan)	$6,625
	(with All Access 7 PLUS meal plan)	$6,732
	(with All Access 7 PLATINUM meal plan)	$6,835
Triple Suite	(with All Access 5 meal plan)	$6,660
	(with All Access 5 PLUS meal plan)	$6,760
	(with All Access 7 meal plan)	$7,040
	(with All Access 7 PLUS meal plan)	$7,147
	(with All Access 7 PLATINUM meal plan)	$7,250
Single Room	(with All Access 5 meal plan)	$7,055
	(with All Access 5 PLUS meal plan)	$7,155
	(with All Access 7 meal plan)	$7,435
	(with All Access 7 PLUS meal plan)	$7,542
	(with All Access 7 PLATINUM meal plan)	$7,645

University Apartment Housing, per semester:

One Bedroom (two students)	$ 3,530
Two Bedroom (four students)	$ 3,230

Apartment residents are responsible for the setup, payment and maintenance of electric utility accounts. Meal plans are an optional and separate charge for apartment residents.

Termination of Room and Board

Housing contracts are fully binding for the academic year (fall and spring semesters). Students who officially withdraw during the fall or spring semester are allowed a refund of room and board charges according to the following schedule. Each week is calculated from the last day of the academic add/drop period. A week is seven calendar days long beginning immediately after the closing of the add/drop period.

Before move-in	100%
After move-in and through last day of add/drop period	80%
1st Week after the close of the add/drop period	60%
2nd Week after the close of the add/drop period	40%
3rd Week after the close of the add/drop period	20%
From the 4th week on after the close of the add/drop period	0%

Residents who become exempt from the residency requirement and voluntarily break their housing contracts while still enrolled during a semester are subject to the same refund percentage guidelines for room and board as students who withdraw from the university mid-semester (see WITHDRAWAL section). In addition the student *will* be charged a Contract Breakage Fee for the TERM that the contract is broken—not by the date of notification.

After contract is accepted and before August 1	$100
After August 1 and prior to official move in date	$300
Fall semester	$500
Spring semester	$500

Fall residents who qualify for and formally claim a mid-year exemption to the residency requirement for the spring semester will not be charged a Contract Breakage Fee.

Students found to be living illegally off campus without an exemption will be billed for a standard room charge.

Students who cancel their contracts by taking a Leave of Absence or withdrawing from the university will not be fined, but will lose their housing deposit. This deposit will be reinstated upon their return to a campus residence. All requests for termination must be submitted to the Office of Student Affairs.

Undergraduate Scholarships and Financial Aid

I. University Academic Awards and Scholarships

The university offers qualified undergraduate students two broad categories of scholarships, achievement-based awards and need-based awards.

Regular scholarship consideration is given to high school seniors whose application and supporting credentials are postmarked on or before March 1. Applicants whose credentials are received or postmarked after March 1 and before August 1 will be considered for scholarships based on availability of funding.

Prospective transfer students qualify for scholarship consideration when their application and supporting credentials are postmarked by January 1 for Spring entry or August 1 for Fall entry.

Achievement-based Awards

These awards offered annually by the university recognize and reward achievements in several areas. All are offered on the basis of academic record and/or special achievements in other areas. Financial need is not considered in determining the recipients of these awards. Awards ranging from $15,000 up to full tuition per year may be offered to selected applicants based on standardized test scores, high school academic record, and/or performance in an on-campus scholarship competition.

Departmental Scholarship Program

Competitive awards ranging from $1,000 to $5,000 per year may be offered to selected applicants who have demonstrated talents or abilities in a specific area. Talent areas currently recognized include art, chemistry/biochemistry, classics, computer science, mathematics, modern languages (Spanish, French, German), music, physics and theater. Requirements vary by department, although most departments require some on-campus activity which takes place during a scheduled campus visit from September 1 through February 15. Students may compete for only one departmental scholarship. The deadline to apply is February 1 of the applicant's senior year of high school. Contact the Office of Undergraduate Admission for specific application requirements.

Phi Theta Kappa Award

Transfer students from two-year colleges who provide a copy of official documentation of their current membership in Phi Theta Kappa are eligible for academic awards in the amount of half tuition per year. A transfer student is one who graduated from high school, matriculated at a two-year college and achieved at least 30 college credits at the two year college, not including high school concurrent enrollment, prior to applying for admission at the University of Dallas.

All Achievement-based awards will be applied to undergraduate tuition charges at the university campuses in Irving, TX and Rome, Italy. Award types and amounts may be combined at the university's discretion. The annual proceeds of all achievement-based awards are allocated 50% to fall semester and 50% to spring semester. UD scholarships are limited to 8 semesters. Graduating seniors who do not require full time enrollment must notify the Office of Financial Aid to determine proration of scholarships and other aid. Seminarians follow other guidelines and award structures. Contact Holy Trinity Seminary for details.

The following renewability criteria apply to Achievement-based awards:
Each award is available during four school years beginning with the semester of matriculation if the recipient's academic performance meets or exceeds the following criteria.

- Students must be enrolled full time at the census date in order to be eligible for their scholarship for that term.
- All institutionally funded academic awards require a student to be meeting Satisfactory Academic Progress (SAP) guidelines in the Scholarship and Financial Aid section.
- SAP will be reviewed at the end of each payment period. Students placed on SAP Warning are eligible to receive their scholarship for one semester.
- Once a student has been placed on SAP suspension, they are no longer eligible to receive institutionally-funded aid. Students on suspension may appeal in the case of a death of an immediate family member, illness/medical issue or other special circumstance.

In addition, at the end of the student's 4th semester (fall or spring term), he or she must have a 2.5 cumulative GPA. Students with a GPA under a 2.5 will not be eligible for the full scholarship amount until he or she is again meeting SAP and a 2.5 cumulative GPA. For GPAs below 2.0, awards are suspended.

All students, including those with suspended scholarships, are eligible to submit a Free Application for Federal Student Aid, FAFSA, at https://studentaid.gov/. Students should send their FAFSA results to school code 003651 for consideration of eligibility for need-based aid.

Medical Provisions
If it becomes medically necessary for an achievement-based scholarship student to withdraw or not attend a fall or spring semester of award eligibility due to the recommendation of a licensed medical physician or psychologist, the university will extend one additional semester of scholarship eligibility prior to graduation from UD. The medical leave recommendation must be documented in writing to the Financial Aid Office. In the case of a withdrawal from all classes, the student must obtain written approval for the withdrawal from UD's Academic Dean.

Multiple Sources of Funding
Each authorized recipient of achievement-based scholarship funding receives a personally addressed scholarship-awarding cover letter signed by the Director of Admission. By accepting an achievement-based award, each student agrees that the university may fund the achievement-based scholarship(s) amounts specified in the Director's signed scholarship cover letter from multiple sources, which may vary at UD's discretion, so long as the total value provided toward the student's undergraduate university tuition matches or exceeds the amount stated in the scholarship cover letter written and signed by the Director of Admission subject to the renewability criteria specified. The Office of Financial Aid may make adjustments to any university funded scholarships or financial aid based on changes in enrollment, GPA, or additional information received from any source. Students receiving financial aid from sources outside the University of Dallas must notify the Office of Financial Aid regarding the amount of such aid. UD reserves the right to adjust any UD awards and financial aid based on additional outside aid.

Students of Holy Trinity Seminary
Students enrolled in Holy Trinity Seminary receive a 30% reduction in undergraduate tuition and are not eligible for other institutionally funded achievement-based or need-based awards described in sections I, II or III of the Scholarships and Financial Aid portion of this General Bulletin.

II. Restricted & Endowed Scholarships

A limited number of restricted and endowed scholarships are available each year to University of Dallas students. These scholarships are awarded by the Scholarship and Financial Aid Committee. Typically students are not required to apply for these scholarships, though they are required to apply for need-based financial aid. Specific amounts of scholarships to be awarded vary according to ability, need and resources available. All scholarships are based on need and are restricted to the same GPA requirements as all other scholarships unless otherwise indicated.

Endowment scholarships may be used to fund other types of institutional student financial aid awards at the discretion of the university and in accordance with the fund agreement.

III. Need-Based Grants, Loans and Work Study

Applying for Financial Aid and Eligibility

To apply for financial aid, students should complete the **Free Application for Federal Student Aid (FAFSA).** A student's eligibility for Title IV and institutional need-based grants, loans and work study is based on the information provided on this application. Information regarding application procedures, eligibility and funding is subject to change.

After a student has completed the financial aid application process and has been admitted to the university, the Financial Aid Office will send an Award Letter. The university awards aid to students who are eligible for Title IV aid (federal grants, loans, and work study). Students must be pursuing a degree and enrolled in courses towards that degree in order to be eligible. Students applying for financial aid should do so before January 15 to receive priority consideration. Students applying for aid in the spring only should do so by November 1.

University-Funded Need-Based Aid

The university awards institutionally-funded university awards and need-based grants to eligible students based on an application for financial aid, typically the FAFSA. Institutional financial aid can only be applied to institutional charges. Each award is available during 8 semesters beginning with the semester of matriculation if the student continues to demonstrate need and is meeting Satisfactory Academic Progress requirements (see Satisfactory Academic Progress section).

Satisfactory Academic Progress

To maintain eligibility for *any* financial aid administered by the university, including federal, state and institutional funds, Satisfactory Academic Progress (SAP) must be made. Financial Aid Probation is *not* the same as Academic Probation. Also review all information here: udallas.edu/finaid/ugsap.

1) Cumulative GPA, pace and credit hours earned are reviewed at the end of each semester (fall, spring and summer).
2) A student must be able to complete his or her degree within the 150% point of required credits. For example, if he or she is enrolled in a program requiring 120 credits to earn the degree, eligibility may be lost once more than 180 credits have been attempted.
3) As a full-time student, 12 credits hours must be earned each semester (Fall and Spring only) and a cumulative GPA of 2.0 or higher must be earned in order to maintain SAP. As a part-time student, 6 credits must be earned each semester with a cumulative GPA of 2.0 or higher. A less than half time student must earn 3 credits per semester.

4) The university also reviews a student's pace towards graduation. Pace, or completion rate, is a measurement of the number of hours a student has earned divided by the number of hours attempted. This is a cumulative calculation that is completed at the end of each semester and includes both institutional and transfer hours. Undergraduate students must have a pace (completion rate) of at least 66% (.66).

5) Transfer credits count as earned credits but do not affect the GPA. However, transfer credits do count towards the limit of credits attempted (as described in #2) and the pace calculation.

6) Withdrawal from a course can affect a student's financial aid eligibility since it is counted as a attempted credit that is not earned. This will affect a student's pace. An Incomplete or a Temporary grade does not count as earned credit and will affect eligibility until credit is earned. SAP cannot be assessed until all incomplete grades have been posted. If a student has a grade of incomplete, he/she will not be reviewed for SAP and will not be eligible for financial aid until SAP can be reviewed. Please contact the Office of Financial Aid once a grade has been posted so that SAP can be reviewed.

   If a course is repeated and cancelled, eligibility may be affected if total credits earned fall below the minimum required. A previous Financial Aid Warning may not be removed by raising a prior semester's GPA through the Repeat and Cancel policy, but financial aid eligibility may be reinstated or continued by raising the cumulative GPA to the minimum required using the policy.

7) If the student is not making SAP, he or she will be notified of a Financial Aid Warning for one semester. During the warning semester, the student may receive financial aid. The student must earn 12 credits as a full-time student (or 6 credits as a part-time student), 66% pace and complete the semester with a cumulative GPA of 2.0. If these requirements are not met at the end of the semester, the student will lose his or her financial aid for the next semester, known as Financial Aid Suspension. A student can regain his or her Financial Aid eligibility if all SAP (credits earned, pace, and a 2.0 cumulative GPA) are met at the end of a subsequent semester.

8) A student who does not meet SAP at the end of the Financial Aid Warning period and is thus notified of a Financial Aid Suspension can make a formal written appeal to the Director of Financial Aid for the reinstatement of financial aid for one semester. An appeal can be made in the event of the death of a student's relative, injury or illness of the students, or other special circumstances. The deadlines for an appeal are as follows:
   - Fall term: July 31
   - Spring term: January 15
   - Summer term: June 7

   If an appeal is granted, a student is put on Financial Aid Probation and receives financial aid for one semester. A student on Financial Aid Probation must earn 12 credits and a 2.0 cumulative GPA by the end of the probationary semester or meet other academic standards set by the Director of Financial Aid (called an Academic Plan) in order to have his or her financial aid reinstated. A Financial Aid Suspension can be lifted once a student is again meeting all SAP requirements.

9) If you have been awarded a Texas Tuition Equalization Grant (TEG), please note the requirements for a subsequent (renewal) award in the following

academic year. A student must:

1. Submit a completed FAFSA with demonstrated need, AND
2. have a minimum cumulative GPA of 2.500, AND
3. have earned 24 hours (undergraduate) or 18 hours (graduate) between September and August of the previous academic year.

Withdrawal and Return of Title IV Funds

Federal regulations require that any student who withdraws from the university must comply with the Higher Education Amendments of 1998. Students who withdraw from UD must notify the Office of Financial Aid for completion of Title IV withdrawal. If a student receiving financial aid withdraws after the semester begins, an official withdrawal must be completed. Any student who plans to withdraw must contact the Financial Aid Office.

Once a student has notified the Office of Financial Aid of an intent to withdraw, he or she has 48 hours to seek all required signatures to complete the withdrawal process. The date used for the withdrawal will be the date the student initiates (starts) the process. The official withdrawal must be completed in all offices. Federal, state and institutional aid (including academic scholarships) may be returned, and the student may owe a balance to the university. Prior to returning, the student must pay that balance in full.

A student who attends beyond the 60% point of the term has earned 100% of all aid. The percentage is calculated by taking days attended versus total days in the student's enrollment. A complete withdrawal prior to this date, however, will result in aid that must be returned to its program(s). The percentage of aid that must be returned for federal funds may also be applied to state and institutional funding.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

I. The Core Curriculum

The core curriculum is the center of undergraduate education at the University of Dallas. It is central to and structured toward the fulfillment of the institution's fundamental purposes. It is designed to foster the student's pursuit of wisdom through formation in intellectual and moral excellence, to foster a mature understanding of the Catholic faith and to encourage a responsible concern for shaping contemporary society. The organization and content of the core are determined by the premise that these goals can best be achieved through a curriculum founded on the Western heritage of liberal education. Within this heritage, the Christian intellectual tradition is an essential element and the American experience merits special consideration.

The core is thus a specific set of courses focusing on the great deeds, ideas and works of western civilization — including in particular those expressive of its Christian character — in the belief that they are sure guides in the search for truth and virtue. As befits a pilgrimage toward the best and highest things, the curriculum is designed to nurture reflection on the fundamental aspects of reality and conducted so as to provoke inquiry into the perennial questions of human existence. It thus fosters genuinely liberal learning by providing both the material and the opportunity for free and systematic investigation into the central facets of Western experience.

In the courses of the core, students investigate the human condition and man's relation to God, nature and his fellow man. The courses aim at developing in the student both the desire to understand these subjects and the means by which to investigate them. The inquiry into these themes is conducted through the different disciplines, which, while highlighting special threads within the fundamental issues and distinctive modes of studying them, also point to their ultimate unity. The curriculum as a whole provides a broad but firm foundation which enables the student to raise the most profound questions and to search for true answers. In its parts, the core is an introduction to the various ways by which that search may be conducted and one's vision shaped.

Philosophy **9 credits**

All students must take 9 credits in philosophy. Normally, the program in philosophy is Philosophy 1301, 2323 and 3311.

English **9 or 12 credits**

The Literary Tradition courses: English 1301, 1302 and 2311 are required. Bachelor of Arts students (except for students earning B.A. degrees in Biology, Physics and Education: Math/Science) are required to take English 2312.

Mathematics **3 credits**

The following courses fulfill the Mathematics requirement:

Euclidean and Non-Euclidean Geometries (Math 1301)
Introduction to Statistics (Math 2305)
Linear Point Set Theory (Math 3321)
Calculus I, II, or III (Math 1404, 1411, or 2412)

Fine Arts **3 credits**

The following courses fulfill the Fine Arts requirement:

History of Art and Architecture I, II or Art and Architecture of Rome (Art 1311, 1312, 2311)

Theater History (Drama 3310)

Music of the Western World: Renaissance, Baroque, Classical, Romantic and Contemporary (Music 1311-1315, 3330)

Science **7-8 credits**

All students are required to take one laboratory science course in the life sciences and one in the physical sciences, either from the Basic Ideas offerings or courses that are introductory to the respective science disciplines or an approved substitute. Courses at the 1000 or 2000 level in the life sciences with their accompanying lab fulfill the life science core requirement. Courses such as Chemistry and Physics (including Astronomy) fulfill the physical science core requirement.

Classics and Modern Languages **0-12 credits**

The second-language component of the core curriculum is a sliding requirement of 0-12 credits. The Language Requirement may be met by mastery of a language at the second-year level (or advanced level for Greek) as shown by the placement test or by successful completion of the following:

a) Two courses in the same language at the second-year level. Students who place out of Second-Year I satisfy the core requirement by completing Second-Year II.

b) For Greek: Second-Year Greek (CLG 2315) and one advanced Greek course. Students who place out of Second-Year Greek satisfy the core requirement by completing one advanced Greek course.

Students unable to qualify for the second-year level must enroll in first-year language courses and proceed through the second-year level. Latin students unable to qualify for Second-Year Latin I may enroll in Grammar Review (CLL 1305) and proceed through Second-Year Latin II (CLL 2312).

American Civilization **3 or 6 credits**

Bachelor of Science Students and students earning B.A. degrees in Biology, Physics and Education: Math/Science can take either History 1311 or 1312. All other students take History 1311 and 1312.

Western Civilization **6 credits**

History 2301 and 2302 are usually taken in the sophomore year.

Politics **3 credits**

A one-semester course, Principles of American Politics, Politics 1311, is ordinarily taken by the student in the freshman year.

Economics **3 credits**

Economics 1311, a one-semester course, is ordinarily taken in either the freshman or sophomore year.

Theology **6 credits**

All students must complete six credits in Theology for the undergraduate degree. Ordinarily, this requirement will be satisfied by Understanding the Bible, Theology 1310, and Western Theological Tradition, Theology 2311.

II. Other Requirements

Major Program
Students must satisfy the requirements of their major program as established by the department in which they elect to major. Grades below "C-" in advanced courses in the major department do not count toward fulfillment of the major requirement.

Advanced Credits
The student must earn 38 credits in courses numbered 3000 or above. Of these advanced credits, 26 must be earned at the University of Dallas. The last 12 advanced credits in the major must be earned at the university.

Total Credits
Students must earn a minimum of 120 credits. Students who wish to pursue a double major, that is, apply for one undergraduate degree with two majors, must satisfy the requirements of both majors. Students considering more than one major should be aware that certain combinations of majors might require more than eight semesters to complete. Once a degree has been awarded, a second major or a concentration may not be added, nor may a B.A. be changed to a B.S.

Students who wish to pursue a second and different, undergraduate degree, must earn a minimum of 30 additional semester hours of work in residence beyond the requirements for one degree, 18 of which must be advanced. Students must also complete all requirements for the second degree and major.

Double-counting courses
Some courses may be applied toward more than one academic program, or double-counted.

As a rule two courses are allowed to be double-counted toward a double-major or a major and concentration(s). Core courses are not considered to be double-counted.

Permission to double-count more than two but less than four courses must be granted by the Dean and requires that the student submit a justification, degree plan, and a list of courses to be double-counted to inform the decision.

Because of significant overlap between some majors/concentrations and limited numbers of courses available, some double-major combinations or majors with concentration may not be possible.

Electives
The difference between core and major field requirements and the total credits required for the undergraduate degree is made up of electives. Such courses afford students the opportunity to explore other disciplines, to reflect upon the major from another point of view and to seek courses that assist in preparation for life. Elective credits should not be used simply to keep taking classes in the major field. Four Pass/No Pass credits and up to 6 research/internship credits may be included in the 120 credits required for graduation.

Grade Point Average
To obtain a degree, the student must obtain a university grade point average of "C" (2.0). Not more than 30 credits passed with a grade of "D" are acceptable for graduation.

Residence Requirements
The final year of study must be spent at the University of Dallas.

Comprehensive Examination
In the senior year, students must pass a comprehensive examination in their major field. The particular form of the examination varies by department. Such examinations are described in each department's section of this bulletin.

Graduate Record Examination
Although not required, the university urges the student to take the Graduate Record Examination or other professional examinations at the appropriate times.

Bachelor of Science
The Bachelor of Science degree is offered in biology, biochemistry, business, chemistry, computer science, mathematics or physics. The B.S. degree normally requires 12-13 additional credits in the major beyond the B.A. degree requirements. Some of the additional credits may include a required research project. Refer to the departmental pages for specific requirements for particular B.S. degrees. In the case of a double degree involving a B.A. and a B.S., the minimum total credits required will be 150.

Art

FACULTY
Chair and Professor Shore, Associate Professor Foutch, Assistant Professors Caesar and O'Briant; Affiliate Assistant Professors Hayes and Nahm; Distinguished Emeriti Professors Hammett, Novinski and Strunck

Artists help maintain and develop the cultural life of a society by means of their unique expression of the basic truths of existence. The experience and practice of visual art creates awareness of these basic truths and especially of the creative aspects of life, which is vital in the formation of the complete human being. The Art Program therefore seeks to develop the critical aesthetic faculties within the student and to nurture the aspects of the human spirit. Students from other academic disciplines gain breadth and insight from courses in studio art and art history, which share common ground with the other humanistic disciplines and creative arts and which complement the sciences.

The Department views the experience and practice of the visual arts, particularly at the undergraduate level, as an interdisciplinary pursuit. Within the Art major, the five areas offered are *art history, ceramics*, *painting*, *printmaking* and *sculpture*. The art student is involved in the artistic and scholarly environment of the Haggerty Art Center, with stimulation provided by the presence of graduate students and on-campus and Dallas/Fort Worth area exhibitions and collections, as well as visiting artists and lecturers. All of these opportunities construct the real environment needed for growth in the arts.

The study of art as a major is divided into the art core and the area of emphasis. It is suggested that the student enrolls in the art core in the freshman year, which includes History of Art and Architecture I and II, Basic Drawing I and II, Two-Dimensional and Three-Dimensional Design. In the sophomore year, the art student usually participates in the Rome Program.

The area of emphasis is designed to guide the student, either in the studio or art historical study, toward the full realization of his or her personal integrity and intellectual potential. The student may pursue the following areas: *art history, ceramics*, *painting*, *printmaking* and *sculpture*. The student may also pursue the *secondary,* or *all-level certificate* in the teaching of art through the education department.

By the junior year, the art major emphasizing *studio work* is intensely involved in a major studio and elective studio work while also taking one course each semester in the history of modern and contemporary art. A critique of the student's work by the art faculty takes place in the second semester of the junior year. In the senior year, the studio major prepares for the senior exhibition and comprehensive examination through Senior Studio and Seminar. Reviews and critiques are a regular part of the year.

The pattern for the art major emphasizing *art history* is much the same through the sophomore year. The Rome semester is especially significant, for the student is able to experience works of art in their original context and to study the impact of the classical tradition on Western art. In the junior and senior years, the student takes a wide range of upper-level art history courses which integrate a knowledge of visual culture and architecture into a liberal arts education and life. These courses, along with Senior Research and Senior Thesis, introduce the student to critical analysis and research methods, thus preparing the student for the comprehensive examination and the final research paper presentation.

Whatever the area involved, the Department seeks to give the art major basic principles, not merely standard solutions, so that he or she has the training, judgment and flexibility to go on to successful graduate or professional work in art, art history, or other areas.

Basic Requirements/All Studio Areas

A total of 46 credits are required, including 14 art core credits consisting of Basic Drawing I & II, 2D & 3D Design, History of Art & Architecture I & II. Students are also required to take two beginning studios in their sophomore year, preferably one in a 2D and one in a 3D discipline. It is recommended that art majors take Aesthetics as an elective and seek appropriate electives in other departments. During the student's junior and senior years they will concentrate on their chosen discipline. Seniors will also participate in two semesters of Senior Seminar (one credit per semester). Satisfactory completion of the Senior Exhibition and the Art History Comprehensive Examination is required.

Comprehensive Examination

In the second semester of the junior year the work of the student is reviewed by the entire art faculty. A second review occurs in the first senior semester, followed by a final review in the last semester prior to the presentation of the senior capstone project, a solo exhibition held on campus. It must contain work completed predominantly during the Senior Studio course. The exhibition--selected, designed and constructed by the student--is judged by the faculty in an oral examination. In the senior year all art majors must also pass an art history comprehensive exam.

Basic Requirements/Art History Area

The art history area of the art major requires 25 credits in art history, 19 of which are advanced hours: a one-credit senior seminar; two credits in Gallery Practicum; ten credits in studio (drawing and design); and six credits in advanced art electives. Advanced art history courses (including a methodologies/aesthetic course) typically begin in the junior year and culminate with the senior capstone project: a written thesis and oral presentation on some aspect of modern or contemporary art. The student must organize a faculty committee and participate in senior reviews and an oral examination, while also passing an art history comprehensive test.

Suggested Sequence for Art Major

Core Program

YEAR I

Art 1311, Hist. of Art & Arch. I	3	Art 1312, Hist. of Art & Arch. II	3
Art 1203, Basic Drawing I	2	Art 1204, Basic Drawing II	2
Art 2219, 2-D Design	2	Art 2220, 3-D Design	2
English 1301	3	English 1302	3
Theology 1310	3	Philosophy 1301	3
Language 2311	3	Language 2312	3
	16		16

YEAR II (Rome)

English 2311	3	English 2312	3
History 2301	3	History 2302	3
Philosophy 2323	3	Beginning Studio/Adv. Art History	3
Theology 2311	3	Beginning Studio	3
Art 2311	3	Economics 1311	3
	15		15

Area of Art History

The art history area of the Art major also includes the art core. Studio and gallery experience enhance the student's understanding of historical works of art. For obvious reasons the art history student is urged to participate in the Rome program. Advanced art history courses typically begin in the junior year and culminate with the senior thesis, a major research paper on some aspect of nineteenth, twentieth, or twenty-first century art.

YEAR III

Advanced Art History	3	Advanced Art History	3
Advanced Art History, Modern	3	Advanced Art History, Contemporary	3
Philosophy 3332 Aesthetics	3	Politics 1311	3
Math	3	Physical Science + lab	4
Elective	3	History 1312	3
Art Gallery Practicum	1		16
	16		

YEAR IV

Senior Research/Art History	3	Senior Thesis/Art History	3
Art Gallery Practicum	1	ART 4152 Senior Seminar	1
Advanced Art Elective	3	Philosophy 3311	3
Life Science + lab	4	Elective	3
History 1311	3	Advanced Elective	3
	14		13

Area of Ceramics

A basic program of creative and technical experience in ceramic processes, material and equipment for students who wish to prepare as artist-potters and ceramicists.

YEAR III

Art 3339, Intermediate Ceramics I	3	Art 3340, Intermediate Ceramics II	3
Beginning Studio	3	Advanced Art History, Contemporary	3
Advanced Art History, Modern	3	History 1312	3
Philosophy 3332 Aesthetics	3	Physical Science + lab	4
Math	3	Advanced Elective	3
	15		16

YEAR IV

Art 4349, Senior Ceramics	3	Art 4350, Senior Ceramics	3
Art 4151, Senior Seminar	1	Art 4152, Senior Seminar	1
Advanced Art Elective	3	Philosophy 3311	3
Life Science + lab	4	Politics 1311	3
History 1311	3	Advanced Elective	3
Elective	3	Advanced Elective	3
	17		16

Area of Painting

Studio guidance in contemporary approaches to painting as a mode of artistic expression and a guided development of the student's ability toward a personal expression in various media.

YEAR III

Art 3334, Inter. Painting I	3	Art 3335 Inter. Painting II	3
Advanced Art History, Modern	3	Beginning Studio	3
Art 3329, Inter. Drawing	3	Advanced Art History, Contemporary	3
Philosophy 3332 Aesthetics	3	History 1312	3
Math	3	Physical Science + lab	4
	15		16

YEAR IV

Art 4349, Senior Painting	3	Art 4350, Senior Painting	3
Art 4151, Senior Seminar	1	Art 4152, Senior Seminar	1
Advanced Art Elective	3	Advanced Art Elective	3
Life Science + lab	4	Philosophy 3311	3
History 1311	3	Politics 1311	3
Elective	3	Advanced Elective	3
	17		16

Area of Printmaking

Practical and conceptual introduction to contemporary printmaking as a mode of artistic expression and a guided development of a student's ability toward a personal expression. Studio facilities enable students to make intaglios, lithographs, relief prints and screen prints and to learn photographic printmaking processes and hand paper making.

YEAR III

Art 3323, Inter. Printmaking I	3	Art 3324, Inter. Printmaking II	3
Art 3329, Inter. Drawing	3	Beginning Studio	3
Advanced Art History, Modern	3	Advanced Art History, Contemporary	3
Philosophy 3332 Aesthetics	3	History 1312	3
Math	3	Physical Science + lab	4
	15		16

YEAR IV

Art 4349, Senior Printmaking	3	Art 4350, Senior Printmaking	3
Art 4151, Senior Seminar	1	Art 4152, Senior Seminar	1
Art 5V59, Advanced Drawing	3	Advanced Art Elective	3
Life Science + lab	4	Philosophy 3311	3
History 1311	3	Politics 1311	3
Elective	3	Advanced Elective	3
	17		16

Area of Sculpture

The study of three-dimensional expression through a variety of contemporary approaches. Both practical and conceptual growth of self-expression takes place through the direct use of diverse sculptural materials and techniques including casting, fabrication, carving and installation.

YEAR III

Art 3343, Intermediate Sculpture I	3	Art 3344, Intermediate Sculpture II	3
Beginning Studio	3	Advanced Art History, Contemporary	3
Advanced Art History, Modern	3	Advanced Art Elective	3
Philosophy 3332 Aesthetics	3	History 1312	3
Math	3	Physical Science + lab	4
	15		16

YEAR IV

Art 4349, Senior Sculpture	3	Art 4350, Senior Sculpture	3
Art 4151, Senior Seminar	1	Art 4152, Senior Seminar	1
Art Elective	3	Advanced Art Elective	3
Life Science + lab	4	Philosophy 3311	3
History 1311	3	Politics 1311	3
Elective	3	Advanced Elective	3
	17		16

Pre-Architecture

The sequence for Pre-Architecture is designed for the student who intends to pursue an M.Arch/MFA following his/her four years at UD or for the student who plans to transfer to a standard Bachelor of Architecture program in the junior year. This sequence includes the Rome program. Most students interested in architecture complete the B.A. in art at UD and enter an MFA program in architecture.

YEAR I

Art 1311, Hist. of Art & Arch. I	3	Art 2312, Hist. of Art & Arch. II	3
Art 1203, Basic Drawing I	2	Art 1204, Basic Drawing II	2
Art 2219, 2-D Design	2	Art 2220, 3-D Design	2
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Physics 2311, 2111	4	Physics 2312, 2112	4
	18		18

YEAR II

Art 2311	3	English 2312	3
English 2311	3	Economics 1311	3
History 2301	3	Art Elective (Sculpture)	3
Philosophy 1301	3	Computer Science	4
Theology 2311	3	Art Gallery Practicum	1
	15	Elective	3
			17

Teaching Certification in Art for the State of Texas

Along with the art major, a student may qualify to teach in grades 6-12 or work towards an all-level certification. Other students may wish to use the art major, or the appropriate number and kinds of art credits, to prepare to teach in grades 1-8 or 8-12. All combinations may require summer study in order to complete the program in four years. Because of the need for careful sequencing of both art and education courses, the student should consult both departments.

Courses in Studio Art

1115. Art Gallery Practicum. The course provides insight into the operations of galleries and museums as well as practical experience in the arranging and mounting of exhibitions. Fall and Spring. May be repeated.

1203. Basic Drawing I. Drawing as a means to gain visual awareness; the use of lines and values to develop understanding of the depiction of volumes and space. Fall.

1204. Basic Drawing II. Drawing as a means to visual thinking. Introduction to principles of composition. Prerequisite: Art 1203. Spring.

2213. The Human Figure. The study of the human figure in a selected medium or media from the live model in the studio. Gesture, proportion, form and an understanding of basic anatomical structure will be emphasized. Prerequisite: Art 1203. Spring.

2219. Two-Dimensional Design. A guided investigation of basic concepts and techniques of visual organization in two-dimensions. Students will develop an awareness of the formal elements of composition, a working knowledge of their fundamental principles and sensitivity towards the interrelationship between form and content. Students familiarize themselves with the basic vocabulary necessary to verbalize their creative process and critical thinking. 2-D Design requires substantial time for the completion of class projects, both in and outside of scheduled class time. 2-D Design prepares students with the foundation to address compositional problems encountered in other studio courses. No prerequisite required or previous experience necessary. Fall.

2220. Three-Dimensional Design. Introduces the student to the basic methods of 3-D Design with an emphasis on dimensional form, scale, texture and tension. This course introduces the student to the creative process, concept development and broadens and sensitizes the student to the materials and techniques involved in 3-D design processes. Students become familiar with the basic vocabulary associated with 3-D design. 3-D Design requires substantial time for the completion of class projects, both in and outside of scheduled class time. It prepares students with the foundation to address compositional problems encountered in other studio courses. No prerequisite required or previous experience necessary. Spring.

3315. Printmaking I. An introduction to the particular qualities and requirements in the making of prints in intaglio, lithography and relief. Prerequisite: Art 2219 Fall and Spring.

3316. Painting I. Introduction to the fundamentals of painting through lecture, demonstration and studio experience. Emphasis on technique, color and composition through work primarily from direct observation. Fall and Spring.

3317. Ceramics I (Handbuilding). An introductory study of the techniques and aesthetics of clay as an art medium. Class emphasis is on the basic processes for hand built forms: pinching, coiling, slabs and molds. Students are challenged with

progressively more difficult projects requiring creative problem solving skills and allowing opportunities for personal expression. Through demonstrations, slide lectures and critiques, students learn to create and evaluate, as well as appreciate the relationship of art to our lives. Spring and Fall.

3318. Sculpture I. Introduction to basic sculptural ideas, practices and techniques. Primary media explored during the fall semester is wood and in spring metal.

3323. Intermediate Printmaking I. Expanding knowledge of printmaking through exploration of various processes. Prerequisite: Art 2219. Fall and Spring.

3324. Intermediate Printmaking II. Work in various print processes according to student's aesthetic needs. Students are expected to develop a theme. Prerequisites: Art 3315 and Art 3323. Fall and Spring.

3325. Design for the Theater. Offered when required for inter-disciplinary use with the Drama Department.

3327. Art for the Elementary School Teacher. As needed.

3328. Art for the Secondary School Teacher. Prepares the student to teach art in grades 6-12. Course content includes an in-depth study of the Texas Essential Knowledge and Skills for Art, short-term observations under exemplary middle and high school art teachers, an examination of numerous student works and an opportunity to gain philosophical and practical insight into the numerous issues involved in secondary art curriculum development and implementation. As needed.

3329. Intermediate Drawing. Concentrates on the development of ideas and imagery. Growth and articulation of individual ideas and expression is encouraged in the context of a theme chosen by the student. Fall and Spring.

3334. Intermediate Painting I. Reaffirms and expands formal criteria established in Art 3316 and directs individual research into personal, historical and contemporary painting issues in oil, acrylic and related media. Develops greater understanding of painting as a language through observation, invention, problem-solving, technique and media experimentation. Prerequisite: Art 3316. Fall and Spring.

3335. Intermediate Painting II. Continuation of Art 3334 involving the development of a personal direction and sensibility utilizing various painting materials and techniques that emphasize the relationship between form and content. Prerequisite: Art 3334. Fall and Spring.

3339. Intermediate Ceramics I. An introductory study of the techniques and aesthetics of clay as an art medium. Emphasis is on the basic processes for wheel thrown forms. Students are challenged with progressively more difficult projects that explore possibilities for wheel-thrown forms, as well as basic decorating, glazing and firing techniques. Through demonstrations, slide lectures and critiques, students are exposed to ideas and attitudes for understanding ceramic aesthetics in a contemporary, social and historical context. Prerequisite: Art 3317. Fall and Spring.

3340. Intermediate Ceramics II. Technical ceramics; Prerequisite Art 3317 or by permission of instructor. Fall and Spring.

3343. Intermediate Sculpture I. Continuation of sculptural ideas explored in 3318 with the introduction of modeling and casting. Prerequisite: Art 3318 or by permission of instructor. Fall and Spring.

3344. Intermediate Sculpture II. Development of personal concepts in sculpture. Introduction to advanced fabrication techniques. Prerequisite, Art 3318 and Art 3343. Fall and Spring.

3V41–3V42. Independent Theoretical and Studio Research. One to three credits may be earned with permission of the instructor. As needed.

3V50. Special Studies in Studio Work or Art History. Focuses on particular media, technique, topic, period or artist according to discretion of the professor.

4095. Art Thesis Exhibition.

4349–4350. Senior Studio. Concluding major studios in the chosen studio area. Required of all majors. Fall and Spring.

4151–4152. Senior Seminar. A two-semester seminar required of all senior majors designed to help students develop a critical approach to viewing, exhibiting and thinking about art as well as familiarizing them with the basics of the business of art. Also informs students about what is required in their thesis exhibition or presentation. Fall and Spring.

5V59. Advanced Drawing. A continuation of Art 3329. Students are expected to create drawings as complete independent works of art. Fall and Spring.

Courses in Art History

1311. History of Art & Architecture I. Survey of Western art and architecture from Egypt to the Baroque. Fall.

1312. History of Art & Architecture II. Survey of Western art and architecture from the Baroque to the present. Spring.

2311. Art and Architecture of Rome. The art and architecture of Rome, other Italian cities and Greece from their roots in antiquity through the modern era. Attention is focused on major monuments and themes and the impact of the classical tradition. Rome Campus.

3V50. Special Studies in Art History or Studio. Focuses on particular medium, technique, topic, period or artist according to discretion of the professor.

3V57. Internship. Practical experience in an area museum, gallery, art library, or slide library. See "Internships." Variable credit. Graded Pass/No Pass.

4090. Art History Senior Comps.

4349. Senior Research. In the senior year, all art history students write an article-length research on a topic chosen from the visual arts of the nineteenth, twentieth, or twenty-first century. Guidance of the research process through the initial stages of writing the thesis and introduction of the methodological issues, research procedures and historiography of the discipline.

4350. Senior Thesis. The process of writing the senior thesis. Development of writing skills, critical and synthetic thinking, organizational skills, disciplined work habits and a sense of personal achievement.

5342. Ancient Art. A history of the art and architecture of Greece and/or Rome. The instructor may choose to emphasize a particular aspect of ancient art.

5354. History of American Art. From the colonial period to the present.

5356. Art of the Italian Renaissance 1300–1600. The history of Renaissance art in Italy, from Giotto to Mannerism.

5357. Special Studies in Art History. Focus on a special topic, period, or artist according to the discretion of the professor.

5365. Medieval Art. A history of art and architecture of the Romanesque and/or Gothic periods. The instructor may choose to emphasize a particular aspect of medieval art.

5367. Northern Renaissance 1400–1550. Late Gothic and Renaissance art in Europe outside of Italy, with emphasis on Flemish and German painting.

5368. Baroque to Neoclassical. A history of European art and architecture of the Baroque, Rococo and/or Neoclassical periods. The instructor may choose to focus on any aspect of Northern or Southern Baroque, Rococo, or Neoclassicism.

5397. Nineteenth-Century Art. A survey of art and architecture in the nineteenth century, from Romanticism to Impressionism.

5398. Modern Art. A survey of the visual arts of the twentieth century. Formerly Twentieth-Century Art.

5399. Contemporary Art. A survey and analysis of the art and architecture of the last quarter of the 20th century.

GRADUATE WORK IN ART: See Braniff Graduate School listing.

Art Concentrations

DIRECTOR
Assistant Professor Caesar

All students concentrating in art history/studio art must participate in a Senior Concentration capstone project during the final semester of their senior year. This capstone project may consist of a presentation in a concentration symposium (art history), or participation in the senior concentration exhibit (studio art). Declaring the concentration and consultation with the art history/art professor and the Concentration Director is required to determine the capstone project and Concentration coursework.

Art History Concentration

The Art History Concentration provides a coherent set of experiences for students interested in pursuing this area short of a major. It requires 18/19 credits, including five art history courses, at least four advanced courses (including one course reflecting on theories of expression or methodology) one advanced studio course and one credit of Art Gallery Practicum.

Students concentrating in art history may also elect to submit an article-length senior art history thesis and public presentation (and thus enroll in Senior Research and Senior Thesis courses).

Studio Art Concentration

The Studio Art Concentration requires 18/20 credits including at least three advanced studio courses at the 3000 level and one advanced art history course. Two studio areas must be represented.

In addition to regular course requirements, the art concentration program culminates with participation in the group concentration exhibition or by mounting a one-person show. The exhibition displays the students' progress and achievements in an area within the program such as ceramics, painting, printmaking, or sculpture. The exhibition is selected, developed, designed and constructed by the student through an intermediate level course with the guidance of that area's professor. All of the requirements must be satisfactorily completed before students will be certified for graduation with a concentration in studio art.

Biology

FACULTY
Chair and Associate Professor Cody; Associate Professor Pope; Assistant Professors Soper, Stenesen, Scobell and Toby; Emeritus Associate Professor Doe

Biology is the exploration of the entire world of the living and the material universe as it relates to living processes. Through the study of biology, students gain an understanding of the nature and behavior of the living world and integrate this knowledge with the aid of chemistry, physics and mathematics. Scientific truths and concepts are presented in such a way as to challenge students to take an active part in the learning process through hands-on laboratory and field experiences.

The Biology curriculum is divided into three levels to ensure exploration of the full breadth of the biological sciences. In the Molecules to Cells level, students explore cellular and subcellular processes through examination of microbiology, molecular biology, genetics and cell physiology. The second level, Cells to Organisms, examines the arrangement of cells into higher-order organization in the organism through the study of anatomy, physiology, plant biology and developmental biology. At the Organisms to Populations level, the interaction between organisms and their environment is expanded to include ecological, behavioral and evolutionary processes. Students majoring in biology complete upper-division course work at each of these levels, while also having the opportunity to spend additional course work going into greater depth within a level.

The Biology Department curriculum is designed to prepare students for graduate work at the master's or Ph.D. level, for teaching in junior high and high school and for pursuing laboratory or field-based research careers. The curriculum includes course work necessary for satisfying entrance requirements to schools in health related fields such as medicine, dentistry, veterinary science and physical therapy.

A program leading to the Bachelor of Science in Biochemistry is offered jointly between the Departments of Biology and Chemistry.

Major in Biology, BA and BS

The ***B.A. in Biology*** requires completion of the *Biology Core*, described below, which includes General Biology in combination with selected chemistry, physics and mathematics courses that will serve as a foundation for further study in the Department. A minimum of 22 credits of course work in Biology must be completed, in addition to General Biology I and II (8 credits). (Up to six research/ internship credits may be used to satisfy this requirement.) This requirement may be satisfied by any combination of courses offered by the Department, as long as the following conditions are met: 1) The combination must include at least three laboratory courses. 2) The combination must satisfy the *course distribution requirement*, (see following). Choice of advanced courses should be made in light of future plans and should be discussed with the student's academic advisor.

To meet the above requirements, Biology majors will ordinarily earn a minimum of 30 credits in Biology as well as extradepartmental credits in chemistry, physics and mathematics courses. A grade of "C" or better in any prerequisite course is required for advanced courses in Biology, although this requirement may be waived by permission of the instructor. To obtain the ***B.S. in Biology***, students must complete all requirements indicated above plus 12 additional credits in Biology.

The Biology Core includes: General Biology I and II (Biology 1311/1111 and 1312/1112), General Chemistry I and II (Chemistry 1303/1103 and 1304/1104), Organic Chemistry I (Chemistry 3321/3121), one Chemistry elective (to be chosen from Chemistry 3322/3122, 3331/3131, 3335/3135, 2414/2014, 3445 or BIO 3315) and General Physics I and II (either Physics 2311/2111 plus 2312/2112 or 2305/2105 plus 2306/2106). Biology students satisfy the core mathematics requirement with Calculus I (MAT 1404). The Biology Core requires one other mathematics course: either Calculus II (MAT 1411), any other core mathematics course, or Biostatistics (BIO 3345). Biostatistics cannot both satisfy the Biology Core mathematics requirement and apply toward the advanced Biology credits required for the B.A. or the B.S. Students contemplating graduate study should choose the two-semester Calculus sequence to satisfy the mathematics requirement and Biology Core requirement.

Course distribution requirements: To satisfy the Department's course distribution requirement, students must take at least one Biology course from each of the three subject areas indicated below. Additional courses may be approved by the Department chair to satisfy distribution requirements. Courses at the 3000 level or above require completion of General Biology I and II or AP credit for Biology.

Molecules to Cells	**Cells to Organisms**	**Organisms to Populations**
Biotechnology (2302/2102)	Human Biology (2315/2115)	Disease and Society (2317)
Genetics (3325/3125)	Plant Biology (2341/2141)	Darwin (2348/2148)
Microbiology (3327/3127)	Anatomy (3323/3123)	Env. Science (2360/2160)
Biochemistry I&II (3335/3336)	Immunology (3324)	Marine Biology (3311/3111)
Experimental Techniques (3340)	Developmental Biology (3329)	Ecology (3326/3126)
Molecular Biology (4328/4128)	Physiology (3331/3131)	Ornithology (3331/3131)
Advanced Genetics (4245)	Human Inf.	Animal Behavior(3346/3146)
Cell Structure and Function	Disease (3334)	Evolutionary Biology (3347)
		Biostatistics (3345)
		Bioinformatics (3350)

Comprehensive Examination

All students must pass a comprehensive examination, which is given in the senior year. This examination will generally entail an oral presentation of a scientific research paper or research data the student has collected to the biology faculty and peers. Students will be prepared to undergo this examination by taking upper division courses, which may include Biological Literature Seminar (4360).

Major in Biochemistry

This Bachelor of Science degree program builds upon university core requirements and is a joint program between the Departments of Biology and Chemistry. See listing under Chemistry for exact requirements.

Suggested Sequence for the Bachelor of Arts Degree in Biology

YEAR I

Biology 1311, 1111	4	Biology 1312, 1112	4
Chemistry 1303; 1103	4	Chemistry 1304; 1104	4
English 1301	3	Theology 1310	3
Philosophy 1301/Language 2311	3	English 1302	3
	14	Economics 1311/Language 2312	3
			17

YEAR II		**(ROME)**	
Biology Elective	4	English 2311	3
Economics 1311/Philosophy 1301	3	Philosophy 2323	3
Mathematics 1404	4	History 2301	3
History 2302	3	Art 2311	3
Politics 1311	3	Theology 2311	3
	17/18		15
YEAR III			
Biology Elective	3	Biology Elective	4
Chemistry 3321, 3121	4	Chemistry Elective	4
Math 1411/Elective	3/4	Language 1302/Elective	3
Language 1301/Elective	3	Physics 2312, 2112 or 2306, 2106	4
Physics 2311, 2111 or 2305, 2105	4	Philosophy 3311	3
	17/18		18
YEAR IV			
Biology 4360	3	Biology Elective	4
Biology Elective	4	Language 2312/Elective	3
Language 2311/Elective	3	Biology 3345/Elective	3
History 1311 (or 1312 in spring)	3	Elective (or History 1312)	3
Economics 1311/Elective	3	Elective	3
	16		16

Courses in Biology

1311, 1111. General Biology I and Lab. The first half of the general biology sequence addresses the biochemical, cellular, genetic and evolutionary levels of biological study, providing foundational information for courses in the Molecules to Cells area of the upper-division courses in the department. Three lectures, one laboratory weekly. Fall.

1312, 1112. General Biology II and Lab. The second half of the general biology sequence addresses the diversity of life and the characteristics of the different kingdoms, as well as fundamentals of development, anatomy, physiology and ecology of organisms, providing foundational information for courses in the Cells to Organisms and Organisms to Populations area of the upper-division courses in the department. Two lectures, one laboratory weekly. Spring.

2301, 2101. Basic Ideas of Biology and Lab. Biological principles and information are studied through the examination of a single thematic topic such as genetics. Course work integrates the scientific discoveries within the field with applied information on the field and its societal implications. Three lectures, one laboratory period weekly. Spring.

2302, 2102. Biotechnology. The development of new methodologies in experimental biology is proceeding at an unprecedented pace, particularly in the area of modifying gene expression via the laboratory manipulation of DNA sequences. This 'molecular biology revolution' has rapidly advanced our understanding of how living systems function, but also holds great promise for the commercial production of useful materials and organisms in fields ranging from agriculture to drug development. This course introduces students to some of the fundamental techniques of biotechnology and explains their scientific basis, commercial applications and challenges posed by their use or misuse in the future. Three lectures, one laboratory weekly. Spring.

2315, 2115. Human Biology. An examination of human form and function through the integration of anatomy and physiology. Material covered in this course will emphasize a multi-dimensional view of the human body rooted in the biological sciences, but applicable to art, human history and psychology. It will include applied topics such as human performance, biomechanics, nutrition, medicine, mental and physical development. Three lectures, one laboratory weekly. Fall.

2317, 2117. Disease and Society and Lab. The history of infectious disease and mankind are remarkably intertwined. From diseases that date back to antiquity, such as tuberculosis, cholera, and malaria, to emerging pathogens such as West Nile and SARS, this course will explore the history of infectious disease and its impact on modern civilization. Students will explore how continuously changing technology, ecological conditions, and social practices have impacted the spread of infection. The course will examine the role of our public health institutions in disease control and prevention, including eradication and vaccination efforts. Additionally, students will study contemporary issues such as the rise in autoimmunity and antibiotic resistance.

2318, 2118. Forensic Biology. Forensic science is based on systematic observation of the natural world for the purpose of advancing criminal investigations. While there are many sub-disciplines of forensic science (e.g., ballistics, trace, entomology, anthropology), it is the appreciation of human biology that enables human identification. This course focuses on the fundamental aspects of human biology that are at the crux of crime scene investigation. Intentionally broad in scope, covering topics from macro observations (crime scene investigation, blood spatter, fingerprints, hair) to the most micro observations (cell types, serology and DNA testing). Through both lecture and lab, students will practice problem solving using the scientific method, collect and scientifically evaluate data, record results and draw logical conclusions based on the evidence, and communicate the results of their work. Three lectures and one laboratory meeting per week. Spring.

2341, 2141. Plant Biology and Lab. A study of the origins, evolution, anatomy and function of land plants. Cell formation by apical and lateral meristems, cell differentiation and the anatomy of monocot and dicot stems, roots and leaves is described. Aspects of higher plant physiology such as photosynthesis, water relations, solute uptake, nitrogen metabolism, reproduction and responses to environmental stimuli are also discussed. Three lectures and one laboratory period. Prerequisites: Biology 1312, 1112. Fall.

2348, 2148. Darwin. Investigations of the life and discoveries of Charles Darwin. Beginning with pre-Darwinian ideas on transmutation. Darwin's life is outlined from the voyage of the Beagle to the publication of the theory of natural selections and its subsequent reception by scientific and nonscientific community. Commentary from critics and supporters of Darwin's work aid in understanding the current status of the theory of natural selection and its influence. Fall or interterm.

2360, 2160. Environmental Science and Lab. Environmental science represents the interface between ecological processes, human behavior, history and economic/political realities. This course provides students with fundamentals of the scientific principles that underlie ecological phenomena, combining scientific concepts with details on human issues related to food, air, water, land use, toxicology, population, energy, waste and environmental education. Students analyze case studies and conduct web research of global issues and undertake in-class debate of contemporary issues in environmental science. Three lectures, one laboratory weekly. Fall.

2416, 3416. Field Ecology. An introduction to ecological studies and their associated techniques. In the first week, students become acquainted with field techniques

used for studying plants, birds, water and soils. Students also work with GIS/GPS to image and analyze ecological data. The second week is used for the development of independent student field research projects in an intensive backpacking/camping experience. Field experience may take place in Texas or may be an international field experience in Costa Rica. Prerequisite for 3416: Biology 1312. Mayterm.

3112. Marine Field Ecology. The underwater environment will be explored in this course through one of two experiential learning opportunities. Option 1: Students will complete an open water SCUBA diving course through a certified dive shop in the Dallas area, two wet labs on campus, and travel to the Dallas World Aquarium to obtain observational data to complete a written laboratory report. Option 2: Students will travel to the Florida Keys and stay at one or more marine laboratory field stations in the Florida Keys over the spring break period. Students will attend week long field activities, lectures, and wet labs. A final laboratory report and oral presentation will be completed within two weeks of returning from the trip. Prior SCUBA certification is encouraged, but not required. The course can fulfill the life science core laboratory section. Spring, Spring Break.

3141. Medical Terminology. Acquire a medical terminology vocabulary related to body systems necessary to communicate information in a medical office, hospital or academic environment. Learn and practice the principles of medical words formation, including the basic rules of building vocabulary, identifying suffixes, prefixes, roots, and combining forms related to the structures and functions of the associated systems of the body.

3311, 3111. Marine Biology and Lab. Saltwater habitats make up approximately 97% of planet Earth's aquatic ecosystems. The oceans contain critical habitat for a wide diversity of organisms from bacteria to animals, and phytoplankton populations provide the number one source of oxygen upon which most life forms depend. Ecological structure and function, chemical and physical properties of saltwater habitats, and animal behavior and development are some of the broad topics that are covered. Throughout the course, human impact, conservation, and our moral call to protect and care for these critical habitats are addressed. In the laboratory, students will use hands-on activities to explore broad concepts in marine biology. Student activities will address concepts such as physical and chemical properties of marine water, animal diversity, reproductive and behavioral habits of marine organisms, social behaviors of fish, and ecological properties of the marine environment. This course can be taken as a core life science class with instructor approval. Prerequisites: Biology 1311, 1312. Spring.

3315. Biological Chemistry. A one-semester biochemistry course designed for life science and pre-health majors. Concepts covered will include these: pH, biological buffers, bioenergetics, nucleotides, amino acids, polypeptide chain folding, proteins, enzymes/kinetics, carbohydrates, lipids, intermediary metabolism, characterization of major metabolic pathways, cellular respiration, and molecular biology. Prerequisite: Organic Chemistry I. Spring.

3323, 3123. Anatomy. Human anatomical structure is examined with a strong emphasis on the integration of form and function. Organs and major systems are studied through phylogenetic analysis and laboratory investigations of the cat. The relationship between anatomy and physiology and the application of anatomical investigations to the medical field are also discussed. Three lectures, one laboratory weekly. Prerequisite: Biology 1311, 1312. Fall.

3324. Immunology. The human immune system consists of a vast array of interacting cells and molecules dispersed throughout the body, that are designed to recognize

and repel anything 'foreign' while avoiding harm to 'self'. This course provides an introduction to the genetic, molecular and cellular basis of vertebrate immunity. Clinical aspects of immunology including diagnostics, immune deficiencies and their treatment and autoimmune disorders also discussed. The goal is to present a broad overview of immune function that allows students to comprehend and follow the rapid advances being made in this field. Three lectures, one laboratory weekly. Prerequisite: Biology 3327, 3127. Fall.

3325, 3125. Genetics. A study of classical genetics as well as of the molecular biology of the genetic material. Three lectures, one laboratory weekly. Prerequisite: Biology 1311, 1312. Fall.

3326, 3126. Ecology. Physiological ecology, behavior, population dynamics, community interactions and ecosystem function are studied using the framework of natural selection and adaptation. Ecological models based on fundamental mathematical principles and experimental evidence from the primary literature complement student laboratory investigations of ecological principles. Prerequisite: Biology 1312, 1112. Spring.

3327, 3127. Microbiology. The majority of life on Earth, at least in terms of sheer numbers, consists of organisms too small to be seen individually with the unaided eye. All three of the currently recognized domains of life—Bacteria, Eukarya and Archaea—are represented in the microbial world, along with the viruses and subviral particles. An introduction to the structure, classification, physiology and genetics of microorganisms, as well as their distribution in nature and interactions with humans, plants and animals. The laboratory presents fundamental techniques for observing, handling and cultivating microbial cells as well as methods for identifying unknown microorganisms. Prerequisites: Biology 1311, 1312; Chem. 1304. Fall.

3329. Developmental Biology. Complex living organisms begin their existence as single cells, which must somehow give rise to diverse cell populations that are organized into characteristic forms and function coordinately. Developmental biology is the study of processes involved in creating a new organism and then modifying its structure in an orderly fashion as it progresses from an embryo to an adult. Introduction to fundamental anatomical, cellular and molecular aspects of development and to some of the rapid and exciting advances being made in this field. Focus primarily on the animal kingdom; comparisons to other organisms are included to provide insight into the surprising conservation of structures and mechanisms that exists among living things. Three lectures weekly. Prerequisite: Biology 1311, 1312.

3330, 3130. Ornithology. Study of the anatomy, physiology, development, behavior, ecology and evolution of bird species, with particular emphasis on North American bird groups and native Texas birds. Lab exercises focus on taxonomy, identification, dissection, field trips, study skins and behavioral observations. Course also includes discussion of birds through history and their influence on the arts and human society. Three lectures, one laboratory weekly. Prerequisite: Biology 1311, 1312.

3331, 3131. Physiology. Analysis of the physical and chemical phenomena governing the functions of cells, tissues, organs and organ systems. Provide students with an understanding of the function & regulation of the human body and physiological integration of the organ systems to maintain homeostasis. Content includes neural, musculoskeletal, circulatory, respiratory, digestive, urinary, immune, reproductive and endocrine organ systems.

3334. Human Infectious Diseases. Focuses on the etiology, pathogenesis, diagnosis and immunobiology of the major microbial diseases. Provide a systems approach

to various infectious processes and includes an overview of antimicrobial therapy, vaccines, sterilization and public health. Diseases covered range from relatively trivial localized infections such as acne to life-threatening systemic infections such as anthrax.

3335–3336. Biochemistry I & II. A sequential year course focusing on the study of living systems at the molecular and cellular level. An understanding of life's recurring strategies including: 1) how chemical structures of macromolecules (proteins and carbohydrates) relate to their biological function, 2) how enzyme mechanisms and energy flow catalyze reactions, 3) how interrelated metabolic pathways are regulated and 4) how biological systems store, transfer and regulate energy and information. Students acquire experience in reading and presenting the primary scientific literature. Three lectures weekly. Prerequisite: Chemistry 3322 or permission of the instructor. Biology 3135–3136 should be taken concurrently. Fall and Spring.

3135–3136. Biochemistry Laboratory I & II. Introduction to several major techniques common to biochemical investigations. Techniques include: protein purification through chromatographic separations, protein characterization through spectroscopic and electrophoretic methods, immunoassay methods, enzyme kinetics and recombinant DNA techniques. One four-hour laboratory period weekly. Prerequisite: Chemistry 3322 and concurrent enrollment in Biology 3335–3336. Fall and Spring.

3337. Exercise Physiology. A systems approach to exercise science and covers the structure and function of muscle including neuronal control, metabolism and energy expenditure, effects of exercise on the cardiovascular and respiratory systems, principles of exercise training, environmental influences on performance, performance optimization, nutrition, age and sex considerations in sport and exercise, diagnostic/characterization techniques, obesity, and disease. Problem-based learning, peer teaching, critical thinking skills are emphasized. A research project utilizing techniques learned in this course will be required. Prerequisite: BIO 3331. Spring.

3338. Nutrition. Facilitates understanding of basic and advanced concepts of nutrition. Students will gain knowledge of the different nutrients, their functions, and their sources, with emphasis on the relationship of nutrition and health. At the end of the course students will be able to identify the six different nutrients, explain how the body processes foods, identify macro and micronutrients, their functions, sources, deficiencies and toxicities, understand basic guidelines for optimal nutrition, the relationship of nutrition to health, and assess and evaluate their own eating practices. Skills such as critical thinking, communication, empirical and quantitative reasoning, and social responsibility are stressed. Prerequisite: BIO 1311. Spring.

3340. Experimental Techniques. A laboratory based course which complements Biochemistry, Molecular Biology and Cell Biology. The techniques covered are spectrophotometry, centrifugation, using radioactive tracers, SDS gel electrophoresis, Western blotting and chromatography. Particularly useful for those intending to do summer research or working as research technicians. Prerequisite: Biology 1311, 1312. Fall.

3345. Biostatistics. Study of experimental design and data collection followed by descriptive statistics and other common statistical tests (one-and two-sample testing, analysis of variance, correlation, regression and chi-square, nonparametric tests). Course work includes statistical analysis using the computer and a final course project presenting results of analysis of biological data. Prerequisite: Biology 1311, 1312. Three lectures weekly. Fall.

3346–3146. Animal Behavior. Study of the adaptive significance of behavior includes analysis of behavioral mechanisms (genetics, neurobiology) and development (instinct,

learning) and focuses on categories of behavior such as foraging, mating, sociality, territoriality and parental care. A wide range of behavioral examples, from microorganisms to humans, are used (Psychology). Prerequisite: Biology 1311, 1312. Fall.

3347. Evolutionary Biology. Study of micro and macroevolutionary processes that result in adaptive phenotypic change within and across populations. Darwin's ideas on natural selection are discussed and followed by presentation of evidence for evolution, analysis of the effects of other evolutionary forces, phylogenetic analysis, population genetics and speciation. Prerequisite: Biology 1311, 1312. Spring.

3350. Bioinformatics. This course serves as an introduction to the field of Bioinformatics. Students will explore and learn computational methods to use for biological data analysis and discovery. Methods included in the course are: sequence homology searching and multiple alignment, phylogeny, gene prediction, protein sequence motif analysis and secondary structure prediction. Specific topics include identification of genes in DNA, gene expression, molecular sequence databases, high throughput sequencing, proteins/protein functional motifs, cellular behaviors of metabolic pathways, and genetic diversity. Course work includes hands-on assignments using the computer, case studies using software and a final course project. Analysis using R and python programming languages are introduced. Two lectures weekly. Prerequisites: 1311, 1312. Spring.

3352. Healthcare Issues. Covers important topics in the health care environment, including regulatory structures used in the healthcare industry, economics of health care, health law and policy, HIPAA regulations, ethics in health information and delivery of health care, comparative approaches to health care in different countries, and emerging topics important to research and innovation in health care. The course will emphasize the use of case studies that apply concepts used in the course to potential real-world situations in the healthcare field. Through the course students will be required to conduct independent research to identify and use information concerning the health care and will be required to give at least one oral presentation that provides an analysis of a major issue in health care. Spring.

3V41–3V42. Special Topics. Selected topics of current interest. Fall and Spring.

3V54. Community Ecology/Research. Field investigations of ecological relationships. Projects currently include restoration of endangered bird species, wetland studies and examination of native myco-heterotrophic orchids. Three hours field work required per credit. Fall, Spring, Summer.

4095 Biology Senior Comps.

4163. Biopsychology Seminar. This course is designed to integrate the various biopsychology concentration requirements in such a way as to illuminate the interface of behavior and physiology in humans. During the semester we explore topics such as Brain anatomy/physiology, executive control and behavior, placebo/mind body, Brain/music processing, pain perceptions, Artificial Intelligence, Neuro Imaging, dreams, memory, Brain waves, language, cognition, the Limbic System, empathy, and addiction.

4345. Advanced Genetics. Investigations of the study of mutations, comparisons of random and "directed" mutations, chromosomal rearrangements and the molecular basis of selected human diseases. Student presentations of articles from the primary literature and discussion. Three meetings weekly. Prerequisite: Biology 3325. Spring.

4328, 4128. Molecular Biology. The structure and activity of any living organism are ultimately dependent on information stored in its DNA genome which allows for

production of nucleic acids, proteins and other molecules that allow cells to function. The goal of this course is to provide students with an understanding of what genes are at the molecular level and an overview of the mechanisms involved in transmitting, maintaining and expressing the vast reservoir of information they contain. The laboratory introduces techniques for preparing and manipulating DNA, isolating and cloning genes and expressing foreign proteins in bacterial cells. Prerequisites: Biology 3327, 3127. Spring.

4338. Cell Structure and Function. The structure and function of eukaryotic cells. The structures of the cell membrane, cytoskeleton, endoplasmic reticulum, Golgi, lysosomes, proteasomes, nucleus, mitochondria, peroxisomes and chloroplasts are described at the macro and the molecular level. The roles of the cell membrane, cytoskeleton and organelles in solute transport, signaling, constitutive and regulated secretion, cell movement, cell division, respiration and photosynthesis are illustrated. Three lectures weekly. Prerequisite: Biology 1311, 1312. Spring.

4355. Fundamental Neuroscience. A broad analysis of the neuroscience discipline, from molecular to cognitive function, as a platform toward information literacy, critical thinking, and a general scientific disposition. Material will emphasize the structure and function of the mammalian nervous system. Topics include the function of nerve cells, control of movement, learning and memory, and diseases of the brain as well as literature review of important neuroscience research. Two lectures weekly. Prerequisites: either Biology 3323 or 3331. Fall.

4360. Biological Literature Seminar. The techniques of searching for and acquiring information from the scientific literature and the analysis and interpretation of it. Students present oral critiques of current research papers and discuss seminal publications. Spring.

4V43–4V44. Research. Research in some phase of biology. Prerequisite: Junior or Senior standing. Fall, Spring, Summer.

4V61. Advanced Ecology. In-depth scientific literature-based study of specific problems in ecology, to include field botany, parasitology, ecological genetics or other advanced ecological questions.

4V62. Advanced Microbiology. In-depth scientific literature-based study of specific problems in microbiology, to include virology, microbial-caused diseases or other advanced microbiological questions.

4V63. Advanced Physiology. In-depth scientific literature-based study of specific problems in physiology, to include exercise physiology, pathophysiology, neurophysiology or other advanced physiological questions.

4V64. Advanced Techniques. In-depth scientific literature-based study of specific laboratory techniques, with emphasis on techniques involving DNA and RNA manipulation in the laboratory.

4V65. Evolution of Reproduction. This course will survey the diversity of ways that reproduction has evolved to be accomplished from the cellular to organismal levels across plant and animal taxa. The course will begin with examining the diversity of cellular mechanisms responsible for asexual reproduction, then lead into the biological definition of male and female, gamete production of sexually reproducing organisms, and the co-evolutionary process of sexual antagonism. Students will investigate the variety of ways gametes can come together, which will include the importance of plant-pollinator interactions and the evolution of reproductive behaviors. A special emphasis will be placed on Potamopyrgus antipodarum and the Red Queen Hypothesis for the evolution of sexual reproduction.

Biopsychology Concentration

DIRECTOR
Assistant Professor Soper

As an interdisciplinary subject biopsychology elucidates the connections between the organization of the nervous system and behavior that enable us to see how individuals engage the world. The Biopsychology Concentration addresses the study of psychology and biology as complementary disciplines that are both enhanced when combined. The inclusion of courses from both domains provides students with a basis for understanding the relationship between psychology and biology at an advanced level. This concentration will appeal to science and humanities students with a pre-health emphasis, psychology students wanting additional biological studies and biology students interested in the brain/mind behavioral interface.

Concentration Requirements 19 credit hours of study including the following required courses:

PSY 2313. General Psychology.

BIO 3V41. Tropical Ecology & Ecopsychology.

One courses from

BIO 3323. Anatomy.

BIO 3331. Physiology.

BIO 2315. Human Biology.

BIO 3346. Animal Behavior.

One course from

PSY 3336. Abnormal Psychology.

PSY 3345. Fundamentals of Neuropsychology.

PSY 3329. Lifespan Development.

One lab course from

BIO 3123 Anatomy Lab

BIO 3131 Physiology Lab

BIO 2115 Human Biology Lab

BIO 3V41L Tropical Ecology & Ecopsychology Lab.

Two courses (total 6 credits) from

BIO 3347. Evolutionary Biology

BIO 4355. Fundamental Neuroscience.

PSY 3341. Psychology of Personality.

PSY 3354. Health Psychology.

PSY 4339. Perception and Cognition.

PSY 3V56. Primate Studies.

EDU/PSY 3327. Child Growth and Development.

PSY/BUS 4303. Organizational Behavior.

PSY. 3336. Abnormal Psychology.*

*If not chosen for the required section above.

Business

FACULTY
Dean and Professor Landry; Associate Dean and Professor Beldona; Associate Dean and Professor Bell; Professors Conger, Cosgrove, May and Whittington; Associate Professors Blanke, Dadpay, Fodness, Frank, Gu, Miller, Muñoz, Murimi, Murray, Peregoy, Remidez, Rhame, Stodnick, Walsh and Wysong; Assistant Professors Asare, Bannister, and Fulmore; Affiliate Assistant Professors Colias, Dilla, Jacocks, and Olson; Affiliate Instructor Oliveti

DIRECTOR
Assistant Dean Howard

The University of Dallas offers both a Bachelor of Arts in Business and a Bachelor of Science in Business which combines the Western heritage of liberal arts education with an experiential program of business study to develop principled and moral leaders who are competent and responsible managers. Both degree programs are composed of the university Core Curriculum, the Business Core and electives. The university Core curriculum includes courses in the humanities, economics, statistics, foreign language and science. The Business Core represents the traditional functional areas of business including accounting, finance, communications, leadership, international business, marketing, operations management, finite math for business, business ethics, social justice and legal environment.

The BA in Business is comprised of 44-45 credit hours of Business Core classes. Total number of credits required to graduate with a BA in Business is 120.

The BS in Business is comprised of 58 credits in Business core classes and is designed for students who want a more in-depth study of business including Contemporary Management, Quantitative Analysis, Management Information Systems and business electives. Students in the BS degree do not take Literary Traditions IV and either American Civilization I or II. The total number of credits required to graduate with a BS in Business is 133 credits.

Both degree programs require the 400 hour Business Practicum and senior comprehensive exam to be completed before graduation.

Beta Gamma Sigma

Beta Gamma Sigma (BGS) is the International Honor Society for AACSB-accredited schools. BGS was founded in 1913 to encourage and honor high academic achievement by students of business and management through AACSB-accredited business programs. Undergraduate students in their Junior or Senior year, who are in the top 10% of the class are invited (invitation only) to join BGS. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.

Business Practicum

A 400-hour business practicum is required for obtaining the undergraduate business degree. Students must have completed their sophomore year, applied and received approval from the business practicum faculty before they begin their practicum. The practicum requires that students work a minimum of 400 hours in a professional capacity at the organization of their choosing. Designed for a student to work within an organization, to learn how organizations work and to have work experiences that expose the student to more in depth knowledge about business than what they

learn in the classroom. For those students who have difficulty securing a practicum, UD provides service-learning opportunities. Students are required to be formally evaluated by their immediate supervisor and give a brief presentation reflecting on their practicum experience to the university faculty. The practicum may be split into 2 – 200 hour experiences.

Required Courses for the Business Major

In addition to the required 68-71 credits of Core curriculum, students are required to choose either the BA or BS in Business. Below is a list of courses required for both majors.

BA BUSINESS

BUS 1105. FYE – Business.	1
BUS 1301. Business Foundations Seminar.	3
BUS 1302. Finite Math for Business.	3
BUS 1310. Financial Accounting.	3
BUS 2340. Legal Environment.	3
BUS 3095. Business Practicum.	0
BUS 3101. Applied Computer Technology.	1
BUS 3302. Leadership and Organizations.	3
BUS 3306. Communication in Business.	3
BUS 3307. Entrepreneurship.	3
BUS 3310. Fundamentals of Managerial Finance.	3
BUS 3314. Managerial Accounting.	3
BUS 3320. Marketing Theory and Practice.	3
BUS 3330. Operations Management.	3
BUS 4090. Senior Exam.	0
BUS 4101. Human Resource Skills.	1
BUS 4390. Strategic Management-Senior Seminar.	3
PHI 3334. Business Ethics.	3
THE 3340. Social Justice.	3
	45 credits

BS BUSINESS

BUS 1105. FYE – Business.	1
BUS 1301. Business Foundations Seminar.	3
BUS 1302. Finite Math for Business.	3
BUS 1310. Financial Accounting.	3
BUS 2340. Legal Environment.	3
BUS 3095. Business Practicum.	0
BUS 3301. Software Skills.	3
BUS 3302. Leadership and Organizations.	3
BUS 3305. International Business.	3
BUS 3306. Communication in Business.	3
BUS 3310. Fundamentals of Managerial Finance.	3
BUS 3314. Managerial Accounting.	3
BUS 3320. Marketing Theory and Practice.	3
BUS 3330. Operations Management.	3
BUS 4090. Senior Exam.	0
BUS 4305. Contemporary Management.	3
BUS 4331. Management Information Systems.	3
BUS 4350. Quantitative Analysis.	3
BUS 4390. Strategic Management-Senior Seminar.	3

PHI 3334. Business Ethics.	3
THE 3340. Social Justice.	3
One Open Business Elective.	3
	58 credits

To obtain the BS in Business, students must complete an additional 13 hours of business beyond the BA in Business Degree.

Suggested First Semester Courses: ENG 1301, PHI 1301, BUS 1105, BUS 1301, BUS 1310, + 1 additional class of student's choice. Suggested Second Semester Courses: ENG 1302, THE 1310, BUS 1302, BUS 3306, + 1 additional class of student's choice.

Minor in Business for Non-Business Majors

DIRECTOR
Assistant Dean Howard

The Business Minor offers an opportunity for non-business majors to study business in addition to their major program of study. It allows the non-business student to gain a broad understanding of the field of business and prepares students for business-related issues that will arise as a facet of their chosen careers. The curriculum draws on the strengths of the college through a series of business core courses. These courses survey the traditional functional areas of the business enterprise and prepare students to interact effectively with professionals from those areas. Additionally, the courses aid students in acquiring the business knowledge, critical analysis and interpersonal skills needed for leadership roles in their careers and in social, volunteer, church and community activities.

Minor Requirements

19 credit hours of study include:

BUS 1301. Business Foundations Seminar.

BUS 1310. Financial Accounting.

BUS 3320. Marketing Theory and Practice.

BUS 3V57. Internship.

BUS 4190. Personal Business Skills.

Plus choose two upper level BUS electives (elective cannot be fulfilled by an internship)

Concentration in Accounting

The Accounting concentration is designed for undergraduate students who want to have additional training in accounting but do not want to sit for the CPA exam. Students will declare the concentration in their junior year and will complete an additional 13-19 credits of coursework. The concentration will be noted on the transcript. (Pre-Requisite courses include BUS 1310 Financial Accounting and BUS 3314 Managerial Accounting or ACCT 5323 Accounting for Managers)

ACCT 5325. Intermediate Financial Accounting I.*

ACCT 5326. Intermediate Financial Accounting II.*

BUS 4190. Personal Business Skills.

Select 2 of 4:
ACCT 5330. Introduction to Taxation.*

ACCT 5350. Accounting Information Systems.*

ACCT 5375. Auditing.*

ACCT 6375. Advanced Auditing.*

Concentration in Marketing

The Marketing concentration is designed for undergraduate students who want to have additional knowledge in marketing. Students will declare the concentration in their junior year and will complete an additional 12 credits of coursework. The concentration will be noted on the transcript. Pre-requisite courses to program: BUS 3320 Marketing Theory and Practice or MARK 5F50 Foundations of Marketing. See graduate business section for course descriptions.

BUS 4322. Branding and Sponsorship. (Formerly BUS 3325.)

BUS 4323. Professional Selling and Negotiation. (Formerly BUS 3324.)

BUS 4325. Integrated Marketing Communication.

BUS 4327. Digital Marketing.

4+1 Program

The 4+1 program allows undergraduate students to complete both a Bachelor of Arts (BA) or a Bachelor of Science (BS) and a master's degree in as little as five years. Students declare intent for the 4+1 program in their junior/senior year and then submit an application to the graduate program located in the Satish & Yasmin Gupta College of Business. Students are allowed to take up to four graduate level courses (12 credits) in addition to any required foundation courses while completing their BA/BS. The graduate credits are in addition to the 120/133 credits required for graduation with the BA/BS. Upon graduation with the BA/BS degree and a cumulative 3.0 GPA the student would continue in the graduate program and complete additional credits for the master's degree. If your degree is in a major other than business, you are still eligible for the 4+1 but may be required to take up to four foundation courses in addition to the required MBA/MS classes for the degree. See the Assistant Dean of Undergraduate Business programs for a degree plan outlining both your undergraduate and graduate work.

***Course with pre-requisites. See graduate business section for additional information.**

4+1 MS in Accounting

Pre-requisite courses:
BUS 1310. Financial Accounting.
AND **BUS 3314. Managerial Accounting.***
OR **ACCT 5323. Accounting for Managers.**

ACCT 5325. Intermediate Financial Accounting I.*

Graduate courses taken as an undergraduate (Maximum 12 credits):
ACCT 5326. Intermediate Financial Accounting II.*

ACCT 5330. Introduction to Taxation.*

ACCT 5350. Accounting Information Systems.*

ACCT 5375. Auditing.*

Graduate courses taken as MS Student:
ACCT 6330. Financial Statement Analysis.*

ACCT 6340. Entity Taxation.*

ACCT 6375. Advanced Auditing.*

ACCT 6390. Business Ethics for Accountants.

ACCT 7320. Cost Accounting.*

ACCT 7340. Advanced Accounting.*

ACCT 8380. Accounting Research Methods.*

4+1 MS in Business Analytics

Pre-requisite courses:
BUS 4390. Strategic Management.*
OR **MANA 5F50. Foundations of Management and Strategy.**

BUS 3320. Marketing Theory and Practice.*
OR **MARK 5F50. Foundations of Marketing.**

BUAD 5350. Data Analysis for Decision Making. or the equivalent

Graduate courses taken as an undergraduate (Maximum 12 credits):
BANA 6350. Quantitative Methods.*

BANA 6380. Advanced SAS Programming.*

BANA 6H15. Python Programming Concepts. (1.5 credit hours)

BANA 6H30. R Programming Concepts. (1.5 credit hours)

BUAD 6305. The Effective Leader.

Graduate courses taken as MS student:
BUAD 8310. Business and Society.

BANA 6390. Big Data Analytics.*

BANA 7350. Forecasting Methods.*

BANA 7320. Data Visualization.*

BANA 7365. Predictive Modeling.*

BANA 7380. Advanced Business Analytics.*

BANA 8395. Business Analytics Practicum.*

4+1 MS in Cybersecurity

Pre-requisite courses:
BUS 3320. Marketing Theory and Practice.*
OR **MARK 5F50. Foundations of Management and Strategy.**

BUS 4390. Strategic Management.* - Senior Seminar.*
OR **MANA 5F50. Foundations of Management and Strategy.**
CYBS 5F70. Foundations of Cybersecurity.

Graduate courses taken as an undergraduate (Maximum 12 credits):
BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

CYBS 6350. Data Protection.*

CYBS 6355. Compliance and Legal Issues.*

Graduate courses taken as MS student:
BUAD 8310. Business and Society.

CYBS 7350. Operational Cybersecurity Management.*

CYBS 7355. Penetration Testing and Vulnerability Assessment.*

CYBS 7357. Network Security.*

CYBS 7359. Digital Forensics.*

CYBS 8396. Strategic Cybersecurity Practicum.*

4+1 MS in Cyber Intelligence

Pre-requisite courses:
BUS 4390. Strategic Management-Senior Seminar.*
OR **MANA 5F50. Foundations of Management and Strategy.**

BUS 3320. Marketing Theory and Practice.*
OR **MARK 5F50. Foundations of Marketing.**

CYBS 5F70. Foundations of Cybersecurity. or the equivalent

Graduate courses taken as an undergraduate: (maximum of 12 credits)
BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

BANA 6350. Quantitative Methods.*

BANA 6H15. Python Programming Concepts. (1.5 credit hours)

BANA 6H30. R Programming Concepts. (1.5 credit hours)

CYBS 6355. Compliance & Legal.*

Graduate courses taken as MS student:
BANA 6390. Big Data Analytics.*

BANA 7320. Data Visualization.*

BANA 7365. Predictive Modeling.*

BUAD 8310. Business & Society.

CYBS 6350. Data Protection.*

CYBS 7350. Operational Cybersecurity Management.*

CYBS 7355. Pen Testing & Vulnerability Assessment.*
OR **CYBS 7359. Digital Forensics.***

CYBS 7357. Network Security.*

CYBS 8396. Strategic Cybersecurity Practicum.*

4+1 MS in Finance

Pre-requisite courses:
BUS 1310. Financial Accounting.
AND **BUS 3314. Managerial Accounting.***
OR **ACCT 5323. Accounting for Managers.**

ECON 1311. Fundamentals of Economics.
OR **ECON 3312. Intermediate Microeconomic Theory.***
AND **ECON 3320. Intermediate Macroeconomic Theory.***
OR **ECON 5F70. Foundations for Business Economics.**

Graduate courses taken as an undergraduate (Maximum 12 credits):
ACCT 5325. Intermediate Financial Accounting I.*

BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

FINA 6305. Managerial Finance.*

Graduate courses taken as MS student:
BUAD 8310. Business and Society.

FINA 7310. Intermediate Managerial Finance.*

FINA 7320. International Financial Markets.*

FINA 7322. Investments.*

FINA 7327. Corporate Valuation.*

FINA 7350. Derivatives.*

FINA 8395. Portfolio Management.*

4+1 MS in Financial Analytics

Pre-requisite courses:
BUS 1310. Financial Accounting.
AND **BUS 3314. Managerial Accounting.***
OR **ACCT 5323. Accounting for Managers.**

BUS 4390. Strategic Management-Senior Seminar.*
OR **MANA 5F50. Foundations of Management and Strategy.**

BUS 3320. Marketing Theory and Practice.*
OR **MARK 5F50. Foundations of Marketing.**

ECON 1311. Fundamentals of Economics.
OR **ECON 3312. Intermediate Microeconomic Theory.***
AND **ECON 3320. Intermediate Macroeconomic Theory.***
OR **ECON 5F70. Foundations of Business Economics.** or the equivalent

Graduate courses taken as an undergraduate: (maximum of 12 credits)
ACCT 5325. Intermediate Financial Accounting I.*

BANA 6H15. Python Programming Concepts. (1.5 credit hours)

BANA 6H30. R Programming Concepts. (1.5 credit hours)

BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

FINA 6305. Managerial Finance.*

Graduate courses taken as MS student:
BANA 6350. Quantitative Methods.*

BANA 6390. Big Data Analytics.*

BANA 7320. Data Visualization.*

BANA 7365. Predictive Modeling.*

BUAD 8310. Business and Society.

FINA 7310. Intermediate Managerial Finance.*

FINA 7322. Investments.*

FINA 7350. Derivatives.*

FINA 8395. Portfolio Management.*
OR **BANA 8395. Business Analytics Practicum.***

4+1 MS in Information & Technology Management

Pre-requisite courses:
BUS 4390. Strategic Management-Senior Seminar.*
OR **MANA 5F50. Foundations of Management and Strategy.**
BUS 3320. Marketing Theory and Practice.*
OR **MARK 5F50. Foundations of Marketing.**

TECH 5F70. Foundations of IT Management.

Graduate courses taken as an undergraduate (Maximum 12 credits):
BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

TECH 6362. IT Project Management.*

TECH 6370. Process Mapping and Management.*

Graduate courses taken as MS student:
BUAD 8310. Business and Society.

TECH 6360. Programming Concepts.*

TECH 7365. Future Trends in Technology.

TECH 7372. Enterprise Architecture.*

TECH 7375. Strategy and IT Governance.*

TECH 8395. Information & Technology Management Practicum.*

4+1 MBA

Pre-requisite courses taken as an undergraduate:
BUS 3320. Marketing Theory and Practice.*
OR **MARK 5F50. Foundations of Marketing.**

BUS 3330. Operations Management.*

BUS 4390. Strategic Management-Senior Seminar.*
OR **MANA 5F50. Foundations of Management and Strategy.**

ECON 1311. Fundamentals of Economics.
OR **ECON 3312. Intermediate Microeconomic Theory.***

AND **ECON 3320. Intermediate Macroeconomic Theory.***
OR **ECON 5F70. Foundations for Business Economics.**

Graduate courses taken as an undergraduate (Maximum 12 credits):
ACCT 5323. Accounting for Managers.

BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

MARK 6305. Value Based Marketing.*

Graduate courses taken as MBA student:
BUAD 8310. Business and Society.

BUAD 8390. The Capstone Experience.*

FINA 6305. Managerial Finance.*

MANA 6307. Managing Complex Organizations.*

MANA 8320. Global Strategy.*

OPER 6305. Management of Operations.*

Courses in Undergraduate Business

1105. FYE for Business. Designed to assist incoming freshmen business majors' transition from high school to college. Student success skills include time management, critical thinking, and class and test preparation. Life skills include budgeting, career exploration, healthy living, relationships, including how to work in a team, reflection and self-awareness. Required of all incoming freshmen business majors. Graded: Pass/Fail.

1301. Business Foundations Seminar. Introduces students to business practices, management principles and the functional disciplines within organizations. Students study contemporary issues in business within the context of the economic, moral, political, social and legal pressures on business decision-making.

1302. Finite Math for Business. Course is designed to help business students apply mathematical concepts to a wide variety of business activities. The course is computational in nature and students will learn to formulate and solve practical business problems and analyses that require finite math. The following topics are covered: linear equations, matrices, sets and counting probability, basic statistical analysis, mathematics of finance and difference equations. Upon completion of this course business students will be competent with standard business math applications that occur throughout the business curriculum.

1310. Financial Accounting. Developing an understanding of accounting processes, this course focuses on the preparation and use of accounting reports for business entities. An understanding of the uses of accounting for external reporting, emphasizing accounting as a provider of financial information, is stressed.

2340. Legal Environment. Study of law and jurisprudence relating to the conduct of business and corporate not-for-profit entities. Legal topics include forms of organization, contracts, torts, negotiable instruments and securities, product liability, agency, insurance, employment, bankruptcy, governmental regulation and legal forms and processes. Jurisprudential subjects include the relationship of law to the economic, political and social orders, the evolution of Anglo-American common law and comparative legal systems with particular attention to the Napoleonic Code.

3095. Business Practicum. The practicum requires that students work a minimum of 400 hours in a professional capacity at the organization of their choosing. A brief presentation to faculty is required after completion. The zero-credit practicum is required for graduation.

3101. Applied Computer Technology. Development of skills necessary to facilitate problem solving, decision making and communication with technology. Skill development competencies center around spreadsheets (Excel). Prerequisite: BUS 1301.

3102. Advanced Excel. Development of advanced Excel techniques and necessary skills to be able to utilize spreadsheets in the workplace to collaborate with other users, to be able to analyze internal and external data, and develop applications with macros. Prerequisite: BUS 3101.

3301. Software Skills. Development of software skills necessary to facilitate problem solving, decision making, and communication with technology. Skill development competencies center primarily on spreadsheets, pivot tables and data analysis. Emerging business software packages will be discussed.

3302. Leadership and Organizations. Introduction to the process of leading within the framework and structure of complex organizations. The course examines leadership theory and behavioral science research, with an emphasis on the development of leadership and interpersonal skills through self-assessment, case analysis and experiential exercises. Prerequisite: An earned grade of "C-" or better for BUS 1301 or PSY 2313. Restricted to Sophomores, Juniors and Seniors or by approval of instructor.

3305. International Business. Course prepares students with an understanding of the business environment, international competition, international political and economic institutions, and the unique challenges faced by the management of a multinational enterprise (MNE). The course equips students with the theoretical and analytical tools needed to make sound business decisions in an international setting. Following an overview of the key issues in global business, the first part of the course will focus on the business environment, dealing with topics such as national differences in political economy and culture and the global monetary system. The second part of the course will focus on firms' strategies and business operations for the global environment.

3306. Communication in Business. Business professionals must be excellent communicators who can use rhetoric and persuasion to convey ideas. This course is designed to help students develop a communication strategy for effective management. Students focus on the mechanics of persuasion, argumentation, analysis and critique. Special consideration given to understanding cross cultural business communication. It is recommended that the course be taken in the first two years of the business program. Prerequisite: BUS 1301 or equivalent.

3307. Entrepreneurship. The entrepreneurship process occurs when people identify opportunities, evaluate whether these opportunities are viable, and then assemble the resources needed to start and grow a new venture. This course provides a broad overview of entrepreneurship, including identifying a winning business opportunity, gathering funding, and launching and growing the new venture.

3310. Fundamentals of Managerial Finance. The foundational principles for managing the financial function within an organization. Students learn how to value uncertain cash flows, develop an understanding of the concept of risk, examine the relationship between risk and return and develop an understanding of the relationship between accounting and finance. Prerequisite: BUS 3314 or equivalent and an earned grade of "C-" or better for BUS 1310.

3314. Managerial Accounting. The internal use of accounting techniques to support management decisions and budgeting for business operations. Prerequisite: An earned grade of "C-" or better for BUS 1310.

3320. Marketing Theory and Practice. Application- and theory-intensive study, using behavioral and economic research original-source articles, of marketing approaches applied by business firms and other organizations. Focus on the influence of the marketplace, the process of determining an enterprise's products, prices, channels and communication strategies and the preparation of a marketing plan. Prerequisite: An earned grade of "C-" or better for BUS 1301.

3330. Operations Management. Introduction to the facility and distribution alternatives available in the functional activities of materials procurement, materials transformation and product distribution. Focuses on the creation of value for customers. Prerequisite: An earned grade of "C-" or better for BUS 1301.

3V52–4V52. Topics in Business. The study of theory and practice related to contemporary business issues or as detailed or intensive coverage of advanced discipline specific content. Topics vary and course may be repeated for credit for different topics. Prerequisites: BUS 1301, Junior or Senior class standing and approval by a Business faculty advisor.

3V57. Business Internship. Enables students to develop practical skills and knowledge in a business environment. The internship must be accompanied by submission of a final paper or project. The guidelines and forms for Internships apply. Graded pass/no pass. May be taken for Business Practicum credit. Prerequisites: BUS 1301.

4090. Senior Exam. The zero credit comprehensive exam is taken the semester the student will graduate. Required for graduation.

4101. Human Resource Skills. Development of the human resource skills necessary for the effective supervision of employees. Skill development topics include employment interviews, performance appraisals, on-the-job training and orientation, discipline, investigation, counseling and termination. Prerequisite: BUS 1301.

4190. Personal Business Skills. Assist students in transition from college life to the "real world". Topics include resume building, career planning, networking, interview techniques, internships, benefit analysis, budgeting, investing, basic tax prep and current events. Graded: Pass/Fail.

4303. Organizational Behavior. Advanced study of the theory underlying the practice of managing behavior in organizations. Classic and contemporary readings in management, organizational behavior, social psychology and industrial-organizational psychology is used to develop the students' understanding of topics including individual differences, perception, attitudes, social cognition, motivation, interpersonal relations and group behavior in work organizations. Prerequisite: BUS 3302 or PSY 2313.

4305. Contemporary Management. Course emphasizes the fundamentals of the management process as practiced in contemporary organizations. The basic functions of management – planning, organizing, leading, and controlling – are examined in the context of the dynamic, complex, global environments in which organizations operate.

4322. Branding and Sponsorships. This course is intended for anyone interested in the concept of managing the brand as a strategic asset. In addition to students contemplating careers in brand management in product or service markets for traditional brick and mortar businesses, the course is relevant to future consultants,

entrepreneurs, investment bankers, and venture capitalists who seek a better understanding of the brands they will create, acquire, and leverage for customers of the new economy. The course exposes students to the contemporary challenges of creating and maintaining brand equity in both large and small organizations as well as different types of consumer markets. In addition, the brand's role in sponsorships is examined covering sponsor fit, sponsorship inventory and activation. Prerequisite: BUS 3320.

4323. Professional Selling and Negotiation. This class introduces the students to the basic concepts involved in professional selling in a Business to Business setting. Skills such as building rapport, planning the call, active listening, effective questioning, overcoming objections, and closing the sale are addressed. Students apply the sales process through the use of experiential exercises and role-plays. Basic negotiations skills and dealing with emotions in negotiations is covered as well. Prerequisite: BUS 3320.

4325. Integrated Marketing Communication. Advertising and other forms of promotion are used to gain competitive advantage by influencing customers and other stakeholders. This course focuses on practical applications of promotion management, such as promotion mix, promotional budgeting, and determination of appropriate messages and media to develop integrated marketing communication strategies. Advertising strategies in a global marketplace are emphasized. Prerequisite: BUS 3320.

4327. Digital Marketing. In the business world, digital media is no longer merely a buzzword; rather, it is a key strategy that businesses use to achieve marketing and public relations objectives. Given the growing selection of social media platforms, including Facebook, Twitter, YouTube, LinkedIn, Instagram, Pinterest, Tumblr, and blogs, companies and individuals alike are struggling to keep up with this new way of doing business. This class will explore how business professionals can harness digital marketing strategies, platforms, and tactics in order to achieve firm objectives. Prerequisite: BUS 3320.

4330. Purchasing & Supply Chain Management. A survey into the purchasing and supply chain management areas. We will start by exploring tactical, day to day decisions, then move towards a more holistic understanding of purchasing and supply chain strategies.

4331. Management Information Systems. Management Information Systems knowledge prepares students for work in any business environment by providing an understanding on how computers support work in multinational, medium-sized, and small companies, including differences between public, private, profit, government and not-for profit organizations. The course starts with how students use computers, what they mean to them, and how they will progress in using them throughout their career in business. Then, business strategy is defined and its relationship to IT strategy is developed along with concepts of organizational maturity. Different applications of IT are developed including social media, e-business, business intelligence, enterprise applications, security, and so on. Then, students are introduced to basic IS concepts in term of how business people work with IS to develop applications, including discussions on data, applications, networking and hardware. Finally, the importance of innovation in the use of emerging technologies to continuously improving an organization's competitive position are discussed. Prerequisite: BUS 3301.

4350. Quantitative Analysis. Designed to help business students apply quantitative analysis concepts to a wide variety of business activities and decisions. The course is computational in nature and students will learn to formulate and solve practical

business problems. The following topics are covered: advanced linear and integer programming, development and use of simulation tools, advanced modeling and statistics including regression, ANOVA, correlation, and sampling, heuristics, and judgments in decision making. Prerequisite: BUS 1302.

4V61. Independent Study. Independent research under the guidance of a full-time Business faculty member. Prerequisite: Declared major in Business, Senior class standing and approval of the Program Director.

4390. Strategic Management-Senior Seminar. The senior seminar is intended to be a challenging and exciting capstone course for the undergraduate curriculum. This course is designed to develop a basic understanding of why some organizations are more successful than others. The course relies primarily upon the field of Strategic Management by exploring how firms achieve competitive advantage. Drawing upon key strategic management theory, students will learn the essence of strategic analysis and decision making in a competitive setting. Prerequisite: final spring semester of study.

Chemistry

FACULTY
Chair and Associate Professor Steinmiller; Director of O'Hara Institute and Assistant Professor Boegeman; Assistant Professor Dannatt; Affiliate Instructor Beshirs; Distinguished Professor Emeritus Hendrickson; Emeritus Professor Eaker

The Chemical Sciences are a diverse group of studies that range from the practical aspects found in our daily lives to the highly theoretical treatment of chemical systems by the methods of quantum mechanics. The formulation of fragrances; synthesis of polymers, drugs and dyes; analyses of ores, foods and pesticides; study of air pollution and environmental hazards; and the calculations of energy values of molecular orbitals are some examples of the scope of chemistry. Chemistry deals with the study of matter, its properties and transformations and with the factors underlying changes of these substances. It is a central science because its principles underlie not only the practical but also nearly every study wherever matter is concerned. The study of chemistry has intrinsic value for chemists, biochemists, a vast array of biomedical specialists and those interested in the fundamental nature of matter.

The primary aim of the chemistry curriculum is to provide students with a solid foundation for understanding chemistry. The program emphasizes the development of fundamental concepts. It is necessarily rigorous. It calls upon students to think critically, logically and creatively. The Department believes that students learn chemistry best by doing chemistry. Associated with each of the major courses is a well equipped and designed laboratory. Students learn to perform and design chemical experiments, to use modern instrumentation (including SEM, NMR, FT-IR, GC, GC-MS and AA) and to experience chemical phenomena for themselves. Students at the junior and senior levels are encouraged to do research. These programs provide an excellent opportunity for students to become completely immersed into the discipline of chemistry. The department offers degrees in both **Chemistry** and **Biochemistry**.

Two degree programs are offered in order to meet the diversity of career objectives of chemistry students.

The **Bachelor of Arts** degree program is recommended for students interested in secondary education science teaching and for those interested in a career in the health-care related professions (medicine, dentistry, veterinary medicine, etc.) and the paramedical laboratory specialties. It is important that the student consult closely with the department advisor, particularly in the selection of proper electives to satisfy entrance requirements of the various professional schools. The prospective secondary school teacher will also consult with the Department of Education.

The **Bachelor of Science** degree is recommended for those who seek employment as a chemist/biochemist or who intend to study chemistry in graduate school. Research is required for the B.S. degree.

The John B. O'Hara Chemical Sciences Institute

Providing an intensive experience in chemical sciences, the O'Hara Institute awards eight credits in general chemistry. It involves the student in classroom and laboratory work, seminars and various extracurricular activities of the university summer session. All students who will be freshmen at the university in the fall are eligible to apply. Those selected for the Institute normally receive a scholarship covering room, board and tuition. **Potential Chemistry and Biochemistry majors are strongly encouraged to participate in the O'Hara program to allow more time for research and**

electives. On-line O'Hara applications are due by April 1 and scholarship award letters are mailed around April 8.

The O'Hara Institute also supports undergraduate research at the university through scholarships for research during the summer. University students interested in summer research should express an interest before May 1st by talking with each departmental faculty member about the faculty member's research focus.

Basic Requirements for the Chemistry Degrees

I. B.A. degree: 33 credit hours in chemistry to include: Chemistry 1303/1103, 1304/1104, 2414/2014, 3320, 3321/3121, 3322/3122, 3331/3131, 3335/3135, 3151, 4153. Also, Biology 1311/1111; Physics 2311/2111, 2312/2112; Math 1404, 1411.

II. B.S. degree: 45 credits in chemistry including 33 hours as indicated for the B.A. degree plus Chemistry 3332/3132, 4454 and four credits of student research. Also Biology 1311/1111; Physics 2311/2111, 2312/2112; Math 1404, 1411.

III. B.S. degree in Biochemistry: 38 credits in chemistry to include: Chemistry 1303/1103, 1304/1104, 2414/2014, 3321/3121, 3322/3122, 3151, 3331/3131, 3335/3135, 3336/3136, 4153 and four credits of student research. Also Biology 1311/1111,1312/1112 and two selections from 3325/3125, 3327/3127, 3350 4328/4128 and 4338; Physics 2311/2111, 2312/2112; Math 1404, 1411.

A grade of C- or above in a prerequisite or continuing course is required for enrollment in an ensuing chemistry course. This requirement may be waived by permission of the instructor. Chemistry and biochemistry majors are encouraged to take additional courses (e.g., advanced organic chemistry, inorganic chemistry, the second semester of physical chemistry for biochemistry majors) beyond the specified required courses. Selection of a foreign language depends upon background, interest and future plans. For courses taken off-campus, a passing score on the appropriate American Chemical Society standardized exam is required for the course to transfer as an equivalent University of Dallas course.

Comprehensive Examination

All Chemistry and Biochemistry majors must pass a general written comprehensive examination, which is given early in the spring semester of the senior year. The examination consists of questions in general chemistry, analytical chemistry, organic chemistry, physical chemistry and biochemistry. A study guide is available from the Department. Students earn a pass with distinction, pass, low pass, or failure.

Suggested Sequence for the Bachelor of Science Degree in Chemistry

YEAR I			
Chemistry 1303/1103	4	Chemistry 1304/1104	4
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Theology 1310	3	Philosophy 1301	3
	14		14
YEAR II			
Chemistry 2414/2014	4	English 2311	3
Biology 1311/1111	4	History 2301	3
Economics 1311	3	Philosophy 2323	3
Politics 1311	3	Theology 2311	3
	14	Art 2311	3
			15

YEAR III

Chemistry 3321/3121	4	Chemistry 3322/3122	4
Language 2311	3	Language 2312	3
Physics 2311/2111	4	Physics 2312/2112	4
History 2302	3	Chemistry 3320	3
Chemistry 3151	1	Chemistry 4153	1
	15		15

Summer Research 4

YEAR IV

Chemistry 3331/3131	4	Chemistry 3332/3132	4
Chemistry 3335/3135	4	Chemistry 4454	4
History 1311 (or 1312 in spring)	3	Elective (or History 1312)	3
Philosophy 3311	3	Elective	3
Elective	1		14
	15		

Suggested Sequence for the Bachelor of Science Degree in Biochemistry

YEAR I

Chemistry 1303/1103	4	Chemistry 1304/1104	4
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Biology 1311/1111	4	Biology 1312/1112	4
	15		15

YEAR II

Chemistry 2414/2014	4	English 2311	3
Philosophy 1301	3	History 2301	3
Biology Elective	4	Philosophy 2323	3
Theology 1310	3	Theology 2311	3
	14	Art 2311	3
			15

YEAR III

Chemistry 3321/3121	4	Chemistry 3322/3122	4
Language 2311	3	Language 2312	3
Physics 2311/2111	4	Physics 2312/2112	4
History 2302	3	Philosophy 3311	3
Chemistry 3151	1	Chemistry 4153	1
	15		15

Summer Research 4

YEAR IV

Chemistry 3331/3131	4	Biology Elective	3/4
Chemistry 3335/3135	4	Chemistry 3336/3136	4
History 1311 (or 1312 in spring)	3	Politics 1311	3
Economics 1311	3	Elective (or History 1312)	3
	14		13/14

Courses in Chemistry

1303–1304. General Chemistry I & II. Basic laws, principles and theories relating to changes in the composition of matter together with a presentation of the common metals and nonmetals, their physical and chemical properties as correlated by their electronic structure. Three lectures weekly. Fall (I) and Spring (II).

1103–1104. General Chemistry Laboratory I and II. Chromatography, calorimetry, acid/base and redox titrations, inorganic synthesis and displacement reactions and chemical equilibrium. Analysis and identification of the most common cations and anions. One three-hour laboratory period weekly. Fall (I) and Spring (II).

1401. Basic Ideas of Chemistry. Course develops central principles of chemistry and examines applications of those principles in both historical and current perspectives. Specific topics include atomic theory of matter, polyatomic and molecular structures, physical and chemical properties of substances, chemical reactions and uses and abuses of chemicals. The laboratory gives students experience in performing manipulations and measurements of chemical substances representative of materials commonly encountered in modern society. Instrument systems, both simple and sophisticated, are utilized in analyses of samples ranging from pure substances to complex mixtures requiring careful separation. Three lectures and one laboratory period per week. Fall or Spring.

1402. Basic Ideas of Forensic Chemistry. A survey of fundamental principles of chemistry routinely utilized in forensic examinations. A prime goal of this course is the development of an understanding and appreciation of the use of the scientific method of investigation. The lecture component begins with an overview of forensic science and then covers a series of units in forensic chemistry. Lectures focus on analytical procedures, beginning with specific chemical reagents for spot tests and progressing through discussions of DNA analyses. The laboratory component of the course consists of a series of case studies in which students (working as a forensic team) subject items of physical evidence to chemical tests and procedures, interpret the data and present results to resolve the crime. Three lectures and one laboratory period per week. Fall and Spring.

2414–2014. Analytical Chemistry. A lecture/laboratory course dealing with the theory and practice of quantitative chemical analysis. Topics include a survey of classical wet chemical techniques in gravimetry and titrimetry as well as introductory instrumental methods in spectroscopy, electrochemistry and chromatography. Three lecture periods and one four-hour laboratory weekly. Prerequisites: Chemistry 1304 and 1104. Fall.

3151. Chemical Literature. Systematic use of printed and on-line resources in chemistry. Students learn how to effectively search chemical literature to find chemical information. Fall.

3320. Inorganic Chemistry. Descriptive chemistry of the elemental groups in terms of the electronic structures of the atoms, bonding theory and the periodic properties of the elements. Study of acid-base theories, reduction-oxidation theory, coordination chemistry and symmetry properties. Three lectures weekly. Prerequisite: Chemistry 1304 and 1104. Spring alternate years.

3321–3322. Organic Chemistry I & II. A sequential year course. Structural theories and properties of organic compounds; stereochemistry; functional group analysis; class reactions and organic synthesis; mechanism of reactions as applied to the study of aliphatic, aromatic heterocyclic compounds and classes of biologically significant compounds. Special emphasis on spectroscopic methods for molecular structure determination. Three lectures weekly. Prerequisite: Chemistry 1304. Fall (I), Spring (I & II).

3121–3122. Organic Chemistry Laboratory I & II. Sequential year course accompanying Chemistry 3321 and 3322. Theory and practice of functional group determination; IR and NMR spectroscopy for molecular structure determination;

synthetic methods and class reactions; chromatographic methods for isolation and identification. One four-hour laboratory period weekly. Prerequisite: Chemistry 1104. Fall (I), Spring (I & II).

3331–3332. Physical Chemistry I & II. Study of the underlying physical principles that govern the properties and behavior of chemical systems. Topics include thermodynamics, gases, chemical kinetics, quantum mechanics, spectroscopy and statistical mechanics. Three weekly lectures. Prerequisite: Chemistry 1303 and 1304; Math. 1404 and 1411. Fall and Spring.

3131–3132. Physical Chemistry Laboratory I & II. Laboratory experience that demonstrates the application of physical chemical principles and develops the ability to write comprehensive lab reports. The treatment of experimental data and error analysis is emphasized. Experiments include calorimetry, UV/VIS spectroscopy, IR spectroscopy, rates of reaction, equilibrium and quantum chemistry. Prerequisite: concurrent enrollment in Chemistry 3331–3332. Fall and Spring.

3335–3336. Biochemistry I & II. A sequential year course focusing on the study of living systems at the molecular and cellular level. An understanding of life's recurring strategies is developed, including: 1) how the chemical structures of macromolecules (proteins and carbohydrates) relate to their biological function, 2) how enzyme mechanisms and energy flow catalyze reactions, 3) how interrelated metabolic pathways are regulated and 4) how biological systems store, transfer and regulate energy and information. Students acquire experience in reading and presenting the primary scientific literature. Three lectures weekly. Prerequisite: Chemistry 3322 or permission of the instructor. Chemistry 3135–3136 should be taken concurrently. Fall and Spring.

3135–3136. Biochemistry Laboratory I & II. Introduction to several major techniques common to biochemical investigations including: protein purification through chromatographic separations, protein characterization through spectroscopic and electrophoretic methods, immunoassay methods, enzyme kinetics and recombinant DNA techniques. One four-hour laboratory period weekly. Prerequisite: Chemistry 3322 and concurrent enrollment in Chemistry 3335–3336. Fall and Spring.

3445. Environmental Chemistry. A lecture/laboratory course dealing with the environmental domains of the atmosphere, the lithosphere, the hydrosphere and the biosphere. Emphasis given to study of the major chemical systems in each domain, with hands-on laboratory applications of natural samples. Three lectures and one three hour laboratory period weekly. Prerequisite: Chemistry 3321/3121 or consent of instructor. Spring.

4090. Biochemistry Senior Comps.

4095. Chemistry Senior Comps.

4153. Chemistry Seminar. Presentations, readings and discussions on topics from primary scientific literature in chemistry or biochemistry. Emphasis on the mechanics, style and substance of giving scientific presentations. Each student gives at least one presentation. Course cannot be used to satisfy requirements of Chemistry 4V43–4V44. One class weekly. Prerequisite: Chemistry 3151. Spring.

4331. Advanced Organic Chemistry. A study of reactions and syntheses. Emphasis is placed on synthetic applications and relationships between structure and reactivity. Prerequisite: Chemistry 3322. Spring, alternate years.

4332. Physical Organic Chemistry. Modern concepts of bonding, stereochemistry, molecular orbital theory and methods employed to determine reaction mechanisms

and reactive intermediates. Extensive use is made of current literature. Prerequisite: Chemistry 3322. Fall, alternate years.

4454. Instrumental Chemical Analysis. A lecture/laboratory course dealing with the theory and practice in instrumental methods of chemical analysis. Lecture topics include a survey of the fundamental components and operational functions of spectroscopic, electrochemical, chromatographic and mass spectrometer instrument designs. Laboratory experiments include hands-on applications utilizing instruments available in the chemistry department. Three lecture periods and two laboratory periods (two-hours each) weekly. Prerequisite: Chemistry 2414/2014, Chemistry 3322/3122 and Chemistry 3331/3131. Spring alternate years.

4V41–4V42. Special Topics. Selected topics in the area of interest of an instructor or a need and request by students. Fall and Spring.

4V43–4V44. Research I. Supervised independent research course in any area of chemistry or biochemistry. Enrollment requires permission of the instructor. The "V" in the course number indicates that this course is for variable credit. A temporary grade of "T" is recorded until a written report is submitted to and accepted by the instructor and an oral presentation is given on the research project. Normally, the presentation is scheduled during the semester immediately following the term in which the research work is undertaken. Research I can be taken more than once, but the total number of Research I credits that a student can receive is six. 4V43 Fall, Summer; 4V44 Spring.

4V45–4V46. Research II. Supervised independent research course in any area of chemistry or biochemistry. Four credits of Research I is a prerequisite for Research II. Otherwise, the only difference between Research I and Research II is that Research II is a pass/no pass course. Enrollment requires permission of the instructor. The "V" in the course number indicates that this course is for variable credit. A temporary grade of "T" is recorded until a written report is submitted to and accepted by the instructor and an oral presentation is given on the research project. Normally, the presentation is scheduled during the semester immediately following the term in which the research work is undertaken. Research II can be taken more than once, but the total number of Research II credits that a student can receive is six. 4V45 Fall, Summer; 4V46 Spring.

Master of Science in Materials Science and Engineering, Master of Engineering in Materials Science and Engineering 4+1 Programs

DIRECTOR
Associate Professor Steinmiller

Students completing a B.S. degree in chemistry have the option of beginning coursework towards a Masters of Science (M.S.) in Materials Science and Engineering (MSE) or a Master of Engineering (M. ENGR) in MSE by taking graduate level courses at The University of Texas at Arlington (UTA). This collaborative 4+1 program is designed to allow UD chemistry majors to earn their B.S. in chemistry and M.S. degree in five years. Chemistry majors can complete up to 6 credit hours of approved courses in materials science at UTA that can be applied to their B.S. degree in chemistry at UD and their MSE degree at UTA. Students can begin taking courses at UTA during their senior year at UD or in summer terms. After completing

the 6 credits, additional courses can be taken toward the M.S. or M. ENGR, but these are not required by the B.S. program in chemistry at UD. Completion of the UTA graduate degree programs is optional and failure to complete does not void the upper level credits earned toward the B.S. degree.

Students interested in these programs must apply to the UTA Materials Science and Engineering graduate program and meet the requirements for admission. The requirements for completion of the M.S. in MSE or M. ENGR in MSE can be found from the UTA MSE department. Suggested courses that will be accepted for dual credit as advanced courses for the B.S. degree in chemistry at UD and the M.S. in MSE or M. ENGR in MSE are MSE 5300 Introduction to Materials Science and Engineering, MSE 5304 Analysis of Materials, MSE 5305 Solid State Physics and Thermodynamics of Materials or MSE 5390 Materials Characterization. The course descriptions can be found from the UTA MSE department (as they may change).

Chemistry majors must complete the curriculum below in addition to a research project, to complete their B.S. requirements. For the 4+1 program, the substitutions indicated below on the right are required.

Required Math/Science Courses for Chemistry BS (65 credit hours)

CHE 1303/1103 and 1304/1104. General Chemistry I and II + Labs.

CHE 2414. Analytical Chemistry and Lab.

CHE 3321/3121 and 3322/3122. Organic I and II + Labs.

CHE 3331/3131. Physical Chemistry I + Lab.

CHE 3151. Chemical Literature.

CHE 4153. Chemistry Seminar.

CHE 3V45. Chemistry Research.

BIO 1311/1111. General Biology and Lab.

PHY 2311/2111 and 2313/2112. Gen Physics I and II.

MAT 1404 and 1411. Calculus I and II.

CHE 3332/3135. Physical Chemistry II.

CHE 3331. Inorganic Chemistry.

CHE 4454. Instrumental Analysis.

CHE 3335/3135. Biochemistry.

Required Math/Science Courses for Chemistry BS with MSE MS (70 credit hours)

CHE 1303/1103 and 1304/1104. General Chemistry I and II + Labs.

CHE 2414. Analytical Chemistry and Lab.

CHE 3321/3121 and 3322/3122. Organic I and II + Labs.

CHE 3331/3131. Physical Chemistry I + Lab.

CHE 3151. Chemical Literature.

CHE 4153. Chemistry Seminar.

CHE 3V45. Chemistry Research.

BIO 1311/1111. General Biology and Lab.

PHY 2311/2111 and 2313/2112. Gen Physics I and II.

MAT 1404 and 1411. Calculus I and II.

CHE 3332/3135. Physical Chemistry II.

Take 1 of these 2 courses
MSE 5300. Introduction to Materials Science and Engineering.

OR **MSE 5305. Solid State Physics and Thermodynamics of Materials.**

(Note: M.ENGR requires MSE 5300 for non-MSE undergraduates)

Take 1 of these 2 courses
MSE 5304. Analysis of Materials.

OR **MSE 5390. Materials Characterization.**

MAT 2412. Calculus III.

MAT 3324. Differential Equations.

Computational Class.

Classics

FACULTY
Chair and Associate Professor Sweet; Professor Hatlie; Associate Professor Davies; Assistant Professors Danze and Robinson; Affiliate Assistant Professor Kosch

Western Civilization's approach to education for 2500 years has been "classical" in the extended sense, in that it has been based on the study of works of the first rank, those reflections of the greatest minds that have had the most effect on the way humans have lived their lives. Until recently it has also been "classical" in the limited sense, in that it has given particular emphasis to the principal works of Greek and Latin authors, those that have been most formative in shaping the reflections of their successors, whether poets or theologians, philosophers or statesmen. "Classical" in the extended sense describes the university's core curriculum; "classical" in the limited sense describes the curriculum of the Classics Department. We look on Classics as still having its traditional role at the heart of a university education and in this view we are supported by the core curriculum itself, which puts great emphasis on classical authors and by many departments in the university which encourage their own students to learn classical languages or who join with us in offering double majors in Classics and, for example, English or Politics or Philosophy.

The function of a classical education has always been threefold: first, to engage the mind in the investigation of revolutionary ideas; second, to train the tongue to speak with power and articulation; third, to fire the imagination with examples of conduct that will guide us in our confrontation with life. The classical authors are sometimes mistakenly supposed to be out of date, but they posed to themselves the problems of the human condition in terms that have not changed and they found solutions with which we still live, though often unaware. These solutions were radical at the time that they were devised and they remain so, for every generation that recognizes them must begin again by going back to the roots of things. There, the ideas live with the freshness of the first shoots of spring. For each age they blossom forth in language that has repeatedly enchanted the western world, supplying it with paradigms for imitation as well as instruments for analysis. We not only aspire to speak like the ancients, but also to understand our own use of speech, by depending on their grammar, rhetoric and logic. When we act, we do so within an ethical framework that was given its theoretical form by classical philosophers and its practical substance and color by classical poets and statesmen. Because of its attention to thought and word and deed, classical education has been held up as a model for Western civilization and its utility is no less now than it has ever been. Students who major in Classics, therefore, may apply their training in all the ways that their predecessors have, specifically to work, such as a professional career in law, medicine, public service, the clergy or teaching and more generally to life as a whole, since it is this whole to which education will always look in the end.

Besides learning to read the great works of classical antiquity, students of Classics also gain direct access to the Christian tradition, since it was primarily in Greek and Latin that Christian spirituality initially took literary shape, flourished thereafter in the great theologians and poets and continues to illuminate our lives today.

The Core in Greek or Latin

On the first-year and second-year levels, the beginning student is most of all concerned with learning the language well, for the study of language can be mind-forming in itself. The student becomes more aware of the variety of language structures, of differences and similarities in thought and in expression. As the student's knowledge of the classical language grows, he finds that he also begins to express himself more clearly and precisely in his own language because of his increased understanding of the true meanings of the many words and phrases in English which are derived from classical sources.

To some extent on the second-year level and to a great extent in advanced courses the student puts his knowledge of the language to work. He reads, studies and writes critically about the best writers of antiquity. The writers studied in these courses are chosen because of their concern with man's understanding of himself and of the ties that bind him to the divine and human worlds. As the student reads and contemplates the works, the awareness of the importance of such matters for his own life increases, as does his appreciation for the beauty and clarity with which the ancient writers have dealt with the abiding questions of human existence.

Students may fulfill the ***Constantin College Core*** requirement in language through courses in Latin or Greek. Those who have studied either language extensively at the high school level may be eligible to complete the core by taking one advanced level course (3000 or above). Others less well prepared will need to take two to four courses, mostly at lower levels. Consult the Basic Requirements for the Bachelor of Arts Degree in this bulletin. A placement examination is required of all new students and may be required of continuing students who have interrupted their study beyond one semester. Placement into a 3000-level course in Latin with three second-year level credits will be awarded for a rating of "5" on an Advanced Placement Examination.

The Majors in Classical Philology and Classics

The Classics Department offers two majors. Either helps a student to build on his earlier preparation in the core and to study the writers of classical antiquity in ever greater depth. Both require eight advanced courses; and it should be noted that the advanced language requirements are the same in both, until a student has taken three advanced language courses in one classical language. But there are some salient differences, which we roughly summarize. (For further details, see the *Basic Requirements and Suggested Sequence* for each degree.)

The major in ***Classical Philology*** is excellent preparation for graduate and professional school, particularly for graduate work in Classics. Students wishing to teach at pre-college levels will also want this major. It requires at least six advanced language courses in either Greek or Latin, but leaves some room for courses taken in translation on the history, politics, literature, art, or philosophy of antiquity.

The major in ***Classics*** requires only four advanced language classes in either Greek or Latin. There is thus more space for advanced courses in translation on the history, literature, art, or philosophy of antiquity. This is designed for students who do want a thorough grounding in the language and life of the ancient world, but have less time for advanced language study—perhaps because they came with little or no prior training in Greek and Latin; or for some other reason.

Both majors train students well in languages. That in Classical Philology is one of the most rigorous in the country; in recent years it has enabled UD students to be accepted by some of the nation's best Ph.D. programs.

Junior Paper, Classical Philology major only. At the end of the junior year the Classical Philology major writes a research paper of around 12 pages. The general topic of the paper is determined by the subject of one of the advanced literature courses in the major language for which the student is enrolled during the second semester, although the student chooses the specific topic in consultation with the professor for the course. The junior paper becomes part of the grade for that course. Through this project the student develops his ability to sustain a lengthier and more complex argument than has usually been required in his advanced language classes. The student reads widely in primary and secondary sources and gains experience in making critical judgments of ancient thinkers and contemporary scholars.

Senior Project and Comprehensive Examination, Classical Philology and Classics majors. In the last undergraduate year, students in both majors complete the *senior comprehensive examination* appropriate to that major, primarily in fall and write and present a *senior project* of at least 20 pages, usually in spring. Through his performance on the three parts of the *comprehensive examination* (ancient history, philology, interpretation of literature) each student reveals his increased knowledge of the classical languages and his understanding of antiquity as a whole. The *senior project* enables the student to bring together the fruits of his experiences in the various courses to produce an original critical treatment of a major author, work, or theme. He presents the results of the project to an audience of faculty and students near the end of the spring semester.

Concentrations

For details see Language Concentrations. All concentrations involving Latin or Greek must be approved by the Classics Chairman. See also the Concentrations in Medieval and Renaissance Studies and Contemplative Studies for which Classics can be an important component.

Associations and Honors

The Department sponsors a **Classics Club**, for which all students are eligible and a chapter of the national honor society **Eta Sigma Phi**, to which outstanding juniors and seniors are nominated by the faculty. The **Fr. Placid Award** may be given annually to a senior whose exceptional achievements warrant it.

Teaching Latin

The Department participates with the Education Department in preparing students for secondary school certification in Latin. Consult the Education listing.

Summer Programs in Classics

The Summer Institute in Classics offers First-Year Latin I and II, Second-Year Latin I and First-Year Greek I and II. Advanced Latin courses are offered as needed and may be taken for graduate credit. A week-long Advanced Placement Summer Institute for Latin teachers is offered each July. Check with the chairman for details.

Basic Requirements for the Classical Philology Major, Focus in Greek or Latin

24 advanced credits:

18 must be in the chosen major language (Greek or Latin), at the 3000 level or above. Included in these 18 are: Advanced Grammar and Composition (Greek 3324 or Latin 3324) and Senior Project in the major language (Greek 4342 or Latin 4342).

6 additional credits are selected from offerings at the 3000 level or above in the major or second language or, by permission of the chairman, may be chosen

from advanced offerings in literature, politics, philosophy, history, etc., either in the Classics Department (CLC courses in English translation) or in other departments (related field). Whenever possible, the Classics faculty will assist the student in doing work CLC or in the related field courses in the appropriate classical language.

The second language (Greek or Latin) must be completed through one second-year course (Greek 2315, Latin 2311). Advanced courses are recommended.

Reading knowledge of one modern language, preferably French, German, or Italian is determined through an examination administered by the program advisor in consultation with professors in the appropriate language. The student must pass this examination no later than the end of the junior year. Students may also fulfill this requirement by completing two courses at the second-year level or equivalent.

Junior Paper: Written at the end of the junior year.

Senior Project: Written and presented orally at the end of the senior year.

Passing the **Comprehensive Examination** is a requirement for graduation and must be completed by the end of March of the senior year.

Suggested Sequence for Classical Philology Major

The following outline assumes that the student is able to study Latin at the second-year level in the freshman year. If the student must begin with Latin 1301 or 1305, he should plan to take one or more courses during at least one summer session. The outline also assumes that Classical Philology majors will participate in the Rome Program in the spring semester of the sophomore year.

YEAR I			
Latin 2311	3	Latin 2312 or Economics 1311	3
Greek 1301	3	Greek 1302	3
English 1301	3	English 1302	3
Philosophy 1301	3	Theology 1310	3
Politics 1311	3	Art, Drama, Math, Music	3
	15		15
YEAR II		**(ROME)**	
Adv. Major Language	3	English 2311	3
Greek 2315	3	History 2301	3
English 2312	3	Theology 2311	3
History 2302	3	Art 2311	3
Art, Drama, Math, Music	3	Philosophy 2323	3
	15		15
YEAR III			
Adv. Major Language	3	Adv. Major Language	3
Philosophy 3311	3	Science	4
Science	3	History 1312	3
History 1311	3	Elective or Modern Language	3
Elective or Modern Language	3	Elective	3
	15		16
YEAR IV			
Adv. Major Language 3324	3	Adv. Major Language	3
Elective	3	Senior Project 4342	3
Economics 1311 or Elective	3	Major or Second Language or Related Field/CLC	3
Major or Second Language or Related Field/CLC	3	Elective or Modern Language	3
Elective or Modern Language	3	Elective	3
	15		15

Basic Requirements for the Classics Major, Focus in Greek or Latin

24 advanced credits:

12 must be in the chosen major language (Greek or Latin) at the 3000 level or above.

6 minimum may be selected from offerings at the 3000 level or above in Classics Department courses in English translation (CLC).

6 additional credits may be chosen, with advice from the chairman, from offerings in other departments at the 3000 level or above in the literature, politics, philosophy, history, etc. of the ancient world (related field).

Whenever possible, the Classics faculty assists the student in doing work for CLC and related Field courses in the appropriate classical language

The second language (Greek or Latin) must be completed through one second-year course (Greek 2315, Latin 2311). Advanced courses are recommended.

Senior Project: Written and presented orally at the end of the senior year.

Passing the **Comprehensive Examination** is a requirement for graduation and must be completed by the end of March of the senior year.

Suggested Sequence for the Classics Major

This outline assumes that Classics majors will participate in the Rome Program in the spring semester of the sophomore year.

YEAR I			
Greek 1301	3	Greek 1302	3
Latin 1301	3	Latin 1302	3
English 1301	3	English 1302	3
Philosophy 1301	3	Theology 1310	3
Politics 1301	3	Art, Drama, Math, Music	3
	15		15
YEAR II		**(ROME)**	
Greek 2315	3	English 2311	3
Latin 2311	3	History 2301	3
English 2312	3	Theology 2311	3
History 2302	3	Art 2311	3
Art, Drama, Math, Music	3	Philosophy 2323	3
	15		15
YEAR III			
Adv. Major Language or Latin 2312	3	Adv. Major Language	3
Philosophy 3311	3	Science	4
History 1311	3	CLC or Related Field	3
CLC or Related Field	3	History 1312	3
Science	3	Economics 1311	3
	15		16
YEAR IV			
Adv. Major Language	3	Adv. Major Language or	
Elective	3	Second Language or Elective	3
Adv. Major Language or		Senior Project	3
Second Language or CLC	3	Elective	3
Elective or Second Language or CLC	3	Elective	3
Elective	3	Elective	3
	15		15

Courses in Classics

3301. Fundamentals of Rhetoric. Introduction to the art of speaking persuasively, as taught by the Greeks and Romans. Systematic approach to composing and delivering speeches. Study of model orations, ancient and modern, in English translations. Extensive practice.

3330. Historical Linguistics. The structural and the comparative approach with an emphasis on Indo-European languages. The formal, historical and cultural connotations of man's symbol-creating capacity as manifested in vocabularies and grammar. Conducted in English.

4095. Classics Senior Comps.

4340. Classical Mythology. A study, through the reading of a series of texts in English translations, of the nature, the uses and the development of Classical mythology as it appears in poetry and philosophy.

4350. Special Topics in Classics. Three-credit courses offered as needed, focusing on particular authors, periods, genres, or other topics of interest to teachers and students. For advanced students only.

Courses in Greek

1301–1302. First-Year Greek I and II. Essentials of the grammar and syntax of ancient Greek, both classical and koine. Reading of easy passages from classical prose writers and the New Testament. Understanding of the Greek elements in Western culture. Fall and Spring.

2315. Second-Year Greek. Grammar review and study of more advanced syntactical structures. Selected readings from classical Greek prose and poetry.

3119. Greek Language Internship. A one-credit practicum, under the direction of a language professor, involving three hours a week on assignments such as planning and conducting sessions for elementary language classes. Excellent experience for those planning to teach foreign language. Graded Pass/No Pass. May be repeated three times. Does not fulfill requirements for the majors or concentrations.

3324. Advanced Grammar and Composition. Required for Classical Philology majors whose primary language is Greek. Offered every other year.

3325. Greek Historians. Readings in Herodotus or Thucydides or both. A study of their aims, methods and distinctive styles and a consideration of the principles in terms of which they understand historical action. Offered every other year.

3326. Greek Tragedy. Reading of one of the tragedies of Aeschylus, Sophocles, or Euripides, focusing on drama as a means of investigating human nature and the relationship between man and the city. Offered every other year.

3327. Homer. Extensive reading from either the Iliad or the Odyssey. Study of the Homeric world, Homeric language and poetic style. Offered every other year.

3328. Plato. Reading of one or more dialogues with an emphasis upon their literary form and philosophical content. Offered every other year.

3334. Biblical Greek Readings. Begins with an introduction to Koine Greek, focusing on its distinctive grammar, vocabulary and syntax. Longer continuous passages are read from Septuagint, a Gospel and a letter of Paul. Some exegesis of select texts. Offered every other year.

3335. Patristic Readings. An introduction to the rich tradition of Greek patristic literature that analyzes texts of four or five major writers from the II to the V century, usually including Ignatius, Athanasius, one of the Cappadocians, Cyril of Jerusalem and John Chrysostom. Offered as needed.

3V50–5V50. Special Topics in Greek. Courses offered as needed, focusing on topics of interest to teachers and students. For advanced students only.

4342. Senior Project. See description under The Majors.

4V51. Independent Research.

Courses in Latin

1301–1302. First-Year Latin I & II. Latin grammar and syntax with some emphasis on the historical background of the language and the principles of word-formation. Reading of simple texts. Fall and Spring.

1305. Grammar Review. Designed for students who have studied the equivalent of at least two years of Latin at the secondary school level but need an intensive review in order to study at the second-year level. Open to students with no prior training in Latin by permission of the chairman. Fall only.

2311. Second-Year Latin I: Roman Prose. Selected readings of Roman prose writers, primarily Cicero. Prerequisite: Latin 1302, Latin 1305, or equivalent. A placement exam is required for those who have not completed either of these courses. Fall and Spring.

2312. Second-Year Latin II: Roman Poetry. Selected readings from the works of Catullus, Vergil and Ovid. Prerequisite: Latin 2311. Fall and Spring.

3119. Latin Language Internship. See description under "Greek 3119."

3324. Advanced Grammar and Composition. Translation and composition to improve grasp of grammar and syntax and to acquire a sense of style. Required for Classical Philology majors whose primary language is Latin and recommended for those seeking accreditation to teach Latin in secondary school. Offered every other year.

3325. Roman Philosophy. Reading and study of Lucretius and Cicero, to investigate the nature of philosophic writing and to seek understanding of the peculiarly Roman contribution to the Western philosophical tradition. Offered every other year.

3326. Roman Lyric. Selected poems of Catullus, Vergil (Eclogues) and Horace (Odes). A study of the uses, the power and the diversity of lyric poetry in Latin. Offered every other year.

3327. Roman Drama. Reading of two comedies, one of Plautus and one of Terence; additional readings from a tragedy of Seneca. Emphasis on the specific character of drama of Rome, as compared to Greece and on the nature and function of comedy. Offered every other year.

3328. Roman Historians. Reading in Sallust, Livy and Tacitus. A study of their aims, methods and distinctive styles and a consideration of the analytical and didactic functions of Roman historiography. Offered every other year.

3329. Roman Satire. Reading of the satires of Horace and Juvenal and of the Cena Trimalchionis of Petronius. Consideration of the question of satire as a uniquely Roman invention. Offered as needed.

3330. Vergil. Aeneid. A reading of selections from the poem in Latin and a study of the poem as a whole in translation. Offered as needed.

3331. Roman Elegy. Readings in Tibullus, Propertius and Ovid (amores). Investigation of the nature of elegy in Rome and comparison of each elegist's aims. Offered as needed.

3332. Cicero. Translation of one of Cicero's works and study, primarily in translation, of additional writings of his with emphasis on his understanding of the education of the statesman in oratory and philosophy. Offered as needed.

3334. St. Augustine. Selections from the *Confessions* reveal a fascinating human being, a most influential Christian thinker and a great master of Latin prose. Offered every other year.

3335. Medieval Latin Readings. This course explores the rich heritage of medieval Latin literature from the fifth century of Leo the Great to the thirteenth century of Thomas Aquinas and Bonaventure: prose and poetry, texts of history and philosophy, theology and spiritual writings. Offered as needed.

3V50–5V50. Special Topics in Latin. Courses offered as needed, focusing on topics of interest to teachers and students. For advanced students only.

4342. Senior Project. See description under The Majors.

4V51. Independent Research.

5V45. Teaching Latin (Ed. 5V45). A course in the special concerns of teaching Latin in secondary school; evaluation of various approaches to teaching Latin; practice in pronunciation and in explaining the structures of the language; ways of relating the cultural background to the language foreground. Required for Latin teaching field if the student has no experience in teaching Latin. Does not fulfill requirements for the majors or concentrations.

Biblical Greek Concentration

Following the university guidelines for Language Concentrations and utilizing its unusual resources in languages and scripture study, a student may earn a concentration in Biblical Greek. It requires five courses as follows:

Clg. 2315. Intermediate Greek.

Clg. 3334. Biblical Greek Readings.

Clg. 3335. Patristic Greek.

Two approved advanced courses in Scripture.

Comparative Literary Traditions

FACULTY
Director and Associate Professor J. Eidt; and Participating Faculty

The program in Comparative Literary Traditions proposes studying the European cultural legacy as forming a complex but coherent whole. It conceives of Europe rather as one might a closely-knit family whose members, with all their differences, possess a common heritage and individually have influence and continue to influence each other in myriad ways. In considering these intertwining traditions, the program studies chiefly their higher cultural manifestations: not only literary works in the narrow sense, but any products of human art which can be said to bear a meaning and are in some way expressive of a culture. What we wish to investigate is how Europe has imagined itself and how its self-imagination has developed over time.

Basic Requirements

Thirty advanced credits in all, consisting of one *introductory* course, Principles of Comparative Studies (MCT 3309); three *epoch* courses organized around historical eras, one from each of three periods: Medieval-Renaissance (MCT 3310–29, or an appropriate 4000-level course), Early Modern (3351–69, or an appropriate 4000-level course) and Modern (MCT 3370–89, or an appropriate 4000-level course); two literary survey courses in two different literary/linguistic traditions, one of which must be in the target language; two 4000-level *focus* courses (in particular linguistic/literary traditions); Senior (Honors) Thesis (MCT 4347 or 4349); and one CLT elective. Students must pass a comprehensive exam in the Spring of the Senior year.

Students electing to major in this program should have reading competence in one European language by the beginning of the Junior year and are strongly encouraged to acquire reading knowledge in another European language.

The CLT major allows integration of various kinds of foreign-language components, notably a Language Concentration (four courses). The CLT major can also be combined with a French, German, or Spanish major.

Concentration in Comparative Literary Traditions

Concentration Director: Affiliate Assistant Professor L. Eidt

Five three-credit courses in all: three MCT courses at the 3000-level; two more courses, any combination of MCT courses at any level (3000 or 4000) or the survey courses MCTF3305 or MCTG3305.

Suggested Sequence for a Degree in Comparative Literary Traditions

YEAR I

Art, Drama, Math, Music	3	Economics	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 2311	3	Language 2312	3
Philosophy 1301	3	Theology 1310	3
	15		15

YEAR II (during Sophomore Year)	
English 2311 and 2312	6
History 2301–2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Art, Drama, Music	3
Math	3
Science	3-4
	30-31

YEAR III			
Intro MCT 3309	3	EPOCH II (Early Modern)	3
EPOCH I (Med/Ren)	3	F/G/I/S LIT TRAD course	3
Philosophy 3311	3	Science	3-4
Elective or core course	6	Elective or core course	6
	15		15-16

YEAR IV			
EPOCH III (Modern)	3	MCT 4347/9	3
MCTF/G 3305	3	FOCUS	3
FOCUS	3	MCT elective	3
Elective or core course	6	Elective or core course	6
	15		15

Courses Specific to Comparative Literary Traditions

For an explanation of the CLT course numbering system, see the CLT courses page on the university website.

Introductory and Epoch (MCT 3000 courses)

3309. Introduction to Comparative Traditions. Theory and practice of literary study in the comparative mode, including concepts of genre, literary history, social representation, translation, influence, adaptation and intertextuality. Required for the CLT major.

3310–29. Epoch I: Medieval. A range of courses dealing with European literatures during the Middle Ages and Renaissance.

3311. King Arthur in Europe I: The Search for the Holy Grail. An introduction to Arthurian literature principally of the twelfth and thirteenth centuries, emphasizing the French and German Grail romances: Chrétien de Troyes' *Perceval le Gallois*, Wolfram von Eschenbach's *Parzival*, the Vulgate Cycle's *Quête du Saint-Graal*.

3312. King Arthur in Europe II: Lancelot. Similar to the above, but emphasizing the figure of Lancelot, King Arthur's friend, chief knight and chief betrayer. Studies texts written in French, German and other languages. Includes study of the Tristan legend. Particular emphasis on the French prose romances used by Thomas Malory in his fifteenth-century *Morte D'Arthur*.

3321. J.R.R. Tolkien: Heroic Fantasy and the Literary Tradition. A study of Professor Tolkien's literary *project* in the light of his ancient and medieval models, especially: *Beowulf*, the *Volsungasaga*, the two *Eddas*. Must already have read *The Hobbit* and *The Lord of the Rings*.

3330. Historical Linguistics. An introduction to modern approaches to the study of language, culminating in an inquiry into the origins, historical development and kinship of Indo-European languages.

3V50. Special Topics.

3351–69 Epoch II: Early Modern. A range of courses dealing with European literatures from the late sixteenth to early nineteenth centuries.

3351. Special Topics in Early Modern (SEM).

3362. European Romanticisms in Literature and the Arts. European romanticism was an international movement that had profoundly influential manifestations in literature, art, music, history and philosophy. A comparative study of the major international currents in European romanticism, drawing from the literary, artistic and musical traditions of France, Germany, Spain and Italy and occasionally also England. Offered in English.

3370–89 Epoch III: Modern. A range of courses dealing with European literatures from the mid-nineteenth century to the present.

3370. Special Topics in Modern (SMO).

3371. Monuments of Early Modernism: Picasso, Stravinsky, Eliot. Three works of art created between 1908 to 1922 were prominent ground-breaking models for what was to come in subsequent decades. This course examines not only their important early work but also the nineteenth-century currents upon which they drew, such as symbolism and impressionism; contemporary movements such as Futurism and the French avant-garde; and others, such as Matisse, Barque, Schoenberg and Pound, who were rivals or collaborators.

3372. European Modernisms and the Avant-gardes in Literature, Film and the Visual Arts. Modernist and avant-garde writers, artists and filmmakers from Germany, Italy, Spain and France, with some overlaps into Latin America. Covers movements such as Expressionism, Dada, Futurism, Cubism, Surrealism, Creacionismo, Ultraismo and *La generación del 27*. Taught in English.

3381. Contemporary Europe: Crossing Borders in Literature and Film. The borders and perceptions of "the other" on various levels, discussing personal, social, cultural and national identity and otherness in European literature and film. We will look at political border-crossings between cultures and countries, issues of immigration and marginalization, borders of identity and the notion of the double, transgressions of social borders and the motif of the madman or social outcast and the borders between reality and fiction.

Advanced Comparative (MCT 4000 courses)

4324. The Menippean Tradition. Masters of a variety of narrative stretching back to ancient times and including such writers as Seneca, Petronius, Lucian, Rabelais, Cervantes, Swift, Carroll, as well as many others who created works that both parody established literary forms and draw attention to the conventions of structure and representation embodied in "official" literary genres. Also listed under English Language and Literature as **4374. Menippean Satire**.

4347. Senior Thesis.

4349. Senior Honors Thesis.

4V51. Independent Research. As needed.

4V50, 5V50. Special Topics.

French Focus (and other MCTF courses)

3305. Introduction to French Literature. This course, taught in English and requiring no prior knowledge of the French language, is meant as a quick introduction to the high points and overall sweep of French literature: what every cultivated person needs to know. Taught every other year alternating with the corresponding course in German.

4000-level French focus courses (MCTF) will be cross-listed as French 4000-level courses (MFr) and have the same numbers. See French course listings.

5311–5312. French for Reading Knowledge I and II. Designed especially for students needing quickly to reach reading competency in French. Fall and Spring every other year alternating with the corresponding sequence in German.

5315. Introduction to Old French. An introduction to the Old French language (9th through 13th centuries) and some of the great authors, titles and genres of medieval French literature (ca. 1100 to 1500). Provides the tools necessary for reading in the original language texts such as the Chanson de Roland, the Roman de la Rose and the Quête du Saint-Graal and authors such as Chrétien de Troyes, Marie de France, Thomas d'Angleterre, Rutebeuf, Joinville, Froissart, Christine de Pisan and François Villon. Permission of the instructor required. Offered as needed.

5316. Topics in Old French. Further readings in Old French. Offered as needed.

5V50. Special Topics. Courses offered as needed.

German Focus (and other MCTG courses)

3305. Introduction to German Literature. This course, taught in English and requiring no prior knowledge of the German language, is meant as a quick introduction to the high points and overall sweep of German literature: what every cultivated person needs to know. Taught every other year alternating with the corresponding course in French.

4000-level German focus courses (MCTG) will be cross-listed as German 4000-level courses (MGE) and have the same numbers. See German course listings.

4346. Wagner and the 19th century. Studies the many faceted phenomenon that is Wagner and his effect upon the art, culture, thought and even consciousness of his century and on the modernist age that followed. The course examines Wagner's innovation in music, as well as his enormous impact upon the artistic consciousness of 19th century Europe.

5311–5312. German for Reading Knowledge I and II. Designed especially for graduate students seeking advanced reading competency in their discipline. Offered Fall and Spring every other year alternating with the corresponding course in French.

5V50. Special Topics. Courses offered as needed.

Occitan Focus (MCTO courses)

5317. Introduction to Old Occitan. An introduction to medieval Occitan, a.k.a. Old Provençal, the language of the troubadours, the lyric poets in the South of France who, in the twelfth century, inaugurated the tradition of fin' amors ("courtly love"). Provides the basic linguistic tools necessary for reading these and other Occitan texts in the original. Offered as needed.

For literature courses in French, German, Italian and Spanish, see listings in Modern Languages. Advanced literature courses in French, German, Italian and Spanish may also be offered as MCTF/MCTG/MCTI/MCTS courses.

Computer Science

FACULTY
Director and Associate Professor Hochberg; Assistant Professor Andrews; Cooperating Faculty from Mathematics and Physics

The computer science program at the University of Dallas focuses on forming algorithms to solve problems, translating those algorithms into programs and understanding how computers interpret those programs. This process requires both creativity and careful reasoning. Students master these through a rigorous curriculum taught in a small liberal-arts college environment emphasizing teacher-student interaction. All this will prepare students for an outstanding career in computer science.

One of the unique aspects of the UD computer science program is its strong relationship with the outstanding core curriculum of the university. The ability to communicate complex ideas is of essential importance to the design of computer programs and documentation. This ability is best developed through a classical liberal arts program. One of the most important goals of the computer science curriculum is for students to apply the written and oral communication skills they learn in the core program to their work as a computer scientist.

It is anticipated that our graduates will be leaders in computer science who will have not only a technical expertise but also a deep, reflective grasp of the human element in computer science. It is our vision that they will be well-adjusted, morally responsible individuals, with an understanding of how they will perfect themselves and serve their fellow man in and through their continuing work in a rapidly changing field.

Basic Requirements

I. B. A. Degree 32 credits in Computer Science 1410, 2315, 3312, 3316, 3317, 3352, 3451; 9 credits of Math or Computer Science, 6 of which must be at the advanced level (3000 or above); Also Math 1404, 1411, 3321; Physics 2311 and 2111, 3363; Philosophy 5332 or Human Sciences 3312. The student must also complete a Computer Science practicum (an internship, large programming project, or research project).The course sequence is such that Computer Science majors should plan to go to Rome in the Spring of their sophomore year.

II. B. S. Degree 12 additional hours in math or computer science beyond those required by the B.A., including MCS 3311 and MCS 4V43.

Comprehensive Examination

Student must pass written and oral exams taken in the senior year over the topics in the required major courses.

Suggested Sequence for the Bachelor of Arts in Computer Science Degree
The following is a representative sequence of the courses to be taken by students in the computer science major. The exact sequence will depend on the schedule of course offerings and the student's background and interests.

YEAR I

Computer Science 1410	4	Computer Science 2315	3
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Philosophy 1301	3	Theology 1310	3
Language 2311	3	Language 2312	3
	17		16

YEAR II

Computer Science 3316	3	Art 2311 (Rome)	3
Mathematics 3321	3	English 2311 (Rome)	3
Physics 2311/2111	4	History 2301 (Rome)	3
English 2312	3	Philosophy 2323 (Rome)	3
History 2302	3	Theology 2311 (Rome)	3
	16		15

YEAR III

Computer Science 3317	3	Computer Science 3451	4
Major Elective	3	Major Elective	3
History 1311	3	History 1312	3
Politics 1311	3	Economics 1311	3
Philosophy 3311	3	Life Science	4
	15		17

YEAR IV

Computer Science 3312	3	Computer Science 3352	3
Major Elective	3	Philosophy 5332 or HUSC 3312	3
Physics 3363	3	Electives	6
Electives	6		12
	15		

Suggested Sequence for the Bachelor of Science in Computer Science Degree

YEAR I

Computer Science 1410	4	Computer Science 2315	4
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Philosophy 1301	3	Theology 1310	3
Language 2311	3	Language 2312	3
	17		16

YEAR II

Computer Science 3316	3	Art 2311 (Rome)	3
Mathematics 3321	3	English 2311 (Rome)	3
Physics 2311/2111	4	History 2301 (Rome)	3
Politics 1311	3	Philosophy 2323 (Rome)	3
History 2302	3	Theology 2311	3
	16		15

YEAR III

Computer Science 3317	3	Computer Science 3451	3
Major elective	3	Major Elective 3	3
History 1311	3	Economics 1311	3
Math or CS elective	3	Math or CS elective	3
Philosophy 3311	3	Life Science	4
	15		17

YEAR IV

Computer Science 3312	4	Computer Science 3352	3
Major Elective	3	Philosophy 5332 or HUSC 3312	3
Physics 3363	3	Computer Science 3311	3
Electives	6	Computer Science 4V43	3
	15	Electives	3
			15

Courses in Computer Science

1101. Unix and Systems Administration. Fundamentals of the Unix operating system and topics relevant to managing a Unix network.

1410. Introduction to Computer Science. Introduction to the design of programs and algorithms and the fundamental ideas and concepts of computer science, with emphasis on the development of problem solving strategies and good programming style using functional languages. Lists, structures, contracts, unit tests. Fall.

2102. Other Programming Languages. May be repeated. Covers programming languages such as Perl, C, C++, Ruby, Python, etc. Prerequisite: MCS 1410.

2103. Computing Practicum. May be repeated. Topics chosen according to interests of students and instructors, e.g. debugging tools, GUI design. Prerequisite/Co-requisite: MCS 1410.

2315. Discrete Structures. Introduction to procedural and object-oriented programming, including loops and branching, structured programming, objects and inheritance, and several common data structures: arrays, stacks, queues and trees. Mathematical topics include: induction and counting, theorems on trees and graphs and elementary algorithms. Prerequisite: MCS 1410. Spring.

3311. Theory of Computation. Abstract models of computing machines and the data they process are developed. These are used to study the theoretical limitations of what they can achieve. The ultimate goal is to develop a sufficiently general model of computation where one may discover universal laws that govern all programming languages together with the computing machines which may be built to interpret them. The topics covered are the theory of automata, formal languages, computability by Turing machines and Church's thesis. Proofs are required. Prerequisite: MCS 3316 or consent of instructor.

3312. Analysis of Algorithms. A mathematical study of the complexity of fundamental algorithms in computer science. Prerequisite: MCS 3316.

3316. Advanced Discrete Structures. A deepening and extension of the topics learned in Discrete Structures. New topics include: hashes and maps, heaps and priority queues, logic, discrete probability, sets, relations and functions, and proof techniques. Prerequisite: MCS 2315.

3317. Computer Organization. Hardware design methods in particular formal models of simple register machines are developed and then used to study program interpretation and compilation techniques. Some topics in storage allocation such as garbage collection and maintaining the illusion of infinite memory are also discussed. A sizable programming project is required. Prerequisite: MCS 3316.

3352. Programming Languages. Study of the fundamental principles in the design and implementation of programming languages. Study includes the mathematical theory behind these principles and students must be comfortable with proofs. Top-

ics include the substitution model, hierarchical structures, the environment model, metalinguistic abstraction and memory representation. Students write their own language interpreter. Prerequisite: MCS 3316.

3451. Operating Systems and Concurrent Programming. A survey of the issues involved in the design and implementation of modern timesharing, multitasking systems. Topics covered include scheduling algorithms, synchronization problems, memory management and file management. Students partially write their own operating system. Prerequisite: MCS 3316.

3V57. Internship. Graded Pass/No Pass.

4095. Computer Science Senior Comps.

4410. Compiler Design. Exploring the issues related to the design and implementation of programming language translators including formal grammars and parsing, semantic definitions and semantic processing, run-time storage management and symbol tables, error recovery, code generation and as time permits optimization of compiled code. Students write a significant amount of a compiler on their own, a large and complex coding project.

4V43. Research in Computer Science.

4V50. Special Topics in Computer Science.

4V61. Independent Studies. An opportunity for the student to examine in depth any topic within the field under the guidance of the instructor. For advanced students

Computer Science Concentration

DIRECTOR
Associate Professor Hochberg

The Computer Science Concentration is a bridge to the future for any major at the university. The concentration helps prepare arts, humanities and science majors for a wide range of opportunities. The core courses required for the concentration are considered the beginning "breadth" courses for more advanced study in computer science. Therefore, one may pursue graduate studies in computer science by building on the concentration.

Anyone is eligible. Any major may complete the Computer Science Concentration. The prerequisites are minimal. Previous concentrators have included students majoring in art, economics, English, history, philosophy, physics and mathematics.

The concentration consists of the following five courses.

MCS 1410. Introduction to Computer Science

MCS 2315. Discrete Structures

MCS 3316. Advanced Discrete Structures

MCS 3317. Computer Organization

Advanced Computer Science Elective, or Computational Physics (PHY 3363), or other elective approved by the director.

Drama

FACULTY
Chair and Associate Professor Novinski; Associate Professors Cox and Lemieux; Professors Emeriti Judith French Kelly and Patrick Kelly

Study of Drama

A person committed to the study of theater within the framework of a liberal education must be prepared to work toward two goals: first, a thorough competence in the basic skills of dramatic expression and interpretation; and, concurrently, a view that comprehends dramatic art as it relates to, expresses and extends the surrounding culture.

The development of this twofold capability is the aim governing the structure of the Drama Department's major program: the students' balance of course work and continuing practical development in university Theater productions is closely coordinated with their overall experience of the university and the demands of the core curriculum.

Besides providing the foundation for graduate study and training in the theatrical professions, the Drama major may prepare students for graduate work in other academic disciplines as well in the fields of teaching, law, communications and, with proper choice of electives, medicine.

University Theater

Under the direction of the Department, University Theater is an extracurricular organization that presents a series of major productions annually.
Each production's acting company and technical crew is composed of students from every university program.

The goal of the University Theater is to provide the university community with a repertoire of productions representing the most stimulating artists, forms and visions from the world of drama.

Basic Requirements

35 hours in all. In addition to the university's core requirements, which may include Theater History, Drama 3310, Drama majors must take three credits of 1101 or 4142 (Theater Arts Workshop or Studio Rehearsal & Production) and 29 hours of advanced credit: Drama 3301, 3310, 3312 or 3313, 3332, 3335, 3336, 4141, 4341, 4342 or 4V61, 4142, 4345 and a three credit upper division elective in Drama department offerings or in related courses from other departments, such as Shakespeare, Greek Tragedy, Roman Drama, French Drama in the Twentieth Century, German Drama, Contemporary Drama in Spain, Elizabethan and Jacobean Drama, etc.

Comprehensive Examination

The Comprehensive Examination is given early in the Spring semester of senior year. Drama majors must pass this examination covering Theater History, Theater Literature, Production, Contemporary Theater and Stage Craft or Stage Design to fulfill requirements for graduation. The Examination may be taken a second time or a separate section may be repeated if necessary.

Concentration in Drama

DIRECTOR
Associate Professor Lemieux

The Drama Concentration offers an opportunity for non-drama majors to expand and further their knowledge and experience in Drama in addition to their major program of study.

Concentration Requirements
Students must complete the following course requirements with a minimum of 15 earned hours:
DRA 3310. Theater History.

Two (2) courses selected from the following:
DRA 3301. Acting.

DRA 3312. Stage Craft.

DRA 3313. Stage Design.

DRA 3332. Basic Staging.

Students must also take either:
DRA 3335. Theater Literature I. or

DRA 3336. Theater Literature II.

In addition, students must participate in at least three (3) productions produced by University Theater for credit, as follows:
DRA 1101. Theater Arts Workshop. – Must be taken at least twice (2). (**DRA 3357. Special Topic/Mainstage.** May be substituted for DRA 1101.)

DRA 4142. Studio Rehearsal/Production. Must be taken at least once (1).

Major in Drama

YEAR I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	3	Theology 1310	3
Drama 1101 or 4142	1	Drama 1101 or 4142	1
Drama 3310 Theater History	3		13
	16		

YEAR II (during Sophomore Year)

English 2311 and 2312	6
History 2301–2302	6
Philosophy 2323	3
Economics 1311	3
Drama 1101 or 4142	1
Drama 3301 Acting	3
Theology 2311	3
Electives (or Language)	3-6
	28-31

YEAR III

Drama 3335 Theater Lit I	3	Drama 3312 or 3313	3
Life Science	3	Drama 3336 Theater Lit. II	3
Philosophy 3311	3	Drama 3332 Basic Staging	3
Math	3	Physical Science	4
Politics 1311	3	Elective	3
	15		16

YEAR IV

Drama Elective	3	Drama 4342 Production	3
Drama 4341 Directing	3	Drama 4142 Studio Rehearsal	1
Drama 4141 Directing Lab	1	Electives	12
Drama 4345 Seminar	3		16
Electives	6		
	16		

Courses in Drama

1101. Theater Arts Workshop. A course specially designed for students seeking credit for participating in University Theater productions. Graded Pass/No Pass. May be repeated. Fall and Spring.

2103. Lyric Theater. A workshop for selected students to present scenes and excerpts from musicals and opera. Taught in conjunction with music program. Graded Pass/No Pass.

3301. Acting. An intensive exploration of the imaginative conditioning, sensory awareness and craft disciplines which provide the basis of acting technique. Fall.

3304. Modern Drama. Readings in the modern European and American repertoire. Fall and Spring.

3305. Playwriting. The organization of narrative line, character and dialogue in an original dramatic text. Credit is given only to those who complete satisfactory manuscripts within the time limits of the course. Offered as needed.

3310. Theater History. A survey of the practice and significance of theater in Western culture from classical antiquity through modern period. Fall and Spring.

3312. Stage Craft. A study of the fundamentals of scenery construction, costuming and stage lighting. Supervised laboratory hours of practical production work on University Theater productions are required.

3313. Stage Design. Introduction to scenic, costume and lighting design.

3330. Experimental Theater. Practical application of accumulated classroom skills in independent research or creative project. Prerequisite: permission of the instructor.

3331. Topics in Advanced Acting. A semester concentrated upon one performance technique (for example, Shakespearean verse; improvisation; modern realism, etc.) Prerequisites: Drama 3301, appropriate stage experience and permission of instructor. May be taken twice for credit towards graduation if content is different.

3332. Basic Staging. Technique of realizing the dramatic action of a script through analysis of the play, development of floorplan, blocking, phrasing of activity and work with actors. Spring.

3335. Theater Literature I. A study of major works of dramatic literature from Aeschylus to Congreve. Fall.

3336. Theater Literature II. Continuation of Drama 3335. Plays considered range from 19th through mid-20th century. Spring.

3V57. Special Topic. Course not listed but offered as a regular course according to student interest and faculty availability.

4095. Drama Senior Comps.

4141. Directing Lab. Scene study with particular focus upon staging solutions for director and actor. Graded Pass/No Pass. May be repeated. Fall.

4142. Studio Rehearsal/Production. Supervised rehearsals, design and production meetings for studio productions scheduled in conjunction with 4342. Enrollment limited to student stage managers, production coordinators and cast members in studio productions. May be repeated. Graded Pass/No Pass. Fall and Spring.

4312. Advanced Stage Craft. Advanced studies in costuming, scenery construction and/or stage lighting. Prerequisites: Drama 3312 and permission of instructor.

4313. Advanced Stage Design. Scenic, costume, makeup and/or lighting design problems and techniques, tailored to the advanced student. Prerequisites: Drama 3313 and permission of instructor.

4332. Educational Theater. A course in the special problems of the teacher or director of dramatics in an educational situation. Fall and Spring.

4336. Theater of An Era. The significant drama and worldwide theatrical practice during a particular historical period, e.g., Ancient Theater, Renaissance Theater, 18th Century Theater, Victorian Theater, Early 20th Century Theater, Avant-Garde Theater, Contemporary Theater. Offered as needed.

4337. National Theater. The development of dramatic literature and theatrical practice in one nation throughout its history, e.g., American Theater, British Theater, French Theater, German Theater, Greek Theater, Irish Theater, Italian Theater, Russian Theater, Scandinavian Theater.

4341. Directing. Analysis and application of the theories and methods of play direction. Prerequisites: Drama 3301, 3332, 3335, 3336 and extensive experience in University Theater rehearsal and performance. Fall.

4342. Production. Creative culmination of the drama major's course of study in the directing and studio production of a play. Prerequisites: Drama 3301, 3332, 3335, 3336, senior standing, extensive experience in University Theater, especially in Stage Management and faculty approval. Fall and Spring.

4343. Advanced Production. Directed individual advanced projects in acting, design, or production management. Prerequisite: Senior standing and faculty approval.

4345. Departmental Seminar—Contemporary Theater. Readings and seminar discussions in contemporary theater geared toward the special needs of senior drama majors serving as final preparation for the comprehensive examination. Fall.

4V61. Independent Research.

5332. Improvisation for Teachers. Development of the imaginative techniques of creative dramatics, theater games, creative experience for groups and improvisational learning.

Economics

FACULTY
Chair and Associate Professor Leonard; Associate Professor Ramos; Assistant Professors Kass and Weston; Emeritus Professor Bostaph

Economics is the study of the principles that govern individual and social choice under conditions of scarcity. Finance is the field that applies economic principles to understanding the flow of funds between savers and investors and the role of money and the payments system in the broader economy.

Modern economic theory seeks to explain the ways in which the market process coordinates production and distribution within the social division of labor. In addition to providing students with a thorough grounding in Microeconomic Theory, Macroeconomic Theory, Monetary Theory, Financial Theory and Quantitative Economics, the Economics and Economics and Finance majors at the University of Dallas also enable students to extend their studies into the more interdisciplinary areas of Economics such as Economic History, Political Economy, Economic Development, Comparative Economic Systems and the History of Economic Thought.

Major in Economics

The curriculum is designed to enable students to acquire a thorough grounding in economic theory; to understand the methods and insights of the economic way of thinking; to study classic works in economics; to learn the economic history of western civilization; and, to gain a specialized understanding of those aspects of contemporary economics that are of most interest to them.

Basic Requirements

Economics 1311, 3312, 3320, 3327 or PSY 3326, 3328, 3340, 4325 and four additional upper level elective courses. In addition to upper level courses offered in economics, students may also count BUS 3310 (in place of ECO 3322), BUS 3314 (in place of ECO 4337) and BUS 1310 or ACCT 5323 as electives. Students must have a minimum of 30 upper division Economics credits to graduate with the B.A. in Economics; all courses listed previously, including those from BUS or PSY, except BUS 1310, will be counted towards the upper division requirement. It is strongly recommended that students complete the quantitative methods sequence (ECO 3327 or PSY 3326 and ECO 3328) no later than their Junior Year. Internships are strongly recommended. Students intending to pursue graduate study in Economics will find either a double major in Economics and Mathematics or a major in Mathematics and core Economics courses desirable. Consult department faculty for advice concerning preparation for graduate studies in Economics.

Suggested Sequence for Economics Major

YEAR I

Economics 1311	3	English 1302	3
English 1301	3	History 1312	3
History 1311	3	Language 1302 (or 2312)	3
Language 1301 (or 2311)	3	Philosophy 1301	3
Mathematics	3	Elective	3
	15		15

YEAR II (during Sophomore Year)

Economics 3312	3
English 2311–2312	6
History 2301–2302	6
Philosophy 2323	3
Theology 1310, 2311	6
Language 2311, 2312 or Electives	6
	30

YEAR III

Economics 3320	3	Economics 3328	3
Economics 3327 or Psychology 3326	3	Economics 3340	3
Philosophy 3311	3	Politics 1311	3
Science	3	Science	3
Art, Drama or Music	3	Elective	3
	15		15

YEAR IV

Economics Electives	6	Economics 4325	3
Electives	9	Economics Electives	6
	15	Electives	6
			15

Major in Economics and Finance

The major consists of courses in the theory and mathematics of finance, as well as in economics and is designed for liberal arts and sciences students with an interest in the field of finance. It provides a foundation in economics and the allied field of financial theory, coupled with courses in those specializations that either bridge both fields of study or are used as tools in financial analysis.

Basic Requirements

Economics 1311, 3312, 3320, 3322 or BUS 3310, 3327 or PSY 3326, 3328, 3330, 3340, 4325, 4337 or BUS 3314, 4338 and Business 1310 or ACCT 5323. Students must have a minimum of 30 upper division credits in Economics to graduate with the B.A. in Economics and Finance; all required courses listed, including those from BUS or PSY will be counted towards the upper division requirement. It is strongly recommended that students complete the quantitative sequence (ECO 3327 or PSY 3326 and ECO 3328) no later than their Junior Year. Internships are highly recommended. Students intending graduate studies in Finance should include at least a year of calculus in their program.

Suggested Sequence for Economics and Finance Major

YEAR I

Economics 1311	3	English 1302	3
English 1301	3	History 1312	3
History 1311	3	Language 1302 (or 2312)	3
Language 1301 (or 2311)	3	Philosophy 1301	3
Mathematics	3	Mathematics	3
	15		15

YEAR II (during Sophomore Year)

Economics 3312	3
English 2311–2312	6
History 2301–2302	6
Philosophy 2323	3
Theology 1310, 2311	6
Language 2311, 2312 or Electives	6-8
	30-32

YEAR III

Economics 3320	3	Economics 3328	3
Business 1310 or Accounting 5323	3	Economics 3340	3
Economics 3327 or Psychology 3326	3	Politics 1311	3
Philosophy 3311	3	Science	3
Science	4	Art, Drama or Music	3
	16		15

YEAR IV

Economics 3330	3	Economics 4325	3
Economics 4337 or Business 3314	3	Economics 3322 or Business 3310	3
Electives	9	Economics 4338	3
	15	Electives	6
			15

Comprehensive Examination (Required for Both Majors)

The required comprehensive examination is given in the last semester of the senior year. It consists of two mandatory sections. Students must pass each section in order to qualify for graduation. Students who fail either or both of the parts of the examination are offered an opportunity to retake the failed section(s) before the final week of classes.

Courses in Economics and Finance

1311. Fundamentals of Economics. Introduction to the fundamental concepts developed by modern economists for understanding the nature of the exchange economy and explaining the uniqueness of its prosperity in contrast to other economic systems. Special emphasis is placed on the U.S. economy as a source of examples and a medium for explanation. Readings from original sources stimulate awareness of distinctive alternative views of central economic questions as well as of the ethical dimension of economic activity. Fall and Spring.

3312. Intermediate Microeconomic Theory. Modern consumer theory and the theory of the firm. Market coordination and adjustment. Topics include: consumer demand, theories of production and production costs, pricing and output under competitive and non-competitive conditions, factor usage and pricing and rudiments of general equilibrium analysis. Prerequisite: Economics 1311. Fall and Spring.

3320. Intermediate Macroeconomic Theory. The determination of national output, income and employment in the long run and short run. National income accounting. Full employment, long run macroeconomics. International trade and finance in the long run. Introduction to monetary theory. The static and dynamic versions of the equation of exchange, the velocity of money, inflation and deflation. An introduction to business cycle theory. The aggregate demand-aggregate supply model. The IS-LM framework in closed and open economies. Fiscal and monetary policy in the

long run and the short run. The expectations adjusted Phillips Curve and the policy trade-off. Prerequisite: Economics 1311. Fall and Spring.

3322. Fundamentals of Finance. The basic concepts of finance and an introduction to the mathematics of finance. Focus on financial institutions, markets and financial statements. Impact of cash flows, key financial ratios, interest rates and taxes on returns on investment. The risk and return trade-off, time value analysis, present and future values, financing options, and valuation of bonds and common stock covered. An individual, empirical project enables students to evaluate the financial condition of contemporary business firms. Students may substitute Business 3310. Only Economics 3322 OR Business 3310 may be taken for upper level Economics Credit. Prerequisite: Economics 1311. Spring/Fall.

3327. Statistical Theory and Methods. Parametric and non-parametric techniques utilized in statistical analysis. Major topics include sampling, probability analysis, hypothesis testing, normal distribution, the binomial distribution, analysis of variance, correlation, simple regression and statistical inference. An individual project exemplifies real life application of techniques of research design and inference. No prerequisite. Fall.

3328. Econometrics. Extends applications of statistical techniques to business, economic analysis and basic econometrics. Stochastic multiple regression and CLR models are investigated and harmonized with time series models. Underlying assumptions are probed in detail and solutions are discussed to overcome violations. Qualitative dummy variables and Bayesian approach are introduced in regression. Time series analysis with Box-Jenkins, VAR and ECM models as well as Panel data is investigated to prepare best possible forecasting models. An individual project enables students to apply methodology to a practical situation. Prerequisite: Economics 3327. Spring.

3329. Quantitative Economics. A mathematical restatement of the economic theory contained in Microeconomics and Macroeconomics. Topics include: indifference analysis, isoquant analysis, cost minimization, profit maximization, equilibrium conditions in final goods and factor markets, general equilibrium of a market economy. Keynesian multipliers and the IS, LM and Aggregate Demand model. Mathematical tools used to express these relationships include functions of one or more variables, simple differentiation, partial and total differentiation, matrix algebra, simple differential equations, exponents and logs. Prerequisite: Economics 1311. Spring.

3330. International Economics and Finance. The microeconomic and macroeconomic foundations of international trade and finance. Classical and modern versions of comparative advantage. Tariffs and other forms of protectionism. Balance of payments, exchange rates and adjustment mechanisms. Foreign commercial policies of the United States. The functioning of the international monetary system. Prerequisite: Economics 1311. Fall.

3340. Money, Banking and Financial Markets. Emphasis on financial markets and institutions. The foundations of interest rates in the principles of discounting and the role of interest rates in the temporal allocation of goods, services and productive resources. Money, asset markets and interest rate determination. The risk and term structure of interest rates. The structure and performance of financial markets, including the economics of asymmetric information, financial regulation, the risk-return trade off, derivatives and Efficient Capital Market theory. Exchange rate determination and international finance. The economics of fractional reserve banking and the money supply process. Central banking and the goals and targets of monetary policy. Prerequisite: Economics 3320 or consent of instructor. Spring.

4090. Economics Senior Comps.

4095. Economics/Finance Senior Comps.

4325. History of Economic Thought. This class explores the development of economic philosophy from ancient Greece to current developments in modern micro and macroeconomics. Emphasis will be placed on studying original texts of authors such as Aristotle, Aquinas, Smith, Ricardo, Marx, Keynes, and Hayek among others. By analyzing economic texts and authors in their contemporary social, political, and economic contexts, the class explores how real economic and philosophical currents influence inquiry and innovation in economic science and practice. Prerequisite: Economics 1311. Fall and Spring. Preference will be given to seniors if enrollment is tight.

4332. Comparative Economic Systems. The diversity of approaches human communities have taken to solving economic questions. The similarities and differences between countries with varied forms of economic organization such as capitalism, communism, socialism and communalism, from their philosophical origins to their implementation in real world economic systems. Developing economies, economies in transition, and wartime economies such as those in Iraq and Afghanistan are also addressed. How modern systems engage differently with issues such as healthcare, immigration, education, crisis and financial markets, economic development and the environment. Prerequisite: Economics 1311. Spring.

4334. Industrial Organization. Structure and performance of markets. Evaluation of government regulation of monopoly and antitrust policy. A critical examination of the theories of concentration, advertising, dominant firms and other purported anti-competitive influences. Prerequisite: Economics 3312.

4335. Economic Development. An examination of the different theoretical approaches that seek to explain economic change and development in less developed geographic and geopolitical entities. An examination of important economic institutions and theories of development, including the Catholic Church's approach to economic development related issues and current data about the developing world. Important controversies in the area of economic development, such as inequality, education, health, food, micro credit and finance, international trade and international aid and development policies. Attention will also be paid to current policy and practice of international governments and aid organizations in the developing world. Prerequisite: Economics 1311. Fall.

4336. Labor Economics. Labor productivity, unemployment and wage determination. Role of organized labor. Problems of labor immobility and stratification of opportunity. Government labor policies. Prerequisite: Economics 3312.

4337. Managerial Finance. Short term and long term financial decision making at the level of the individual business firm. Liquidity management, cash budgeting, capital budgeting, risk analysis, capital structure, cost of capital, leveraging, dividend policy, current assets and liabilities management, hybrid and derivative securities, mergers and divestitures. Emphasis is placed on implications of globalization for financial decision making. An individual project provides hands-on experience in dealing with a hypothetical financial problem at the firm level. Prerequisite: Economics 3322. Spring.

4338. Public Finance. A factual and theoretical examination of government expenditures and revenues; with special attention paid to the long-term viability of social insurance programs such as Social Security, Medicare and Medicaid. A critical as-

sessment of the U.S. tax system. The economic impact of public debt. Prerequisite: Economics 1311. Spring.

4339. Political Economy. The relationship between the economic and political spheres: monism v. pluralism. Market failure and public policy analysis: the economics of governmental policies and programs directed toward regulation and control of business. Introduction to public choice theory. Prerequisite: Economics 1311. Fall.

4340. Law and Economics. The impact of tort, contract, criminal and property law on incentives and economic behavior. Legal reasoning and its relationship to economic analysis. Economic factors in the evolution of common law precedents. Constitutional and legislative questions in the economic analysis of law. Prerequisite: Economics 1311.

4341. Economic Ethics. An examination of the relevance of economic insights to ethical reasoning. The limits of economics in the determination of correct public policy; the division of labor between economics and ethics in the area of public policy. Critical assessment of recent major works in social ethics. Prerequisite: Economics 1311. Fall.

4343. Western Economic History I. The causes, consequences and implications of the economic development of the North Atlantic community from the medieval period to the present. Prerequisite: Economics 1311. Juniors and Seniors only, or consent of instructor. Fall.

4356. Special Topics. Offered periodically in response to the interests of faculty and students.

4V61. Independent Research. An opportunity to conduct a special program of inquiry under the guidance of an individual faculty member. Credit varies from 1-3 hours. Approval of the department chair AND the individual faculty member who will be supervising the independent research project is required.

Education

FACULTY
Chair and Associate Professor Sarker; Associate Professor Boazman; Assistant Professors Nakazawa and Newstreet; Affiliate Instructor Khirallah

CERTIFICATION OFFICER
T. Cooper

As an independent liberal arts university, the University of Dallas has a unique contribution to make to the dialogue in teacher education. Teacher education at the university focuses not only on a sound academic preparation, but also on a strong professional preparation with specific emphasis given to moral and ethical issues embedded in what it means to teach. It is important to recognize that learning *to teach* is a collaborative process with undergraduate students, faculty, the Education Department and practitioners in the field.

The primary objective of the teacher education programs is to lead, encourage and allow prospective teachers to become responsible, articulate teachers with strong academic preparation; with professional attitudes that reflect knowledge of the learning process; and with a deeply felt sense of their role as models for their future students to emulate.

The program is planned within the mission of the university to meet standards for teacher education and certification as established by the Texas Education Agency. The curriculum incorporates a strong historical and philosophic approach. In addition, prospective teachers acquire knowledge and skills necessary to create enriching, rewarding classroom environments while differentiating instruction for their students living in a world of accelerating change.

I. Degree Requirements for a B.A. in Interdisciplinary Studies

Within the Interdisciplinary Studies major, seven areas of emphasis are offered. The areas correspond with certification frameworks in the State of Texas. Areas of emphasis include Early Childhood Generalist (EC-6) and middle school areas of English Language Arts and Reading 4-8, Social Studies 4-8, Mathematics 4-8, Science 4-8, English Language Arts and Reading/Social Studies 4-8 and Mathematics/Science 4-8. In some areas, Clinical Teaching is completed after graduation.

The Basic Requirements for All Areas (20 hours):
EDU 3305, 3322, 3323 with 3102, 3327, 5351, 5352, and one semester of Reflective Teaching (3147 or 3148).

Additional Required Courses According to Emphasis:
EC-6 (18 hours): 3324, 3325 with 3101, 3326 with 3103, 3330, 4343, and one additional semester of Reflective Teaching (3147 or 3148).

English Language Arts and Reading 4-8 (19 hours): 3324 and one reading elective selected from 5323 or 5354 or 5355, 4343 or 4346 and 3111, and 9 hours upper division English selected and approved by advisor. EDU 5323 may be substituted for EDU 3322.

Social Studies 4-8 (19 hours): 3330, 4343 or 4346 and 3111, one EDU elective approved by advisor, and 9 hours upper division History/Politics/Economics selected

and approved by advisor. HIS 3352 Texas History is a recommended History elective. EDU 5323 may be substituted for EDU 3322

Mathematics 4-8 (23 hours): 3325 with 3101, 4343 or 4346 and 3111, 6 hour math elective beyond core, plus 9 hours upper division math selected and approved by advisor. A minimum of 18 hours Math required. EDU 5323 may be substituted for EDU 3322.

Science 4-8 (24 hours + lab hours): 3325 with 3101, 3326 with 3103, 4343 or 4346, and 3111, 3 hours science elective beyond core plus 9 hours upper division science selected and approved by advisor. A minimum of 18-19 hours science required. EDU 5323 may be substituted for EDU 3322.

English Language Arts and Reading/Social Studies 4-8 (25 hours): 3324 and one reading elective from 5323 or 5354 or 5355, 3330, 4343 or 4346 and 3111, 6 hours upper division English and 6 hours upper division History/Politics/Economics selected and approved by advisor. EDU 5323 may be substituted for EDU 3322.

Mathematics/Science 4-8 (27 hours + lab hours): 3325 with 3101, 3326 with 3103, 4343 or 4346 and 3111, at least 12 hours each in Math and Science (1 course Math beyond core plus 6 additional upper division hours in Math and 6 additional upper division hours in Science beyond core). Ecology (BIO 3326 & 3126) is a recommended science course. EDU 5323 may be substituted for EDU 3322.

Suggested Sequence for Education Major

YEAR I

English 1301	3	English 1302	3
History 1311*	3	History 1312*	3
Philosophy 1301	3	Theology 1310	3
Foreign Language 1301	3	Foreign Language 1302	3
Math Core	3	Life Science Core w/lab	4
	15		16

YEAR II

English 2311	3	EDU 3305 Computer Prob. Solving	3
History 2301	3	Foreign Language 2311	3
Philosophy 2323	3	Economics 1311	3
Art 2311	3	English 2312*	3
Theology 2311	3	History 2302	3
	15	Politics 1311	3
			18

*ENG 2312 and either HIS 1311 or 1312 are not required for core with Mathematics/Science 4-8.

EC-6 Core Subjects

YEAR III

EDU 3147 Reflective Teaching	1	EDU 3148 Reflective Teaching	1
EDU 3322 Children's Literature	3	EDU 3324 Diagnostic & Corrective Read	3
EDU 3323, 3102 Dev. Reading w/FBE	4	EDU 3326, 3103 Elem. Science w/FBE	4
EDU 3325, 3101 Elem. Math Concepts w/FBE	4	EDU 3327 Child Growth & Dev.	3
Foreign Language 2312	3	EDU 3330 Integrated Curriculum	3
	15	EDU 4343 Principles of Elem.	3
			17

YEAR IV

EDU 4149 Teaching Seminar	1	EDU 5352 Ed Evaluation	3
EDU 4847 Clinical Teaching	8	EDU 5351 Hist. of Am. Education	3
PHI 3335 Phil. of Education	3	Science Core w/Lab	4
	12	PHI 3311 Phil of Being	3
			13

English Language Arts and Reading 4-8

YEAR III

EDU 3147 Reflective Teaching	1	EDU 3322 Children's Lit.	3
EDU 3323, 3102 Dev. Reading w/FBE	4	EDU 3324 Diag. & Corr. Reading	3
EDU Reading Elective (5323, 5354, or 5355)	3	EDU 3327 Child Growth & Dev.	3
ENG Upper Division Elective	3	EDU 4343/4346, 3111 Principles w/FBE	3-4
Foreign Language 2312	3	ENG Upper Division Elective	3
	14		15-16

YEAR IV

EDU 4149 Teaching Seminar	1	EDU 5351 Hist. of Am. Education	3
EDU 4847 Clinical Teaching	8	EDU 5352 Ed Evaluation	3
PHI 3335 Phil. of Education	3	ENG Upper Division Elective	3
	12	Science Core w/Lab	4
		PHI 3311 Phil of Being	3
			16

Social Studies 4-8

YEAR III

EDU 3147 Reflective Teaching	1	EDU 3327 Child Growth & Dev.	3
EDU 3322 Children's Literature	3	EDU 3330 Integrated Curriculum	3
EDU 3323, 3102 Dev. Reading w/FBE	4	EDU 4343/4346, 3111 Principles w/FBE	3-4
Foreign Language 2312	3	EDU Elective	3
HIS /POL/ECO Upper Division Elective	3	HIS/POL/ECO Upper Division Elective	3
	14		15-16

YEAR IV

EDU 4847 Clinical Teaching	8	HIS/POL/ECO Upper Division Elective	3
EDU 4149 Teaching Seminar	1	EDU 5351 Hist. of Am. Education	3
PHI 3335 Phil. of Education	3	EDU 5352 Ed Evaluation	3
	12	Science Core w/Lab	4
		PHI 3311 Phil of Being	3
			16

English Language Arts Reading/Social Studies 4-8

YEAR III

EDU 3147 Reflective Teaching	1	EDU 3322 Children's Literature	3
EDU 3323, 3102 Dev. Reading w/FBE	4	EDU 3324 Diag & Corr Reading	3
EDU 3327 Child Growth & Dev.	3	EDU 3330 Integrated Curriculum	3
EDU 5352 Ed Evaluation	3	EDU 4343/4346, 3111 Principles w/FBE	3-4
ENG Upper Division Elective	3	HIS/POL/ECO Upper Division Elective	3
Foreign Language 2312	3		15-16
	17		

YEAR IV

EDU 4149 Teaching Seminar	1	EDU Reading Elective (5323,5354 or 5355)	3
EDU 4847 Clinical Teaching	8	EDU 5351 Hist of Am Education	3
PHI 3311 Phil of Being (Interterm)	3	ENG Upper Division Elective	3
PHI 3335 Phil. of Education	3	HIS/POL/ECO Upper Division Elective	3
	15	Science Core w/ lab	4
			16

*Please note all students seeking teacher certification in Math or Science must complete 15 credit hours in Math and/or Science before being admitted to the Educator Preparation Program.

Mathematics 4-8

YEAR III

EDU 3147 Reflective Teaching	1	EDU 3322 Children's Lit.	3
EDU 3323, 3102 Dev. Reading w/FBE	4	EDU 4343/4346, 3111 Principles w/FBE	3-4
EDU 3325, 3101 Elem. Math Concepts w/FBE	4	MAT Elective	3
EDU 3327 Child Growth & Dev.	3	MAT Upper Division Elective	3
Foreign Language 2312	3	Physical Science Core w/Lab	4
MAT Elective	3		16-17
	18		

YEAR IV

EDU 4149 Clinical Teaching Seminar	1	EDU 5351 Hist. of Am. Education	3
EDU 4847 Clinical Teaching	8	EDU 5352 Ed Evaluation	3
PHI 3335 Phil. of Education	3	MAT Upper Division Elective	3
	12	MAT Upper Division Elective	3
		PHI 3311 Phil of Being	3
			15

Science 4-8

YEAR III

EDU 3323, 3102 Dev. Reading w/FBE	4	BIO/CHE/PHY Elective	3
EDU 3325, 3101 Elem. Math Concepts w/FBE	4	BIO/CHE/PHY Upper Division Elective	3
EDU 3327 Child Growth & Dev.	3	EDU 3148 Reflective Teaching	1
Foreign Language 2312	3	EDU 3326, 3103 Elem. Science w/FBE	4
Physical Science Core w/Lab	4	EDU 4343/4346, 3111 Principles w/FBE	3-4
	18	EDU 5352 Ed. Evaluation	3
			17-18

YEAR IV

EDU 4149 Clinical Teaching Seminar	1	BIO/CHE/PHY Upper Division Elective	3
EDU 4847 Clinical Teaching	8	BIO/CHE/PHY Upper Division Elective	3
PHI 3335 Phil. of Education	3	EDU 3322 Children's Literature	3
	12	EDU 5351 Hist. of Am. Education	3
		PHI 3311 Phil. of Being	3
			15

Mathematics/Science 4-8

YEAR III

BIO/CHE/PHY Upper Division Elective	3	EDU 3326, 3103 Elem. Science w/FBE	4
EDU 3147 Reflective Teaching	1	EDU 3327 Child Growth & Dev.	3
EDU 3323, 3102 Dev. Reading w/FBE	4	EDU 4343/4346, 3111 Principles w/FBE	3-4
EDU 3325, 3101 Elem. Math Concepts w/FBE	4	EDU 5352 Ed. Evaluation	3
Foreign Language 2312	3	Physical Science Core w/Lab	4
MAT Upper Division Elective	3		17-18
	18		

YEAR IV

EDU 4149 Clinical Teaching Seminar	1	BIO/CHEM/PHY Upper Division	3
EDU 4847 Clinical Teaching	8	EDU 3322 Children's Literature	3
PHI 3311 Phil of Being (Interterm)	3	EDU 5351 Hist of Am Education	3
PHI 3335 Phil of Education	3	MAT Elective	3
	15	MAT Upper Division Elective	3
			15

ENG 2312 and either HIS 1311 or 1312 are not required for core with this major.

II. Admission to Educator Preparation Program

Formal admission to the Educator Preparation Program is required for all students seeking Texas Teacher Certification. Admission requirements include:

1) An overall grade point average of 2.75 (on a 4.0 scale) and 2.75 in pedagogical and teaching field courses.

2) Demonstrated proficiency in *each* of the basic skills of reading, writing, math, critical thinking and oral communication in English. A student can demonstrate proficiency of basic skills by submitting current (within the last five years) passing scores on approved standardized tests. Approved standardized tests and minimum passing scores are:

   - Texas Success Initiative: Math minimum of 350, Reading minimum of 351, Writing minimum of 340, Essay minimum of 4
   - ACT: Composite minimum of 23, Math minimum of 19, English/Reading minimum of 19
   - SAT: Math minimum of 530, English/Reading/Writing minimum of 480

3) Completion of at least 12 content hours for all certification fields except Math and/or Science which requires a minimum of 15 content hours.

4) A completed application form and essay.

5) A degree/certification plan developed by the Department Faculty Advisor and Certification Officer.

6) Recommendation by the Department of Education faculty.

III. Certification Programs

All certifications require the following:

1) Bachelor's Degree with an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in pedagogical courses.

2) Completion of at least 12 content hours for all certification fields except Math and/or Science certifications which requires a minimum of 15 content hours.

3) Complete required Oral Presentation in Education.

4) Pass appropriate TExES (Texas Examination of Educator Standards) in content and pedagogy.

5) Complete placement file and teaching portfolio.

For specific courses required for the certification and other certification requirements, please refer to list below:

A. Core Subjects EC-6 Certification

Complete: EDU 3147, 3148, 3305, 3322, 3323 with 3102, 3324, 3325 with 3101, 3326 with 3103, 3327, 3330, 3335, 4343, 4847 or 6802 and 6806, 4149/4150 or 6147 and 6148, 5351 and 5352.

B. Middle School 4-8 Certification
Teaching Fields offered: English Language Arts and Reading, Social Studies, Mathematics, Science, Composite English Language Arts and Reading/Social Studies and Composite Mathematics/Science.

Complete: EDU 3147 or 3148, 3305, 3322, 3324, 3323 with 3102, 3327, 3335, 4343 or 4346 and 3111, 4847 or 6802 and 6806, 4149/4150 or 6147 and 6148, 5351, 5352 and electives from 3325 with 3101, 3329 or approved EDU elective, 3330, or 5354 depending on academic emphasis.

Eighteen hours in a teaching field, 9 of which must be upper division hours. (Composite teaching field certificates require additional hours.)

C. Secondary Certification
Teaching Fields offered: **Grades 7-12:** Life Science (Biology), English Language Arts and Reading, History, Mathematics, Composite Social Studies (history, politics, economics and geography), Composite Physics/Mathematics and Composite Science (Biology, Chemistry, Geology and Physics). **Grades 6-12:** Physical Science (Physics and Chemistry)

Complete: EDU 3111, 3112, 3305, 3327 or 5377, 3335, 4346, 4848 or 6808 and 6812, 4149/4150 or 6147 and 6148, 5323, 5351, 5352 and at least one semester of Reflective Teaching (EDU 3147 or 3148). Composite teaching field certificates require additional hours.

Twenty-four hours in a teaching field, 18 are upper division hours.

D. All-Level Certification (Grades EC-12)
The University of Dallas has approved programs with EC-12 certification in Art, Theatre Arts (Drama) and Languages Other than English (LOTE) in French, German, Latin and Spanish.

Complete: EDU 3111, 3112, 3147 or 3148, 3305, 3327, 3335, 4149/4150 or 6147 and 6148, 4849 or 6808 and 6812, 5351, 5352 plus 4343 or 4346.

Twenty-four hours in a teaching field, 18 are upper division hours.

IV. Completion of Certification and Recommendation

To be recommended to the Texas State Board for Educator Certification, a student must:

1) Complete the baccalaureate degree or Post Baccalaureate Degree or Alternative Certification Program and meet Grade Point Average requirements (2.75) for the University of Dallas Educator Preparation Program.

2) Complete required Oral Presentation in Education.
3) Pass appropriate content and pedagogy Texas Examinations of Educator Standards (TExES) examinations.
4) Earn favorable review by the Department of Education Teacher Education Review Committee.
5) The State of Texas requires completion of fingerprinting and background check, along with payment of all state fees, prior to issuing the teaching certificate.
6) Complete state mandated training.

V. Other Information Regarding Certification

The Department of Education complies with the certification requirements as set by the Texas Education Agency (TEA). At the time of this publication, the requirements are accurate; however, they may change to reflect new state regulations.

Transfer Students/Transfer of Courses
Students transferring from other accredited institutions must submit original transcripts and other documentation to an academic dean for evaluation before completing departmental admission requirements. Decisions regarding Education courses taken at other universities are made by the Department Chair.

Retention
The academic progress of each student admitted to the teacher certification program is reviewed each semester. Students who fail to do satisfactory work are placed on departmental probation. Continued unsatisfactory work results in dismissal from the program. Grades below C- in upper division (numbered 3000 or higher) Education and teaching field courses may not be used.

Field Based Experience (FBE)
The preservice teacher has the opportunity to observe and aid students in the learning process through: Education 3101, 3102, 3103 elementary; Education 3111, 3112, secondary. Under the guidance of university faculty, the preservice teacher observes and aids the classroom teacher who functions as stimulator, diagnostician, prescriber and model. Courses related directly to principles and approaches are designed to balance theory and application. The FBE experience is conducted off campus in a local school district. Students must provide their own transportation to the FBE experience as well as for Clinical Teaching.

Clinical Teaching Requirements
Successful completion of Clinical Teaching is required of students who seek certification. It is taken in the final year. Students who have received a "D" or "F" in required Education or academic emphasis (teaching field) courses may not take Clinical Teaching until the course has been repeated and a grade of "C" or higher obtained. Applications and supporting documents for Clinical Teaching must be filed with the Certification Officer by required deadlines. Before a Clinical Teaching assignment will be made, a students must meet the following requirements:

1) Submit a Clinical Teaching Application.
2) Achieve an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in teaching field and pedagogical courses; no incompletes allowed.
3) Complete three-fourths of the courses in the academic emphasis or teaching field(s) and 12 credits in Education for secondary teachers and 27 credits in Education for elementary and middle school teachers.

4) Pass the appropriate TExES content test for the certification area sought prior to the start of Clinical Teaching.
5) Submit two academic recommendations.
6) Demonstrate professional conduct consistent with the Texas Educators' Code of Ethics.
7) Receive favorable recommendations from all members of the teacher Education faculty.*

   *If any faculty member judges a student to exhibit behavioral characteristics or communication skills that indicate potential problems in school settings, he may refer the student to the Teacher Education Review Committee (TERC) for review and evaluation. The TERC may recommend specific courses of action to the student and/or the faculty member.

   Register for no more than 15 credits, including Clinical Teaching, may be taken during the semester of Clinical Teaching.

Comprehensive Examination
All Interdisciplinary Studies majors must pass a written comprehensive examination. Students who are seeking Texas teacher certification may satisfy the requirement by passing both the content and pedagogy Texas Examination of Educator Standards (TExES). Students who are not seeking certification or who are not yet eligible to take both TExES must pass a written examination developed by the Department of Education. The department examination comprehensive and consists of questions in the history and philosophy of education and in principles and approaches of education. It is administered during the student's final semester at the university. The Department of Education Certification Officer distributes preparation materials for the examination and notifies individual students of the examination date, time and place.

State Certification Examination
Texas Senate Bill 50 requires that persons seeking certification in Texas perform satisfactorily on criterion-referenced examinations administered by the State. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge required to teach. The content TExES (Texas Examination of Educator Standards) must be passed prior to Clinical Teaching. The pedagogy TExES is taken generally during the Clinical Teaching semester however it must be completed before recommendation to TEA for certification. Registration and study guides for the TExES are available from the Department. Several states require additional tests for certification. Details about these tests may be obtained from the Certification Officer.

Residency Requirements
Candidates for certification must complete the equivalent of one semester's work (12 credits minimum) before the Department considers their recommendation for certification. Residency begins after formal acceptance to the Educator Preparation Program. The courses required are decided by the Department upon recommendation of the Certification Officer.
Credentials and Placement
Each candidate must complete certification forms and a placement file with the Department Certification Officer. The officer represents the Department in recommending candidates to the State Board.

VI. Teaching Theology

There is no state certification in the area of Theology. However, the Department of Education works with theology majors to prepare them for teaching positions in Catholic schools. Each diocese/school determines the qualifications required to teach theology. Students must check specific diocesan requirements to insure compliance.

The Diocese of Dallas is part of the Texas Catholic Conference, which requires that all teachers in a Catholic School be degreed in the area they are assigned to teach and have a minimum of 12 credits of Education. The Diocese of Dallas requires that a Deficiency Removal Plan be on file.

The Department develops and maintains a placement portfolio for students who successfully complete a minimum of 18 hours in Education which include the courses asterisked.

Recommended courses for those who wish to teach Theology:

EDU 3327. Child Growth and Development.

EDU 4346. Principles of Secondary Education. or

EDU 3111. Education Field Based Experience Middle School.

EDU 3112. Education Field Based Experience High School.

EDU 4149 or 4150.* Clinical Teaching Seminar.

EDU 4350.* Instructional Practice in Religion and Theology. or

EDU 4850.*

EDU 5352. Educational Evaluation.

EDU 5323. Reading in the Secondary Schools.

VII. Associations, Scholarships, Awards

Kappa Delta Pi

The Nu Kappa Chapter of Kappa Delta Pi, an honor society in Education, was established at the university in 1975. Membership is approved by the officers of the chapter. Qualifications include high academic standing (at least 3.0 GPA), professional attitude that would enable one to grow in the field of Education and the moral character and integrity to serve as models to emulate.

The Clodecott Award

An engraved medallion is presented each year to the author/illustrator of the best children's book written in that child and young adult literature course. The name of the award is a parody on the Caldecott Award given by the American Library Association to the best picture book of the year for children. The Clodecott Award is named for the late Dr. Cherie Clodfelter, a former chair of the Department and Professor Emerita.

The Teller Award

Established by the alumni and faculty of the Department, this award is named for Professor Emeritus James D. Teller and is awarded to the outstanding student based upon scholastic achievement, leadership ability and potential as a teacher.

The Hazel McDermott Outstanding Student Teacher Award

Established in 1992, this award is reserved for an outstanding student teacher. Not presented regularly, the Hazel McDermott Award honors the student whose experience in the classroom has reflected the highest ideals in teaching. Named in honor

of Dr. Hazel McDermott, professor and certification officer from 1975-1992, the award is given only when there is a student teacher of rare caliber.

The Cherie A. Clodfelter Endowed Scholarship
The Cherie A. Clodfelter Endowed Scholarship Award was established in May 2007 upon the retirement of Dr. Clodfelter, who taught from 1970-2007, in the Department of Education. The scholarship was funded by a generous contribution from Dr. Clodfelter, as well as gifts from others, who wished to honor her contribution to the university and to teacher education.

The scholarship is awarded to a student(s) at the university who have been admitted to the Education Preparation Program and who aspires to teach at the primary level. It comes in the form of a tuition stipend to support the clinical teaching semester.

The Teller Endowed Scholarship
The Teller Endowed Scholarship is named for the late Professor Emeritus James D. Teller and was established by the Teller family. The endowment provides for a scholarship to be awarded to a university student who plans to teach above the EC-6 level.

The scholarship is awarded to a student(s) at the university who have been admitted to the Education Preparation Program and who aspires to teach at the primary level. It comes in the form of a tuition stipend to support the clinical teaching semester.

VIII. Resources

A.I.R. Program
The A.I.R. Program (authors/illustrators/readers) was established in 1975. It brings noted authors and/or illustrators of child and young adult books to the university campus to speak and work with university students preparing to teach.

Education Media Center
Use of the Media Center is essential for Clinical Teaching. Space is available for the preparation of lesson plans and supplemental materials. Teaching aids include the Smart Board, computers, audio-visual equipment and various kinds of hardware and software for teaching in the appropriate disciplines. Video equipment may be reserved by students.

The Cherie A. Clodfelter Children's Literature Library
Named for the distinguished Chairman of the Department of Education, the Clodfelter Children's Library houses over 10,000 volumes of books for children and young adults. Among these are approximately 1,000 volumes authored by university students. The Department also maintains a Curriculum Library that supplements the volumes in the Cowan-Blakley Memorial Library. The collection includes state adopted textbooks and professional volumes in elementary and secondary school curricula.

The Chris Slavik Collection
Books given to the Children's Library in memory of Christine Slavik from an eclectic collection numbering about 150 volumes.

The Melvin and Frances Frnka Campbell Collection
Classics of child and young adult literature established by the Clowe family of Dallas. The collection includes books originally written in a language other than English. The internationally recognized volumes are translated into English in a manner which preserves the essence of the culture in which it was first written.

Courses in Education

3101. Education Field Based Experience (Elementary Math). Concurrent enrollment with Education 3325 Mathematics in the Elementary School required. Beginning students in teacher education assist practitioners in a school setting approximately four and a half hours per week for about four weeks. During classroom observations, practicum students acquire enhanced knowledge of pedagogical strategies, instructional resources and technology, classroom management, child development, differentiating instruction, special populations and assessment. Practicum students also assist students, take field notes and write reflections. Orientation precedes the field experience. Fall.

3102. Education Field Based Experience (Elementary Reading). Concurrent enrollment with Education 3323 Developmental Reading required. Students assigned to language arts teachers observe and work with practitioners in a school setting. Teaching will focus on the basic components of good reading instruction: phonemic awareness, phonics, fluency, vocabulary and reading comprehension. Orientation precedes assignment. Fall.

3103. Education Field Based Experience (Elementary Science). Concurrent enrollment with Education 3326 Science in the Elementary School required. Beginning students in teacher education assist practitioners in a school setting approximately four and a half hours per week for about four weeks. During classroom observations, practicum students acquire enhanced knowledge of pedagogical strategies, instructional resources and technology, classroom management, child development, differentiating instruction, special populations and assessment. Practicum students also assist students, take field notes and write reflections. Orientation precedes the field experience. Spring.

3111. Education Field Based Experience (Middle School). Concurrent enrollment with Education 4346 recommended. Students are assigned to certified/qualified middle school teachers in the students' respective teaching fields six hours a week for approximately five weeks. During classroom observations, practicum students acquire enhanced knowledge of pedagogical strategies, instructional resources and technology, classroom management, adolescent development, differentiating instruction, special populations and assessment. Practicum students also engage in dialogue with mentor teachers regarding professional issues, assist students when appropriate, take field notes and write reflections. Orientation precedes the observation assignments. Fall and Spring.

3112. Education Field Based Experience (High School). Concurrent enrollment with Education 4346 recommended. Students are assigned to certified/qualified high school teachers in the students' respective teaching fields six hours a week for approximately five weeks. During classroom observations, practicum students acquire enhanced knowledge of pedagogical strategies, instructional resources and technology, classroom management, adolescent development, differentiating instruction, special populations and assessment. Practicum students also engage in dialogue with mentor teachers regarding professional issues, assist students when appropriate, take field notes and write reflections. Orientation precedes the observation assignments. Fall and Spring.

3113. Storytelling. Designed especially for students enrolled in or who have taken Education 3322. Students spend two hours a week at one of the Irving elementary school libraries learning and participating in storytelling for children. May be taken twice for credit. Offered as Needed.

3147, 3148. Reflective Teaching. Reflective teachers think critically about pedagogy, subject matter and the needs and backgrounds of all students. These seminars guide the student in a critical examination of what it means to teach and in the construction of a teaching portfolio. Fall and Spring

3305. Computer Problem-Solving. Explores the use of the computer as a tool for learning, as a guide to communication and research, an organizer in the presentation of knowledge and as a mediator in the construction of knowledge. Students explore the internet, evaluate web sites, create PowerPoint presentations, construct web pages and author interactive programs/lessons. This course meets the Educational technology standards for teachers as defined by NCATE, TEA and ISTE. Fall and Spring. (Does not satisfy university Math requirement.)

3322. Child and Young Adult Literature. Examines the scope of literature for children and young adults and the principles necessary for a successful and fruitful literature program. The course intends to create a love for fine writing and a sensitivity to and appreciation for the relationships among art, music, drama and literature in a multicultural setting. Emphasis is given to personal authorship as a means of expression. Fall and Spring.

3323. Developmental Reading. Examines the process of reading through skill development and mastery of content. Areas of study include the five pillars of reading instruction: phonemic and phonological awareness, phonics, fluency, vocabulary and reading comprehension. Phonic analysis, structural analysis and other decoding skills are integral facets of teaching listening, written composition, spelling and handwriting to support literacy acquisition. Concurrent enrollment in EDU 3102 is required. Fall.

3324. Diagnostic and Corrective Reading. Basic principles of reading assessment and instruction. Topics include the diagnosis of reading problems (language problems) and the correction of such problems through formative and summative assessment procedures. Students will learn to assess children's progress in phonemic and phonological awareness, phonics, fluency, vocabulary, reading comprehension, and Dyslexia using research-based assessments such as the Texas Primary Reading Inventory, the Qualitative Reading Inventory (QRI-5) and progress monitoring of oral reading fluency. Students will learn to select corrective strategies and generate opportunities in these areas based upon assessment results. Spring.

3325. Mathematic Concepts for Elementary Teachers. Several questions provide the focus for this course: What is mathematics? What mathematics is taught? How do children best learn mathematics? How does one plan and evaluate mathematics instruction? Content addressed includes problem solving; numeration; concepts and operations on whole numbers, rational numbers (fractions and decimals); algebraic reasoning; number theory; data analysis; measurement (English and metric); and geometric concepts. Concurrent enrollment in EDU 3101 is required. Fall.

3326. Science in the Elementary School. Develops concepts that are appropriate for elementary school science. A laboratory approach is used. Attention is directed to those aspects of the growth and development of children that particularly invite the teaching of science. Concurrent enrollment in EDU 3103 is required. Prerequisite: Six credits of laboratory science. Spring.

3327. Child Growth and Development. Exploration of the physical, mental, social and moral growth of children from infancy through early adolescence. Students examine significant theories of development with emphasis on the work of Piaget, Erikson, Kohlberg and Vygotsky. Children are the primary texts and interacting with

them is an essential component of the course. A research project requires students to examine the activity of children in light of developmental theories. Fall and Spring.

3329. Mathematics Problem Solving. Extension of concepts studied in EDU 3325. Emphasis on problem solving and critical thinking skills applied to a broad range of elementary mathematics topics. Offered as needed.

3330. Integrated Curriculum. The study of selected topics in history, geography, Economics and politics. Examination of content, methods and materials appropriate for grade school children. Spring.

PHI 3335 or 5326. Philosophy of Education. Consideration of themes such as the nature of the student and of the teacher, goals of Education, curriculum and methodology, the nature and division of knowledge, Education and the common good. Inquiry is cast in the light of fundamental considerations of the nature of the human person, of mind, of being and of the good chiefly through study of classic texts of the Western philosophical tradition (e.g., Plato's *Republic* and Rousseau's *Emile*). Attention given to contemporary issues in Education. Fall.

3357. Instructional Practice. Practical experience in a teaching-related assignment. Students with an Education Concentration should enroll in 3357 for 3 credit hours. Approval of chairman required for 3V57.

4095. Education Senior Comps.

4149. Seminar in Clinical Teaching. Weekly one-hour seminars concurrent with clinical teaching offer in-depth discussion and reflection on the experience of teaching and topics that include, but are not limited to, the TExES, Code of Ethics, legal issues, personnel hiring practices, administrator expectations, special education and bilingual and ESL programs. Students receive instruction/guidance from departmental faculty/staff and educators from area school districts and complete a Teacher Placement File and a Interview Portfolio. Fall.

4150. Seminar in Clinical Teaching. Weekly one-hour seminars concurrent with clinical teaching offer in-depth discussion and reflection on the experience of teaching and topics that include, but are not limited to, the TExES, Code of Ethics, legal issues, personnel hiring practices, administrator expectations, special education and bilingual and ESL programs. Students receive instruction/guidance from departmental faculty/staff and educators from area school districts and complete a Teacher Placement File and Interview Portfolio. Spring.

4343. Principles of Elementary Education. Students are engaged in active class participation, readings and presentations about pedagogical theory, research and best practice. Topics that include, but are not limited to, qualities of effective teachers; the TExES; TEKS, ELPs and lesson planning; classroom management; differentiated instruction; special populations; state and classroom assessments; professional communication; and instructional strategies, activities, resources and technology. Fall and Spring.

4346. Principles of Secondary Education. Concurrent enrollment in Education 3111 and/or 3112 required. Students connect learning from their practical observations in secondary school classrooms with classroom instruction that involves active class participation, readings and presentations about pedagogical theory, research and best practice. Topics that include, but are not limited to, qualities of effective teachers; the TExES; TEKS, ELPs and lesson planning; classroom management; differentiated instruction; special populations; state and classroom assessments; professional communication; and instructional strategies, activities, resources and technology. Fall and Spring.

4847. Elementary/Middle School Clinical Teaching. The capstone course in teacher education (grades EC-6 or 4-8). Students actively participate in the complex, multifaceted world of teaching and learning while teaching all day for 14 weeks in an accredited elementary or middle school. The clinical teacher is supervised by a certified/qualified cooperating classroom teacher and a university supervisor. Fall and Spring.

4848. Secondary School Clinical Teaching. The capstone course in teacher education (grades 7-12). Students actively participate in the complex, multifaceted world of teaching and learning while teaching all day for 14 weeks in an accredited middle or high school. The clinical teacher is supervised by a certified/qualified cooperating classroom teacher and a university supervisor. Fall and Spring.

4849. All Level Clinical Teaching. The capstone course in teacher education (grades EC-12). Students actively participate in the complex, multifaceted world of teaching and learning while teaching all day for 14 weeks in an accredited elementary or secondary schools. The clinical teacher is supervised by a certified/qualified cooperating classroom teacher and a university supervisor. Fall and Spring.

4350,4850. Instructional Practice in Religion and Theology. The capstone course in teaching Religion or Theology (grades 1-12). Application and participation in an approved, accredited Parochial School. The clinical teacher is supervised by a cooperating classroom teacher and a university supervisor. Clinical teaching can be half day (4350) or full day (4850). Fall and Spring.

4V61. Directed Readings. An opportunity for advanced students to conduct a special program of inquiry under the guidance of a faculty member. Credit varies from 1-3 hours. Approval of the department chair and the supervising professor is required.

5323. Reading in the Secondary Schools. This course extends the students' knowledge and skill in order to provide literacy instruction that improves learning in secondary school content areas. Within a collaborative environment, students explore relevant research and theory and engage in teaching and applying proven principles and strategies related to literacy instruction. Topics include, but are not limited to, TEKS, ELPs, reading and writing as processes, linguistics, text structure, fluency, comprehension, Dyslexia, vocabulary development and assessments. Spring.

5324. Writing Children's Books. The course delineates why children's books must and do exist, to what standards their readers are entitled and how and by whom good children's books are written, including an overview of the history of writing for children. Prerequisite: Education 3322 or equivalent. Offered as needed.

5325. Issues in the Teaching of Science: Elementary. Identification and selection of problems in earth sciences, physical and/or biological sciences; research studies and innovations in teaching; review of current literature; guided independent work in problems of teaching science. Prerequisite: Elementary teaching experience. Offered as needed.

5332. Improvisation for Teachers. Development of the imaginative techniques of creative dramatics, theater games, creative experience for groups and improvisational learning. Offered as needed.

5337. Gifted and Talented: Nature and Needs. Gifted and Talented: Nature and Needs is an introductory course in the education of gifted, talented, and creative students. This course provides an overview of the current and historical issues in the field. The intellectual, social, emotional, developmental, and educational characteristics of gifted students are introduced. Appropriate educational opportunities

and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed. Spring.

5342. Foundations of Catholic Education. The purpose of this course is to increase the student's awareness, knowledge, and understanding of the many complex factors that shape education in Catholic schools. While reading and reflecting upon relevant primary and secondary sources and engaging in thoughtful, collegial discussion, the student will explore the history, mission, identity, and value of Catholic schools. Students will review relevant Church documents, scholarly texts, and research to evaluate the health of Catholic schools, the effects of Catholic education, and the values (both promises and perils) of Catholic education in 21st century America. Special attention will be given to examining trends related to teaching and learning in Catholic environments, infusing Catholic identity into educational practice, and constructing a thoughtful, personal philosophy of education. At the end of the course, students will be expected to submit a Catholic Education Portfolio. Fall.

5343. Elementary Principles of Teaching, Learning, Assessment. An overview of elementary education, addressing classroom management, teaching methodology, curriculum planning, and educational evaluation as they have evolved and relate to both the classroom teacher and the student. Special populations and appropriate differentiation strategies are explored. An examination of assessment through reflective practice offers insight into the selection, construction, and implementation of assessments. This course explores what I means to assess in the content of teaching. Five hours of field based experience (observation) required. This course is offered through our Alternative Certification Program.

5344. Literacy, Instruction, Assessment, and Practice. This course addresses the major components of literacy programs form early childhood through 8th grade. The theoretical foundations of literacy are discussed as well as the interrelated components of literacy across all developmental stages of oral and written language. Current, research-based literacy development knowledge and strategies are explored, along with appropriate literacy assessment methods, commensurate with state requirements for students and teachers. Candidates will investigate essential literacy components of oral language, phonological awareness, phonics, the alphabetic principle, word analysis, fluency, vocabulary, comprehension and written language. Ten hours of field based experience (observation) required. This course is offered through our Alternative Certification Program.

5346. Best Practices for Secondary Curriculum & Instruction. Students connect learning from observations in secondary school classrooms with instruction that involves active participation, readings, and presentations about pedagogical theory, research, and best practice. Topics include the qualities of effective teachers, standards and lesson planning, classroom management, differentiated instruction, special populations, instructional strategies, activities, resources, and technology integration. 30 hours of field based experience (classroom observation) required (via video and/or in person). This course is offered through our Alternative Certification Program.

5351. History of American Education. Students acquire knowledge and keener insight into the present and future promises and perils of America's schools while exploring the historical events and the multifarious factors that have shaped this quintessential, evolving American enterprise from the 18th to the 21st centuries. While reading primary and secondary sources, engaging in classroom discussion, viewing videos and making presentations, students learn the historical, philosophical, social, political and economic forces that have influenced education in America. Fall and Spring.

5352. Educational Evaluation. An examination of assessment through reflective practice offers insight into the selection, construction and implementation of assessments. Offers preservice and in-service teachers a responsive/interactive environment in which to explore what it means to assess in the context of teaching. Fall and Spring.

5354. Language Acquisition/Linguistics. Language is central to everything and it, more than any other characteristic, distinguishes mankind from other living creatures. The nature of language, phonology, morphology and syntax, structural and transformational grammar, social variations and dialects of English and kinesics and proxemics are topics studied. Fall, even years.

5355. Foundations of ESL Instruction. Designed for students pursuing teacher certification with an emphasis on supporting English language learners (ELLs) from early childhood through grade six, this capstone class offers a more in-depth examination of topics introduced in EDU 3322, 3323, 3102 and the required reading elective. Students develop deeper, more critical insight into the seven areas of effective ESL instruction and transform that insight into effective, research-based units of instruction. Spring.

5356. Educational Research Design. Study of research methods, including historical, descriptive and experiment types, emphasizing research proposal and report writing. Major topics in statistics, hypothesis-testing, statistical inference, correlation, analysis and validity. Types of designs studied are CRD, factorial, nested, repeated measures, Latin square and incomplete block. Spring, even years.

5357. Sociology of Education. Spring, odd years.

5377. Human Growth & Development. Exploration of the physical, mental, social, and moral growth across the lifespan. Students examine significant theories of development with emphasis on the work of Piaget, Erikson, Kohlberg, and Vygotsky. Students discuss and questions significant topics of development that reflect on the issue of "nature v. nurture." A research project requires students to examine areas of human growth and development in light of developmental theories. Fall, even years.

5378. Internship in Catholic Education.

5V50. Research in Elementary or Secondary Education. Advanced treatment of selected topics through *individual* research. Approval of chairman required. Credits vary 1-6. May be repeated. Fall, Spring and Summer.

5379. Internship in Education. A full-time teaching experience in an area elementary, middle, or high school under the supervision of a university field supervisor from the Department of Education. The Internship in Education is accomplished as an Alternative Certification in the Braniff Graduate School Educator Preparation Program. Two semesters are required. Graded course. Fall.

5380. Internship in Education. A full-time teaching experience in an area elementary, middle, or high school under the supervision of a university field supervisor from the Department of Education. The Internship in Education is accomplished as an Alternative Certification in the Braniff Graduate School Educator Preparation Program. Two semester are required. Graded course. Spring.

Education Concentration

ADVISOR
Assistant Professor Newstreet

The Education Concentration is designed to offer students, who are interested in teaching, opportunities to gain foundational knowledge, methodology, and practical experience in the field of education. Students engaged in the Education Concentration can expect to gain (1) a broad understanding of the K-12 student, (2) an introduction to research-based strategies for teaching critical content areas, (3) proficiency in planning effective instruction and competently assessing student performance, and (4) opportunities to transform theory into practice with teaching experiences in actual classrooms under the supervision of university faculty and accomplished classroom teachers.

Concentration Requirements

All students seeking the Education Concentration are required to take the following 6 credit hours:

EDU 5352. Educational Evaluation.

EDU 3327. Child Growth and Development.

OR **EDU 5377. Human Growth and Development.**

Students may pursue one of two concentrations:

A. Education Concentration with an Elementary Emphasis [18 total credit hours required]: Students seeking the Education Concentration with an interest in teaching at the elementary level (grades K-6) will be required to complete the following additional courses:

EDU 4343. Principles of Elementary Education.

EDU 3323. Developmental Reading.
AND **EDU 3102. Reading Field Based Experience.** (Concurrent enrollment required)

Plus one of the following sets of courses:

EDU 3325. Mathematic Concepts for Elementary Teachers.
AND **EDU 3101. Math Field Based Experience.** (Concurrent enrollment required)
OR **EDU 3326. Science in the Elementary School.**
AND **EDU 3103. Science Field Based Experience.** (Concurrent enrollment required)

EDU 4147 Seminar in Elementary School Clinical Teaching

B. Education Concentration with a Secondary Emphasis [18 total credit hours required]: Students seeking the Education Concentration with an interest in teaching at the secondary level (grades 6-12) will be required to complete the following courses in addition to the 6 hours required by all:

EDU 4346. Principles of Secondary Education.
AND **EDU 3111. Education Field Based Experience (Middle School)**
AND **EDU 3112. Education Field Based Experience (High School)** (Concurrent enrollment required)

EDU 5323. Reading in the Secondary Schools.

EDU 3357. Instructional Practice. (classroom teaching experience)

EDU 4148 Seminar in Secondary School Clinical Teaching.

Instructional Practice requires a minimum of a half day of practical classroom experience for 14 weeks.

English Language and Literature

FACULTY
Chair and Associate Professor Romanick Baldwin; Professors Crider, Dupree, and Wegemer; Associate Professors Bourbon, Davies, Kenney, Moran, Osborn, Roper, Stryer and Waterman Ward; Assistant Professors Berry and Davis; Affiliate Assistant Professors Maguire, Saylor and Spring; Distinguished Professor Emerita Gregory

A tradition of thought extending back to Milton, Sidney and Aristotle holds that literature imparts wisdom. With respect to the kind of wisdom that governs human conduct, poetry promotes a grasp of reality superior to other ways of knowing in its combination of immediacy, lucidity, practicality, sensitivity to refinements, capacity to shape the affections and adequacy to the whole. This conviction guides literary study at every level of the curriculum pursued at the university. The program in literature provides a course of study in those authors who best exemplify the capacity of imagination to grasp truth. Teachers and students seek to learn what the best of the poets understand of nature and human experience. In this mutual learning enterprise, students and teachers are related as beginning and advanced students of their common masters, the major imaginative writers.

Undergraduate courses in literature answer to two guiding principles: first, continuous study of the classic works of the literature of the West in the effort to appropriate a tradition that ought to be possessed by every educated person; second, intensive study of the literature of England and America for the sake of acquiring the heritage proper to the English-speaking peoples and as the means to complete mastery of a language. The two principles are interdependent: one best learns English by knowing its best literature and one best knows the English poets when one can measure them against those masters and rivals in European literature whom they themselves acknowledge.

The Literary Tradition

The Literary Tradition sequence introduces students to the classics of the West and, thus, to major models and themes of human action, experience and understanding. They further self-knowledge by encouraging students to know themselves in the light of what the best minds have thought human beings are and ought to be. In the first two years of the students' college career, the Literary Tradition core provides a moral focus for discovering the terms upon which one may assume responsibilities within a community. A large part of the subject of many literary works is portrayal of communities living out the convictions shared by their members and the heart of heroic poetry is the depiction of the efforts of extraordinary characters to exercise their virtue in a way that benefits their city while fulfilling themselves.

Beginning students may learn that seeking truth is analogous to the heroic enterprises of Achilles, Hector, Odysseus, Aeneas, and Sir Gawain. From the heroic models students come to address the challenges presently encountered with something of that combination of boldness and modesty displayed by the traditional heroes. In the second semester (Literary Tradition II) students are prepared to reflect upon those differences in the conception of human excellence and world order that come to view once the Christian epic poet envisions divine grace perfecting nature. The second year introduces tragedy and comedy (Literary Tradition III) and the novel (Literary

Tradition IV), the one literary form distinctive to the modern era. From a study of tragedians of Greece, Shakespeare and modern playwrights, students can grasp how tragic dramatists have depicted human nature in the light of its limits. In the comic writers of Greece, medieval Christendom and Elizabethan England, one may see that tragic emphasis upon individual virtue under the pressure of painful limits finds an answer in certain comic writers who celebrate powers human and sometimes divine, that heal broken communities and restore characters to their proper integrity. In the most accomplished novelists of the nineteenth and twentieth centuries, students will see in the novels portrayals of societies negotiating the changes effected by modern economics, technology, education and politics—a world quite close to our own in local detail as well as in its governing moral intellectual tendency.

The courses that make up the Literary Tradition core depend upon rigorous practice in composition. The writing assignments are exclusively interpretive, requiring careful documentation from the works students read; they are judged by their success in elucidating and critically addressing the works under consideration. Essays are expected to show sophistication in style and argument and students are requested to resubmit corrected essays that answer to exacting criticism.

The Major Program

Advanced courses for English majors aim at deepening the understanding of literature as a mode of knowing. The same principles of attentive care in reading and critical interpretation in writing that guide study in the core also animate the program for majors. The theme implicit in the Literary Tradition sequence also carries over to the advanced courses: students learn to confront the alternative understandings of human beings, society, nature and the divine offered by the major poets. Now, however, the subject of inquiry is primarily the tradition of English and American writers. By studying the literature of the English language, majors learn their most immediate heritage. The seven required advanced courses have four primary aims: to give students specific training in the reading and interpretation of literary texts; to continue the students' engagement in the discipline of writing, addressing continually the intricacies of an immediate engagement with language; to acquaint them with major writers within English and American literature; and to establish a general sense of literary history, within which one may understand the interpretative nature of imaginative writing, seen within specific cultural, historical contexts.

Courses in English and American literature are arranged in a roughly chronological sequence, beginning with Anglo-Saxon and medieval poetry, drama and narrative and concluding with intensive study of nineteenth-and twentieth-century writing. This sequence of courses is framed by two others (Literary Study I and II) that address specifically the discipline of reading and interpretation of literature. Each of these courses concludes in a major project, based on independent study of particular authors. In the junior year students pursue research in the complete canon of a single lyric poet. The project culminates in an oral examination before the faculty, in which students demonstrate mastery of the poems and of the criticism devoted to the poet. In the senior year English majors conclude a course in interpretation of prose narrative with a written essay and a public lecture on a major novel.

All majors must pass a comprehensive examination which assumes familiarity with the works encountered both in the core and major sequence and the Senior Comprehensive Reading List. This examination is offered once a year at the beginning of the Spring semester. Students who anticipate graduation in December or August rather than at the formal ceremonies in May must meet with the Department Chairman to schedule when in their final semesters of course work they will schedule this Spring examination.

Basic Requirements

Literary Tradition, I, II, III, IV; English 3323 (Medieval Literature); 3324 (Literary Study I: Lyric); 3326 (Early Modern Literature); 3327 (Romantic and Victorian Literature); 4360 (American Literature); 4362 (Twentieth-Century Literature); 4363 (Literary Study II: Prose Fiction); and one upper-level English elective. Students may substitute for 4362 some other course in twentieth-century literature, provided it covers a *range* of major writers in the first half of the twentieth century.

Suggested Sequence for English Language and Literature Major

YEAR I			
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Art, Drama, Music, or Math	3	Art, Drama, Music, or Math	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	3	Theology 1310	3
	15		15
YEAR II (during Sophomore Year)			
English 2311–2312	6		
History 2301–2302	6		
Philosophy 2323	3		
Theology 2311	3		
Economics 1311	3		
Language (or Science)	6		
Politics 1311	3		
	30		
YEAR III			
English 3323	3	English 3326	3
English 3324	3	English 3327	3
Arts or Math	3	Philosophy 3311	3
Science or Elective	3	Science or Elective	4
Elective	3	Elective	3
	15		16
YEAR IV			
English 4360	3	English 4363	3
English 4362	3	Required English Elective	3
Philosophy Elective	3	Electives	9
Electives	6		15
	15		

Suggested Electives
Language: Greek, Latin, French, or German
Philosophy: Epistemology, Aesthetics, Philosophy of Language, Ethics
History: History of England I and II
Politics: Politics 3311, 3312 and other appropriate electives
Art: History of Art and Architecture I, II and other appropriate electives
Psychology: Foundations of Psychology as a Human Science

4+1 in English

Braniff's 4+1 program allows English majors to continue their studies, earning a B.A. and an M.A. in a shorter period of time. Up to four approved graduate courses taken during senior year may count toward the M.A.

Interested students should contact their undergraduate advisor and the English master's graduate director by the spring semester of their junior year.

Benefits

- Competitive advantage when applying for Ph.D. programs or pursuing a career
- GRE and application fee waived

Plan Overview

See the Braniff Graduate School entry for all master's program details.

Senior Year Options

- Up to four graduate courses (12 credit hours) beyond the requirements for the bachelor's degree with final grades of B or higher
- 3000-level foreign language course with a final grade of B or higher

Master of Arts in English

- Comprehensive examination
- Thesis, 6 credit hours
- 24 additional credit hours, minus approved graduate credits taken during senior year

Courses in English

1301. The Literary Tradition I. An introduction to the study of poetry exploring the bearing of poetic form upon meaning and of poetic meaning upon truth. The student acquires the arts of careful, responsive reading; intelligent discussion; and lucid interpretive writing. Readings in classical epic poetry provide introduction to the heritage of great poems which have defined the Western tradition. Intensive study of *The Iliad*, *The Odyssey*, *The Aeneid*, and *Sir Gawain and the Green Knight* emphasizing the epic poet's representation of a comprehensive view of the cosmos, human effort, the city and the divine, as well as his portrayal of the heroic life in confrontation with death. Fall and Spring.

1302. The Literary Tradition II. A treatment of Dante's *The Divine Comedy* and Milton's *Paradise Lost*, establishing terms different from the classical epic by which to understand heroic action and its ends, within an imaginative cosmos shaped by Revelation and by Christian culture. The course concludes with a selection of English and American lyric poems from Renaissance to the present day which now continue the meditations on man and his place in the cosmos from within the lyric utterance of a single speaking voice. Fall and Spring.

2311. The Literary Tradition III. The study of dramatic tragedies and comedies with a view to understanding the meaning of these two alternative yet concurrently enduring vistas upon the human condition. Readings in the Greek dramatists, the Elizabethans and modern European and American playwrights. Discussion of individual plays and continuity and difference within the tradition, accompanied by the student's composition of interpretive essays. *Prometheus Bound*, *The Oresteia*, *Oedipus Tyrannos*, *Oedipus at Colonus*, *Antigone*, *The Bacchae*, *Frogs*, *The Book of Job*, *Everyman*, *The Second Shepherd's Play*, *Hamlet*, *Othello*, *King Lear*, *Merchant of Venice*, *The Tempest*. Fall and Spring.

2312. The Literary Tradition IV. Reflections upon the novel as the distinctive modern contribution to the literary tradition. Studies in 19th and 20th-century European and American fiction with emphasis on the portrait of human beings in a modern society confronting their ample freedoms and the attendant problems of those freedoms. A growing unease with God, nature and tradition as authoritative guides for human living gives rise to new notions of human community in a period of immense social and economic and political change. Further training in the writing of the interpretative essay, together with sequenced assignments leading to composition of a short story displaying the techniques of narrative fiction. *Moby Dick*, *Mansfield Park*, *Crime & Punishment*, the "Ike McCaslin" stories in *Go Down, Moses* and other short stories or novellas. Fall and Spring.

3323. Medieval Literature. Anglo-Saxon and Medieval poetry, narrative and drama, with special emphasis on the Bible and biblical typology in the determination of medieval themes and patterns. Authors treated include Chaucer, the Pearl Poet, Malory and others. Fall.

3324. Literary Study I: Lyric. Introduction to literary study and interpretation, with a central focus upon lyric poetry in English. The course establishes the nature and practice of close reading of a literary text. At the same time it treats the various resources of poetic language—prosody, figurative language, tone and allusiveness, with a view to grasping continuities within and new developments of the tradition of the English lyric. The course concludes with the Junior Project, independent study of an important British or American lyric poet. Fall.

3326. Early Modern Literature. Consideration of major writers of the period in light of their contribution to modern culture: the way in which they explore the limits of continental and English lyric conventions, the problematic character of political and religious contexts, the implications of the new science and philosophy upon traditional poetic models. In addition to an emphasis on Shakespeare's poetry and drama, the course also treats authors such as Spenser, Sidney, the Metaphysicals, Milton, Pope and Swift. Spring.

3327. Romantic and Victorian Literature. An exploration of the emergence and aesthetic developments of literary Romanticism in an era of great social and philosophical change, as well as the distinctive emphases and innovations of Victorian literature. Works studied include poetry, prose fiction and essays by authors such as Wordsworth, Coleridge, Keats, Tennyson, Browning and Dickens. Spring.

3340. Advanced Composition. An advanced study of the rhetorical art of expository, argumentative writing at the levels of invention, organization and style. Students study English grammar and punctuation in order to write correct, interesting and beautiful sentences; the art of organization in order to fashion shapely essays from parts into artistic and powerful wholes; and rhetorical invention—logical, emotional and ethical—in order to make responsible appeals to the free judgment of others. The course reflects upon the nature of rhetoric not only as a practical and productive art, but also as a liberal one.

3343. Bible as Literature. The old and new testaments from a literary perspective, suggesting continuities of biblical writing with traditional literary themes, genres and forms and establishing the centrality of the Bible—its stories, typology and interpretation of history—in shaping the imagination of writers to the present time.

3355. Tragedy and Comedy. Studies of the major works of these two genres with a view toward understanding two alternative but concurrently enduring vistas upon the human condition. Readings normally include selections from the major Greek authors through Shakespearean examples of the dramatic genre.

3357, 4357. Special Topic. Study of an author, question, or topic not treated in any of the regular course offerings but of comparable consequence. Offered as needed.

4095. English Senior Comps.

4359. Shakespeare. Comedies, histories and Roman plays against the background of the four great tragedies seeking understanding of this great poet as a thoughtful guide in a confrontation of classical, Christian and modern traditions. Spring.

4360. American Literature. Study of major American writers, predominantly of the nineteenth century, focusing upon Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain and James. Reflection upon the definitive stresses productive of the national character and upon continuing tensions generated by the meeting of the New World with the Old. Fall and Spring.

4361. British Novel. The development of the British novel from the eighteenth century to Virginia Woolf. Consideration of the novel as a reflection of changing conceptions

of human consciousness, of changing attitudes toward society and of the individual's participation in community. Spring.

4362. Twentieth-Century Literature. Study of major poets, novelists and dramatists of the twentieth century writing in English; modern writers such as Pound, Yeats, Stevens, Joyce, Woolf and Faulkner; as well as writers from the second half of the century. Students may substitute another course in twentieth-century literature. Fall.

4363. Literary Study II: Prose Fiction. The nature of narrative and of the interpretative skills necessary for reading fiction, focusing on major British and American novels, or novels written in English. It culminates in the Senior Project, a written and oral presentation on a major novel in English. Spring.

4372. Faulkner. A consideration of Faulkner's fiction as uniquely capable of grasping at once the novel character of the American experience and its continuity with the great tradition.

4373. The Russian Novel. Studies in the fiction of Gogol, Turgenev, Dostoevsky, Tolstoy and Chekhov. Special emphasis is accorded the theme of the abrupt and relatively belated confrontation of a Christian society with European modernity.

4380. The Trivium. An advanced introduction to the liberal arts of language—grammar, logic and rhetoric—and their relationship to liberal education.

4V41. Independent Research. An opportunity to conduct a special program of inquiry under the guidance of a faculty member. Approval by Chairman required.

5318. Tragedy/Comedy. Consideration of two alternate but constantly recurring vantages upon human life beginning with Greek drama and Aristotle's *Poetics*, continuing with Elizabethan-Jacobean drama and concluding with an assessment of the fortunes of tragedy in the modern era. Reflection upon the relationship between the dramatic form and the human action embodied in that form and upon epochal changes in conception of what constitutes tragic limitation and comic fulfillment. Spring.

5319. Classical Epic. Studies in the *Iliad, Odyssey* and *Aeneid* with a view to understanding epic poetry as the most comprehensive form of literary art. Concentration upon the elaboration of a classical conception of the nature of heroism, divinity and social order in the poems of Homer and Vergil. Reflection upon continuity and divergence in the epic poets' various renderings of cosmic order, the city, divine providence and human excellence.

5320. Arthurian Romance. An approach to medieval genre—romance—and a medieval theme—fin' amors—through the study of major literary manifestations of the medieval legend of Arthur. Authors and texts studied may vary, but as a rule special emphasis is given to the twelfth century verse romances of Chrétien de Troyes and Sir Thomas Malory's fifteenth century "reduction" of the legend into English prose.

5321. Modern Irish Literature. Readings from the literature of 20th Century Ireland. The course may focus on prose fiction, drama, or lyric, or consider works of multiple genres. Authors may include Wilde, Shaw, Yeats, Synge, Joyce, Kavanagh, Beckett, MacNeice, O'Brien, Friel, Heaney, Longley, Mahon, Boland, Muldoon, Ní Dhomhnaill, and Tóibín.

5322. Menippean Satire. Studies in a distinguished but relatively unexplored family of literary works focusing upon Rabelais, Cervantes, Swift, Sterne, Byron, Lewis Carroll, Joyce, John Barth. Emphasis upon the preponderance in these works of authorial digression over the more usual emphasis of fiction upon human character and action.

5323. Modern Southern Literature. Principal participants in the Southern Literary Renaissance and its heirs: Davidson, Ransom, Tate, Warren, Lytle, Porter, Welty, Gordon, O'Connor, Taylor. Includes the major achievements of the Southern writer in verse,

prose fiction, literary and social criticism. Emphasis is given to the consideration of the relation between the Southern writer and culture of the South.

5324. Dante. Study of the works of Dante with emphasis upon *The Divine Comedy* and Dante as the greatest poetic exponent of medieval Christendom's understanding of the analogical character of being.

5325. Augustan Literature. Considers works that represent the rich varieties of genre, style, authorial stance, and subject matter in English literature throughout the eighteenth century, showing the period at both its most traditional and its most innovative. Particular emphasis on eighteenth-century writers' adaptations of literary conventions in response to the political, social, religious, and aesthetic conditions of their own age, and on their complicated relationship with the classical inheritance. Genres discussed may include the essay, the novel, the drama, lyric, satirical, pastoral, georgic, and mock-epic poetry, and historical narrative; authors may include Addison, Steele, Swift, Pope, Johnson, Congreve, Goldsmith, Cowper, Smollett, Fielding, and Hume.

5326. Waugh and the Post-War West. The study of some of the novels of Evelyn Waugh, focusing on his response and those of three other English novelists, E.M. Forster, Henry Green, and Graham Greene, to the pervading sense of gloom about the future of Western Civilization following World War I.

5357. Poetry by the Book. Lyric poems considered within their published collections. Seminars may be organized by theme or period: e.g., Modernism (Frost's *North of Boston*, Eliot's *Prufrock and Other Observations*, Stevens's *Harmonium*, Williams's *Spring and All*, Moore's *Observations*, Yeats's *The Tower*, Auden's *Another Time*, and Brooks's *A Street in Bronzeville*). Undergraduate versions of this course have also been offered.

5375. Special Studies. Study in an author, question, or topic not treated in any of the regular course offerings but of comparable consequence. Offered as needed.

Environmental Science Concentration

DIRECTOR
Assistant Professor Soper

Environmental science is an interdisciplinary field that incorporates study of problems caused by human use of the natural world with analysis of remedies for these problems through social, economic, or political change. While incorporating information on natural processes (e.g. physical and biological), the field of environmental science also analyzes the role that technology plays in our society and its capacity to alter natural processes as well as solve problems. A third dimension of this field, analysis of the social processes that characterize human populations, emphasizes critical thinking about decisions made at the individual, societal, corporate, political and global level that impact natural processes. This approach outlines the way in which environmental problems are both created and solved by human populations. Thus, environmental science is a mixture of traditional science, societal values and political awareness.

Reflecting this interdisciplinary approach, the Environmental Science Concentration requires *six* courses selected from a wide range of disciplines and departments.

Concentration Requirements

BIO 2360, 2160. Environmental Science and Lab.

CHE 3445. Environmental Chemistry.

MAT 3327. Statistics or **Eco. 3327 Statistical Methods** or **BIO. 3345 Biostatistics.**

PHI 4333. Philosophy of Science. Alternate courses accepted with prior permission.

Research/Internship. Offered through the student's major department; 3 credits.

Electives: (Select one of the following)

POL 3324. Public Policy.

ECO 4356. ST/Economics of the Environment.

ECO 4341. Economics and Social Ethics.

HIS 4357. American Environmental History.

BIO 3346. Animal Behavior.

BIO 3326. Ecology.

PHY 3363. Computational Physics.

PHI 4336. Ethics.

BUS. Any Business course that pertains to issues raised in environmental science.

Ethics Concentration

DIRECTOR:
Associate Professor Simmons

The Ethics Concentration provides an opportunity for a focused study of ethical issues. Its foundation is the Ethics course offered by the Philosophy Department (PHI 4336), which provides a "systematic treatment of ethics and morality with an overview of major ethical theories." Upon this foundation, students are able to take their studies in a variety of directions. One possibility is to concentrate on some major areas of ethical concern in contemporary society, such as business ethics, bioethics, or the ethical issues arising as a result of the rapid development of technology. It is possible, as well, to emphasize the intersection of philosophy and theology, by examining not only philosophical responses to ethical concerns, but also the teachings of the Church in fields such as social justice and the family. Finally, the Ethics Concentration acknowledges and provides for study of the political dimension of ethics, since the good life thrives best in a community that is governed by just laws.

Concentration Requirements

The Ethics Concentration allows students to combine appropriate courses in Philosophy, Theology, and Politics. Guided by his or her advisor, the student will create a five-course curriculum which, in addition to PHI 4336, will include at least one additional courses in Philosophy and at least one course in Theology or Politics.
Philosophy Courses:
PHI 3334. Business Ethics.

PHI 4334. Bioethics.

PHI 4339. Information Ethics.

PHI 5311. Philosophy of Law.

PHI 5332. Philosophy of Technology.

occasional Special Topics courses

Politics and Theology courses:
POL 3332. Aristotle's *Politics*.

POL 3342. Political Philosophy and the Family.

POL 3368. Catholic Political Thought.

POL 4350. Aristotle's *Ethics*.

THE 3340. Social Justice.

THE 3341. Moral Theology.

THE 4342. Christian Marriage.

THE 4343. Social Teaching.

occasional Special Topics courses

General Studies

FACULTY
Faculty as required

The university makes available various one-credit courses which respond to needs and interests of its students. These courses are extra to the regular offerings and, unless otherwise indicated, are graded on a *Pass/No Pass basis*. They are referred to as activity credits. *Four* of these *Pass/No Pass* credits may be included in the 120 credits required for graduation. See Music for additional listings.

Regular General Studies Offerings

1101. Theater Arts Workshop. An opportunity for all students to participate in the University Theater, whether on stage or behind the scenes working with sets, costumes, lighting. Open auditions are held for the major productions.

1103. Yearbook Practicum. An opportunity for students to gain experience in yearbook publication. The one-credit involves regular meetings and production of the yearbook. May be repeated up to three times for credit. Fall and spring. Graded Pass / No Pass.

1106. Community Volunteer Services. Integrates meaningful community service with reflection to enrich the student's learning experience, teach civic responsibility, and strengthen communities. The student will earn credit based on combined organization participation and the student's documentation of the service experience, observations, and results. May be repeated. Fall and Spring. Graded Pass/No Pass.

1115. Art Gallery Practicum. Introduction to exhibition installation, management and curatorship. Students assist with design of exhibits and printed material, installation and research and serve as docents. Fall and Spring. May be repeated. Graded course. Art majors register under Art 1115.

1118. Public Speaking. Basic speech development and presentation skills are presented and practiced. Included are impromptu speaking, identifying the different types of speeches, parts of a speech, getting and keeping the audience's attention and using sources.

1120. The Art of Library Research. The goal of this course is to sharpen students' abilities to identify appropriate materials, whether print-based or digital, using the latest tools available. Topics include strategies for exact targeting of important scholarship or information, detailed introductions to subject-specific as well as general databases and instruction in the best use of the interlibrary loan service.

1122. Moot Court. Analysis of court cases in preparation for regional court style competitions. Excellent experience for Pre-law and other students seeking training in close-reading and reasoned argument. May be repeated.

1126. Jane Goodall's Roots and Shoots. The Jane Goodall Institute program is devoted to inspiring reflection on our relationships to each other, to other cultures, to the plant and animal life with which we share the world and to the planet that is our hope and destiny. Students are encouraged to take their interests in conservation, preservation of the environment, animal husbandry and world peace into local schools to help "spread the word." Open to students at all levels and from all majors. Students are invited to the annual national college summit in the Spring where they can meet Jane Goodall.

1128. Christian Sexuality. Discussion of topics of human sexuality within the context of Catholic Church teachings.

1131. Pre-Health Seminar. Introduction to the university Pre-Health Program.

1162. Natural Law and Virtue. This course lays out the basic elements of natural law in Thomas Aquinas' Treatise on Law (e.g., the definitions of law and natural law, the first principle of practical reason, primary and secondary precepts), and discusses the relation between natural law and virtue ethics.

1163. Natural Law and the Common Good. An examination of the relationship between natural law ethics and fundamental principles of political philosophy (e.g., the common good, political authority, obedience to law, forms of government, the relation of Church and State, and moral limits on government.)

1164. Subsidiarity: Church, Family, and Nation. A study of the natural law principle of subsidiarity, according to which social functions should be lodged in the lowest level of community or association that can perform the function adequately, with attention to family, civil society, church, and national, state, and local political communities.

1165. Natural Law and American Politics. A study of American politics and natural law; examines the contrasting natural law and natural rights traditions in the American Founding, and various occasions when natural law has been an issue in American public life; surveys major contemporary political issues from the perspective of natural law (e.g., abortion, euthanasia, the death penalty, marriage, education, immigration, economic regulation, just war and torture).

1166. Cicero and the Natural Law Tradition. This course will study closely Cicero's two greatest classics, and will then consider how later writers were influenced by what Cicero called "natural law" (lex naturae).

1373. Arete: American Studies. Explores American traditions of liberty and justice through a study of American art, literature, politics, and history. Includes selected readings from the Constitution, Federalist Papers, Supreme Court cases, and short stories from Hawthorn, Faulkner. Lectures are supplemented by daily seminars. Students are guided in the writing of a final paper, presented orally at the end of the program. Graded Pass/No Pass. Summer

1374: Arete: An Introduction to the Classics. Engages in the questions of excellence and the noble life. Includes readings, seminars, lectures and discussions on texts including Sophocles' *Oedipus Rex*, Plato's *Republic*, Shakespeare's *Henry V*, and short stories from Flannery O'Connor and William Faulkner. Students are guided in the writing of a final paper, presented orally at the end of the program. Graded Pass/No Pass. Summer

1375. Shakespeare in Italy. Shakespeare's Roman and Venetian plays. Lectures, on-site tours and reading incorporating topics in history, politics, art and theology. Frequent written assignments help develop the ability to write clear and thoughtful essays. Graded course. Summer.

1378. Roman Civilization in Rome. A three week intensive study of the language, literature, history, art and architecture of Rome from its beginnings to the time of Hadrian. Daily visits to significant sites of historical and literary interest in and around Rome and the Bay of Naples, accompanied by daily lectures, discussions and small group language tutorials in the Latin language. Graded Pass/No Pass.

1V40. Special Topics. Graded Pass/No Pass.

1V45, 3345. Special Topics. Graded course.

3165. Special Topics in European Studies. Focus is on the people and places in Rome and other major cities and sites in Italy and Europe. Specific content varies.

3V57. Independent Study with Field Experience—Internships. Graded Pass/No Pass; T grade may be assigned when circumstances warrant. Consult listing under *Internships*. $100 fee applies.

3V99. Consortium Enrollment. $250 or program-specific fee applies. Consult listing under Academic Policies and Procedures.

Academic Success Offerings

1045. Mentor / Seven Arts of Language. This course is designed to act as a review session for the 3-credit section of Seven Arts of Language.

1110. Writing Principles. A course in prose style with emphasis on the grammar, syntax and punctuation of the English sentence. Graded course. Fall and Spring.

1112. Study Skills and Academic Success. This course lays the foundation for the acquisition of the different skills required by the courses in the Core.

1116. Major and Career Planning. For freshmen and sophomores who want to explore the opportunities available to them with various majors and careers. Class instruction encompasses: decision-making and goal-setting; self-assessment; connecting personal profile with majors and careers; evaluating graduate school for various professions; and exploring various career settings. Particularly helpful to "undeclared" students.

1117. Career Development. Techniques and strategies for effective job search. Emphasis placed on the assessment of marketable skills, researching the market place, building a personal brand, developing a network of contacts, writing resumes and cover letters, and interviewing.

1345. Seven Arts of Language. This course is designed to make students more academically articulate. To this end, students study the seven arts of language. The first three are the traditional arts of language - grammar, logic and rhetoric. They provide the foundation for the next four, those arts are crucial to advanced participation in academic life: reading and writing; listening and speaking.

Sports Activity Courses

The following sports activity courses are one-credit hour courses that meet twice weekly for one hour on a pass/no pass basis. They are introductions to the sport and to its coaching fundamentals. These courses are appropriate for students who plan to teach and coach at the secondary school level. Courses may not be repeated for credit.

1151. Baseball. Fall.

1152. Basketball Theory. Fall.

1153. Lacrosse. Fall.

1154. Softball. Fall.

1155. Beginning Weight Training. Fall.

1156. Soccer. Spring.

1157. Volleyball. Spring.

1158. Running for Lifetime Fitness. Fall and Spring.

Undergraduate Courses in Neuhoff School of Ministry

Biblical School
Ann & Joe O. Neuhoff School of Ministry offers various one credit courses through its Biblical School. The Neuhoff School of Ministry Biblical School is a four-year program that covers each book of the Bible from a Catholic perspective. The courses begin each fall and are taught throughout the Dallas-Fort Worth area. (Biblical School listed under GSR.)

3101. The Exodus Experience.
3102. Deuteronomy and Genesis.
3103. Taking, Governing, Losing the Land.
3106. Jesus in Mark and Luke.
3107. Jesus in Paul.
3108. Jesus in John and Revelation.
3111. Pre-exilic Prophecy.
3112. Exile and Restoration.
3113. Post-exile.
3116. Wisdom in Israel.
3117. Judaism in the Hellenistic World.
3118. Early Christian Development.
3119. Women in Scripture.

Adult Faith Formation
Neuhoff School of Ministry also offers a four-year academic faith formation.

3120. Introduction to Sacred Scripture.
3121. Pentateuch.
3122. Prophets, Psalms, Wisdom.
3123. Apocalyptic Literature.
3125. Gospel of Luke-Acts of the Apostles.
3126. Synoptic Gospels.
3127. Pauline Literature.
3128. Johannine Literature.
3129. Ministry in the Church.
3130. Homiletics I.
3131. Homiletics II.
3132. Homiletics III.
3133. RCIA Practicum.
3134. Liturgical Praxis.
3135. Lector Training.
3136. Acolyte Training.
3137. Deacon at Mass.
3138. Deacon Celebrating Sacraments.
3139. Collaborative Ministry.
3140. Introduction to Morality.
3141. Catholic Social Teaching.
3142. Socio-ministerial-sexual ethics.
3143. Human Sexuality and Morality.
3144. Medical Ethics.
3145. Missiology/Catholic Evangelization.
3146. Adult Catechesis.
3147. Ecumenism and Interreligious Experience.

3148. Gospel of Mark.
3150. Introduction to Theology.
3151. Fundamental Theology.
3152. Christian Anthropology.
3153. Christology.
3154. Trinitarian Theology.
3155. Ecclesiology.
3156. Sacraments.
3159. Mariology.
3170. Introduction to Spirituality.
3171. Spiritual Direction I.
3172. Spiritual Direction II.
3173. Liturgical Spirituality.
3174. Spirituality of Leadership.
3175. Vatican II.
3176. Introduction to Canon Law.
3177. Canon Law of Marriage.
3178. Canon Law and Diaconal Ministry.
3181. Philosophy I.
3182. Philosophy II.
3183. Patristics.
3184. Councils of the Church
3185. Introduction to and History of Liturgy.
3186. Theological Implications of Sacred Ritual.
3187. Sacred Art and Architecture.
3188. Church History.
3189. United States Church History.
3190. Integrated Seminar.
3191. Pastoral Care.
3194. Pastoral Psychology.
3199. Special Topics

Healthcare Business Concentration

DIRECTOR
Assistant Dean Howard

The need to enhance traditional academic programs has led to the development of an interdisciplinary concentration that involves the collaboration between the biology department and the College of Business. The new concentration is targeted to biology majors who seek to explore the healthcare occupations. For pre-health students this concentration provides students with additional knowledge and skills in their field that can help to augment their graduate school applications. Students who complete the healthcare business concentration may be more competitive graduate school applicants and in turn, have greater acceptance rates at schools of choice.

Concentration Requirements

All students seeking the Healthcare Business Concentration are required to take a total of 16 credit hours. Required courses are as follows:

BUS 1301. Business Foundations.

BUS 1310. Financial Accounting.

BIO 3352. Healthcare Issues.

GST 1131. Pre-Health Seminar.

Electives: (Select one of the following)
BUS 3320. Marketing.

BUS 3302. Leadership and Organizations.

BUS 3306. Communication in Business.

BUS 4305. Contemporary Management.

In addition a 3-credit internship is required of all students completing the concentration. This internship will place students in selected healthcare settings supervised by experienced mentors involved in direct patient care or the management of patient care. Students will be exposed to day-to-day managerial functions of the organization and should participate in actual applied projects as part of the internship, rather than shadowing or observing in a healthcare setting. In the internship students should draw upon, synthesize, and apply classroom learning to real life settings in these actual healthcare environments. The internship should allow students to explore the culture, ethical issues and community impact of the organization. A student may register for either GST 3V57, BIO 3V57, or BUS 3V57 in order to receive credit for the internship.

History

FACULTY
Chair and Associate Professor Hanssen; Professor Jodziewicz; Associate Professors Atto, Gibson and Sullivan; Assistant Professors Heyne and Petersen; Professors Emeriti Sommerfeldt and Wilhelmsen

As a discipline, history is the rational and imaginative reconstruction of the past in terms of human thoughts, expressions, actions and experiences. Its special object is change over time. The purpose of history is to seek knowledge of the human past and, through that study, an understanding of human conduct. History is a subject particularly appropriate to the University of Dallas, which defines its purpose in terms of the renewal of the Western heritage of liberal learning and the recovery of the Christian intellectual tradition. History provides a unique bridge between the two. As a discipline, it was created by the Greeks and taken up as an intellectual pursuit by the Romans, one of whom—Cicero—called it "the light of truth, the witness of time, the mistress of life." It represents the Greco-Roman cultural tradition which lies at the foundation of the Western heritage in an especially powerful way. History is also of particular relevance to the Judaeo-Christian tradition, which is predicated on the significance of events in time as revelatory of the relationship of man to God. As F. M. Powicke has written, "The Christian religion is a daily invitation to study history."

The history curriculum consists of the core courses in Western Civilization and American Civilization, upper-division courses both topical and geographical and a course required of majors in historiography and historical method. As their comprehensive examination, majors also write a Senior Thesis under the direction of a member of the Department.

This curriculum is based on the university's stated purposes and on the Department's view of the discipline. The core courses are designed to introduce students to history as a mode of knowing which understands men and women through the interpretation of individual instances of their activity in the past. These courses both introduce students to the fundamental elements of the Western heritage and the Christian tradition and demonstrate the contribution of historical thinking to mature and thoughtful reflection on the human condition. First, by concentrating on the essential qualities of European and American civilization from a developmental viewpoint, the courses offer a solid grounding for the more specialized treatments of Western culture confronted in other core courses. Second, by introducing all students to the critical attitude which historiographical issues necessarily raise, the courses attempt to instill a realization and appreciation of the complexity of human life.

Advanced history courses proceed from the core courses. Each course uses increasingly detailed information to involve students in more complex and demanding exercises in historical method. That method is at once critical in its attitude toward evidence and empathetic in its use of that material to understand the individuals of the past and their actions. It further engages the power of the imagination, both to comprehend the motives which lay behind the specific occurrences attested by evidence and to draw connections among various pieces and kinds of evidence. And it demands an accurate and delicate form of expression, both oral and written, which can convey with clarity the conclusions of the historian without sacrificing a sense of the complexity which is always present in human affairs.

The culmination of the program for majors is a course which studies history historically. By concentrating on the development of the historical method and involving the student in the critical yet sympathetic analysis of the works of specific historians,

the course also seeks to prepare students for the rigorous exercise of practicing history through extended research on a particular topic and the careful exposition of conclusions in the **Senior Thesis**. It is appropriate, given the structure of the curriculum and the premises on which it is based, that the comprehensive examination in history should be in the form of such a project rather than a more conventional test. The object of the major program is not merely to provide a familiarity with, or ability to enumerate, facts of the Western past; it is rather to develop within students a habit of thinking historically and to foster the ability to apply the historical method effectively to specific questions about the past and express these findings with care, thoroughness and literary expertise. This goal can best be achieved through the practice of the method in a particular instance, under the watchful guidance of one who has already achieved some mastery of it. For, as Fernand Braudel has said, history may seem a simple craft, but it is also one that cannot be understood without practicing it.

Finally, the Department does not claim to provide a program of study which leads to the whole truth, or even to a knowledge of all history. Rather, it espouses a point of view based on the premise that the thoughtful and regular application of the historical method can attain a portion of the truth, namely truth about the past; and the Department offers all students some of that truth about the past, along with the truths about human knowing which are learned through the practice of the discipline itself. The imperfection of the result is itself a means of instructing students as to the realities of the human condition.

Basic Requirements

Twenty-four advanced credits in history, including 4347 The Seminar in History, 4348 The Senior Thesis. Six advanced credits must be in United States history and six in European history. In the spring semester of the junior year, students select a topic for the senior thesis. In the following fall students register for 4348. The successful completion of the thesis constitutes a student's comprehensive examination. In addition, the history major must complete three advanced credits in philosophy. The department recommends that the student select these credits according to an area of interest or according to post-graduate career plans.

Suggested Sequence for History Major

YEAR I			
Art, Drama, Math, or Music	3	Art, Drama, Math, or Music	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	3	Theology 1310	3
	15		15

YEAR II (during Sophomore Year)	
English 2311–2312	6
History 2301–2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Language (or Elective)	6
Elective	3
	30

YEAR III			
History Electives	6	History 4347	3
Philosophy 3311	3	History Elective	3
Science	3	Electives	6
Economics 1311	3	Science	4
	15		16
YEAR IV			
History 4348	3	History Elective	6
History Elective	3	Electives	9
Philosophy Elective	3		15
Electives	6		
	15		

Courses in History

1311. American Civilization I. Beginning with the advent of European man in the new world, the course surveys the Colonial period, the Revolution, the shaping of the federal union, westward expansion, the slavery controversy and closes with the Civil War. Texts studied include Benjamin Franklin's Autobiography, Thomas Jefferson's "Summary View of the Rights of British America," the Declaration of Independence, the Constitution, selections from *The Federalist Papers*, "The Seneca Falls Declaration of Sentiments and Resolutions" and Frederick Douglass' *Narrative*.

1312. American Civilization II. Surveys the development of the American nation from the Civil War and reconstruction; it considers the close of the frontier, the impact of technology and petroleum, the emergence of the United States as a world power and the American role in the World Wars. Effort is made to place American civilization in context by reference to events occurring in the rest of the world. Texts studied include "The Significance of the Frontier in American History" by Frederick Jackson Turner, *The Education of Henry Adams*, Martin Luther King, Jr.'s, "Letter from a Birmingham Jail" and George Kennan's *American Diplomacy*.

2301. Western Civilization I. The Western Civilization sequence offers the historical framework necessary to the integration of the elements which make up a liberal education. Beginning with the cultures of the ancient Near East, this course proceeds chronologically through the Greco-Roman, medieval and Renaissance periods, acquainting the student with major political, social and intellectual movements. Texts studied include The Book of Job, Thucydides' *History of the Peloponnesian War*, the first five books of Livy's *Ab urbe condita*, Boethius' *Consolation of Philosophy*, Einhard's *Life of Charlemagne* and Thomas More's *Utopia*.

2302. Western Civilization II. Proceeding from the Reformation, this course continues through the era of European exploration, the Enlightenment, the French Revolution and its aftermath, the Industrial Revolution, nineteenth-century nationalism and the two World Wars and concludes with a consideration of postwar circumstances. Texts studied include John Calvin's *Institutes of the Christian Religion*, selections from Denis Diderot's *Encyclopedia*, "What is Enlightenment?" by Immanuel Kant, Edmund Burke's *Reflections on the Revolution in France*, *The Communist Manifesto*, Pope Leo XIII's *Rerum Novarum* and Elie Wiesel's *Night*.

3303. Ancient Greece. Beginning with the Mycenaean age, the course surveys the political and cultural development of Greece to the Hellenistic era. Topics include the character of the polis, Greek commerce and colonization, the Persian wars, the Athenian empire and its achievements, the Peloponnesian war, fourth-century philosophy, Alexander the Great and the Hellenistic successor states.

3304. The Roman Republic. Survey of Roman history beginning with the founding of the city and concluding with the death of Julius Caesar. Topics include the regal period, the struggle of the orders, Roman imperialism, the development of Roman culture and the crisis of the republican constitution.

3305. The Roman Empire. Surveys of the history of Rome from the Augustan age to the fall of the empire in the West. Topics include the principate and the development of absolutism, imperial culture, the impact of Christianity, the reforms of Diocletian and Constantine and the causes of Roman decline.

3306. Topics in Ancient History. A detailed study of selected aspects of ancient culture and civilization.

3307. Medieval Europe I. Beginning with the decline of the Roman Empire and the rise of the Germanic successor states, the course surveys the development of medieval western civilization through the tenth century. Topics include the expansion of Christianity, the Byzantine state, the Carolingian systems, the Viking invasions, the rise of Feudalism, and the Ottonian age.

3308. Medieval Europe II. Survey of the political, social, economic, religious and intellectual aspects of medieval civilization from the eleventh to the fourteenth centuries. Topics include the investiture controversy, the crusading movement, the twelfth-century renaissance, the development of papal power, and the growth of nation-states.

3309. Topics in Medieval History. Detailed study of selected aspects of western medieval culture and civilization.

3310. The Renaissance. Between 1300 and 1517, great changes in European life were brought about by the Black Death, the Babylonian Captivity of the papacy, the activities of merchant venturers, the rise of the new state and the thought of nominalists and the humanists of the Italian Renaissance. The course studies the effect of these events and movements on the political, ecclesiastical, social and intellectual life, as well as on the art and architecture of the time.

3311. The Reformation. After 1517, the Western church broke apart, affecting radically the unity of European culture and civilization. Luther, Calvin and Zwingli reshaped religious thought and institutions. At the same time, the Roman Catholic Church underwent a renewal which has affected it to this very day. All of this was accomplished by bitter religious and political wars, but also by the rise of modern science, visionary social schemes and feverish artistic activity.

3312. Topics in the Renaissance and Reformation. A detailed study of selected aspects of European culture and civilization during the fourteenth, fifteenth, sixteenth and early seventeenth centuries.

3313. Modern Europe I. Detailed survey of the social, political and intellectual history of Europe from the Reformation to the fall of Napoleon in 1814. Special emphases are placed on the rise of the modern state and on the origins of both the Industrial and French Revolutions.

3314. Modern Europe II. Covering the period from the Congress of Vienna to the present, the course focuses on the history of classical Western Liberalism—the difficulty with which it was institutionalized in the nineteenth century and the challenges which it faced from the growth of the welfare state and the rise of totalitarianism in the twentieth century.

3316. Topics in Modern European History. Detailed study of selected aspects of modern European culture and civilization.

3320. The British Empire. Covers British Empire history from the explorations of the New World to twentieth-century decolonization, with an emphasis on Britain's "second empire," especially India and the continuing importance of the empire in Britain's domestic politics and national imagination. Also surveys the historiography of the British Empire and considers the Empire's role in westernization and definitions of The West.

3321. Early Medieval England. Survey of English history from Roman Britain to the Norman Conquest. Topics include the Roman conquest, the Anglo-Saxon kingdoms, the spread of Christianity, the Northumbrian Renaissance, Viking invasions and settlements, the emergence of Old English literature, and the Norman Conquest.

3322. Modern England. Covers the Stuart and Georgian periods, industrialization and the American Revolution, the era of the French Revolution and nineteenth-century reform, imperialism and twentieth-century Britain.

3323. History of France I. The old regime from the High Middle Ages to the eve of the French Revolution. Special consideration given to the political evolution of France and the impact of a developing absolutism on traditional society.

3324. History of France II. Modern French history begins with the French Revolution, yet much of the old regime persisted well into the nineteenth century. This course studies the repeated attempts, from Napoleon I and the First Empire to the socialist government of François Mitterand, to realize the legacy of the French Revolution and to complete the construction of a new social and political regime.

3325. History of Germany I. Medieval Germany was the center of a revived Roman Empire which recovered rapidly from the disintegration of Carolingian rule and the Viking invasions. The Saxon and Salian dynasties ruled the most effective state of their time—a state which elicited and patronized the Ottonian Renaissance. The impact of the medieval reformation was devastating to the imperial constitution and Germany became the weakest and most divided nation of the Late Middle Ages. This set the stage for the Reformation and the disintegration of the idea and reality of Empire in the Thirty Years War.

3326. History of Germany II. Germany contributed a series of figures seminal to the development of modern European culture and civilization, among them Bach, Frederick the Great, Goethe, Bismarck and Hitler. This course studies the rise of the dynastic state; the Enlightenment, Romanticism, Conservatism, Marxism and Naziism; and the interrelationship between ideas and institutions in Germany and Central Europe from 1648 to the present.

3328. History of Spain I. Survey of Spanish history from antiquity through the reign of the Catholic monarchs. Topics include the Romanization of the Iberian peninsula, the development of Spain's national characteristics and sense of purpose through the long medieval conflict—known as the Reconquest—between the Christian and Islamic kingdoms, Spain's cultural achievements in the thirteenth century, Aragon's expansion into the Mediterranean and the unification of the four Spanish kingdoms by Ferdinand and Isabel.

3329. History of Spain II. Survey of Spanish history from the early sixteenth century to the early twentieth century. Emphasis is placed on the Golden Age, especially the Habsburg rulers Charles V and Philip II. Topics include imperial expansion, the defense of Christendom against the Turks, Spain's participation in religious conflicts and dynastic rivalries throughout Europe, cultural achievements during the Siglo de Oro, Spain's political and economic decline, the Enlightenment, civil wars and the loss of Spain's American empire and the conflicts that led to the Civil War of the 1930s.

3332. American Military History. Surveys U.S. military history from the colonial period to the present including the American Revolution, War of 1812, U.S.-Mexican War, Civil War, Spanish-American War, World Wars I & II, Korean and Vietnam Wars, and the Gulf Wars. Additional topics include the development of a profession of arms, civil-military relations, warfare in the nuclear age, terrorism/counter-insurgency, and the impact of war upon American culture.

3334. Church History I. The development of the Christian Church from the apostolic community to the thirteenth century.

3335. Church History II. The development of the Christian Church from the thirteenth century to the time of Vatican II.

3337. Constitutional and Legal History of Medieval England. A survey of English constitutional and legal development from the Anglo-Saxon invasions to the beginning of the Tudor period. The emphasis is on the ways in which law reflects society and how societal needs determine the law. Special attention is given to the origin and development of two fundamental institutions: the Anglo-American judicial system and representative government.

3341. Seventeenth-Century America. After consideration of European exploration and the Spanish and French New World empires, the course focuses on the development of English North America. Topics include religion, politics, social structure, economic growth, localism and imperial policies.

3342. Eighteenth-Century America. The development of Anglo-American culture before 1763 is considered with emphasis upon social, political and religious realities, especially the Great Awakening. Extended consideration is also given to the mid-eighteenth century imperial question, the American Revolution, the Confederation period, the creation of the Constitution and the early Republic.

3344. The Civil War. Beginning with the impact of the cotton gin, the industrialization of the North, the slavery controversy and the Dred Scott decision, the course proceeds with the firing on Fort Sumter, secession, the Northern and Southern strategies, the battles, Appomattox and Reconstruction.

3345. The Emergence of Modern America. In the years between 1877 and 1920, the United States was transformed from an agrarian republic into a world power and an urban industrial giant. This course explores the evolution of modern American society, economy, politics and thought during these years.

3346. America Since 1920. Examines the America of our own times, treating such topics as the rising influence of mass communications, the effects of the Depression and the Second World War, the origins of the Cold War, the culture of postwar affluence, the changing status of women, race relations and the American experience in Vietnam.

3349. Women in American History. Examines women's roles in American society from the colonial period to the present. Topics covered: the effect of the American revolution on women's status; women's spheres in the antebellum North and South; the development of an American feminist movement; and 20th-century developments in the study of women's history.

3350. The American South. Surveys Southern history from the colonial and national period, through secession, Civil War and reconstruction, to the 20th-century struggles over segregation and considers the continuing importance of the South in national politics and the national imagination. The course also provides an understanding of the field of Southern history as a separate area of study within American history, revolving around the question of Southern distinctiveness and the extent of continuity and of change between the "Old South" and the "New South."

3351. The American West. Review of the American pioneering experience from the first settlements in Virginia and Massachusetts to the close of the frontier in the late nineteenth century. Attention is given to certain aspects of the "Old West" that affect modern America. Emphasis is placed on the thought of Frederick Jackson Turner, Herbert E. Bolton and Walter Prescott Webb.

3352. Texas History. Beginning with the original native American inhabitants of Texas and Cabeza de Vaca, Coronado and the first European explorers. The course proceeds to an examination of the Spanish and Mexican periods, the Texas independence movement, the establishment of the Republic of Texas, early statehood, Confederate Texas and the Civil War. Emphasis on post-Civil War Texas, built first on cattle and agriculture, then augmented by petroleum and industrialization.

3354. American Catholic History I. Traces the development of Catholicism in the United States from the period of European expansion in the 16th century through the creation of the Republic and down to the Americanist crisis in the post-Civil War period.

3355. American Catholic History II. Continues the story of the Church and Catholics from the late 19th century through their continued growth and interaction with the larger American culture and into the post-Vatican II (1962-1965) and contemporary period.

3356. American Diplomatic History I. The development of American relations with other nations is traced from the Revolution through the Jefferson and Madison administrations, the Mexican War and early continental expansion, the Civil War, the Spanish-American War and imperialism at the turn of the century.

3357. American Diplomatic History II. Study of American relations with Latin America, World War I, isolationism, participation in World War II, origins of the Cold War and contemporary diplomatic problems.

3358. American Intellectual History. Examination of competing narratives of the American intellectual tradition, exploring the relative weight given to the American Protestant settlement, Enlightenment and neo-classical revival, Evangelical Awakenings and democratic reform movements, the growth of the social sciences, pragmatism, and progressivism, and the revival of interest in tradition and a particularly American conservatism in the twentieth century. The course will focus on competing readings of various primary sources, culminating in a study of the American reception of Alexis de Tocqueville's *Democracy in America* from the 1840s to the 1990s.

3360. Topics in American History. Study of selected aspects of American culture and civilization.

3361. History of Mexico. A panoramic view of Mexican history from the pre-Columbian age through the Mexican Revolution. Emphasis is placed on the societies of the Classical Horizon, cultures of the Postclassical Horizon, the Spanish conquest and colonization, the independence movement and reform, the Porfiriato and the Revolution.

3363. History of Latin America I. This course is the first half of a broad survey of Latin American history. The focus will be on areas of Spanish and Portuguese influence before 1860, though French Saint-Domingue and Haiti will also be featured. Beginning with a brief look at pre-Columbian civilizations, the course proceeds chronologically and examines such topics as encounter and conquest, colonization, colonial structures and the colonial Catholic church, changes and challenges to colonial rule in the eighteenth century, the breakdown of colonial order, the struggle for independence, post-independence questions, and the rise of liberalism.

3364. History of Latin America II. This course is the second half of a broad survey of Latin American history, focusing on post-1860 history. This course will begin with a brief review of colonial, independence, and post-independence history. The main

topics covered will include: Church-state relations, liberal economics and philosophy, the 'social question' and social justice, mass politics and populism, U.S.-Latin American relations, regional identity, modernism and modernization, liberation theology, revolutionary movements, dictatorships and democratization, and various contemporary issues.

3368. Modern China and Japan. Analysis of the history of East Asia in the nineteenth and twentieth centuries. Examination of traditional social structures, historical patterns and intellectual traditions is followed by a consideration of the impact of Western imperialism, the East Asian response and the resulting modernization. Also discussed are the effects of World War II as well as post-war changes in East Asian society, economy and politics.

3372. The Age of Jefferson. After consideration of Jefferson's intellectual formation in the Revolutionary period and the rise of the first party system, the course focuses on the Jeffersonian Republicans in power. Topics include the formation of America's political economy, the Marshall Court, the Louisiana Purchase, the War of 1812 and American nationalism in the postwar period.

3373. Jacksonian Era. A detailed examination of American culture between 1828 and 1850. Topics include the Second Great Awakening, American literary developments, critiques of American democracy, nullification and states' rights, antebellum reform, abolitionism, pro-slavery thought and the impact of Manifest Destiny and the Mexican War.

3381. Barbarians and the Fall of Rome. Survey of the political, social, economic, religious, and cultural history of Roman and post-Roman Gaul and the kingdom of the Franks during the Merovingian era. Topics include Roman views of barbarians, the spread of Roman culture, Roman frontiers and the army, late Roman crisis, the rise and fall of the Merovingians, and other barbarian groups such as the Huns, Ostrogoths, and Lombards.

3382. The Carolingian World. Survey of the political, social, economic, religious, cultural, and intellectual history of Western Europe during the eighth and ninth centuries. Topics include the rise of the Carolingians and the deposition of the Merovingians, war and government, diplomacy, reform and cultural renaissance, the economy and landscape, religious beliefs and practices, and family life.

3386. Culture of the Central Middle Ages. Survey of medieval culture with a focus on the twelfth century. Topics include the demographic and economic upswing, city life, heroic ideals, religious beliefs, education, art and architecture, court culture, family life, personality and individuality, memory and forgery, and lessons from fables and fairy tales.

3387. The Crusades. Survey of the crusading movement, with particular focus on the Crusades to the Middle East from the eleventh to the thirteenth century. Topics include, in addition to the Crusades themselves, concepts of just war and crusade, warrior mentality, the Crusader States, the military orders, and the crusading movement's connections with the political, religious, cultural, economic, and social developments in Western Europe, Byzantium, and the Islamic Middle East.

3V57. History Internship. A 1-3 credit practicum undertaken with the approval of the program director involving off-campus educational involvement, such as an internship or related activity, in which there is a designated analytical or intellectual element resulting in an appropriate research paper or related project. Students should follow guidelines for internships. Graded Pass/ No Pass.

4095. History Senior Comps.

4347. The Seminar in History. An examination of historiography through the consideration of classic texts and contemporary historical writing. Successful completion of this course is prerequisite to enrollment in History 4348. Spring.

4348. Senior Thesis. Each student investigates a topic and, under the guidance of a faculty advisor, prepares an extended research paper. Prerequisite: History 4347. Fall.

4350. Scientific Revolutions. A contextual intellectual history of critical episodes in the development of modern natural science, exploring the boundaries between the sciences as autonomous disciplines and the historical circumstances in which they have developed. Beginning with overviews of ancient and medieval natural philosophy and of the Scientific Revolution, the course then proceeds to a range of more modern topics, including the chemical revolution; the discovery of deep, especially geological, time; electromagnetism, relativity and quantum physics; the molecular revolution in biology.

4357. Special Studies in History. Offered as needed.

4V61. Independent Research in History.

EDU 5351. History of American Education. Approved by Department Chair as an American History elective.

The History and Philosophy of Science Concentration

COORDINATOR
Associate Professor Mirus

The History and Philosophy of Science (HPS) Concentration promotes reflection on a group of related but distinct intellectual disciplines: the natural sciences, the human sciences and mathematics. Within this multidisciplinary reflection, the central perspectives provided by history and philosophy are complemented by approaches from theology and from the human and social sciences. In addition, the Concentration integrates the perspectives of scientists themselves with those of historians, philosophers and others who study the sciences from without.

Concentration Requirements

An HPS concentration includes fifteen hours of coursework: the two courses from group 1 below, at least two courses from group 2 and a fifth course from either group 2 or group 3. Appropriate courses not listed below may be counted as electives only, with approval of the Concentration coordinator.

Required courses
PHI 4333. Philosophy of Science.

HIS 4350. Scientific Revolutions.

Science electives. At least two of the following:
BIO 2317. Disease and Society.

BIO 2348. Darwin.

ECO 4325. History of Economic Thought.

HUSC 3331. Conceptual Foundations of the Human Sciences.

MAT 3322. History and Philosophy of Mathematics.

PSY 3330. History of Psychology.

Other electives
HUSC 3312. Science, Technology and Society.

PHI 4334. Bioethics.

THE 4346. Faith and Science.
No more than two courses in the concentration may count toward a student's fulfillment of Core or major requirements.

Human and Social Sciences

FACULTY
Chair and Professor Sepper; Associate Professors Pezzia and Sullivan; Associated Faculty: Professors Churchill (Psychology) and Kugelmann (Psychology); Associate Professor Cody (Biology)

Human and Social Sciences, formerly known as "Human Sciences in the Contemporary World," takes an interdisciplinary approach to the social and behavioral sciences and puts special emphasis on there being a sophisticated understanding of human being common to them all.

"Human sciences" implies both an object of empirical study and special scientific approach. The object of study is human beings, individually and communally, engaged in all varieties of doing, making and experiencing. The scientific approach aims to be empirically rigorous, in awareness of the full range of observational, experimental, and theoretical work in the existing social and behavioral sciences. This means that the human sciences do not privilege a single discipline or methodology, reduce the human being to an oversimplified object of explanation, or ignore the fact that investigating human being should be done in the first and second persons (I, we and you) as well as in the third person (they or it). The human sciences aim to be comprehensive; this implies that they must also be interdisciplinary and constantly keep in mind what it is to be human. They incorporate the elements of the traditional social and behavioral sciences— anthropology, sociology, political economy, linguistics, economics, psychology/ social psychology and the like—but also of many humanities disciplines and even parts of the biological sciences.

Historically, the human sciences emerged at the moment when many formerly traditional cultures were turning modern. One of the central concerns has therefore been the problems of negotiating this transition from traditional to modern. This makes them indispensable for understanding human existence in the contemporary world.

Accordingly, the major (B.A.) and the concentration in Human and Social Sciences have five major goals.

- To understand how the transformations of the contemporary world have both enhanced life and created unprecedented problems;
- To instill a sophisticated appreciation for the contemporary influences, movements, forces and tendencies that are transforming human life and institutions;
- To offer various ways of understanding the structures of contemporary societies and the processes of change that they undergo;
- To counteract the divisive force of intellectual overspecialization and compartmentalization;
- To place these matters within the context of the great traditions of Western and Christian civilization, in particular the tradition of the West's openings to other cultures and now to global civilization.

Students in the major and the concentration in Human and Social Sciences study the leading theories and concepts that have been developed by the human and social sciences in the context of the unique core curriculum of the university. They thus will be equipped to understand how the Western and Christian intellectual traditions have shaped these theories and concepts and learn how to apply them to the problems of contemporary societies.

Human and Social Sciences provides excellent preparation for careers that demand intellectual independence, research skills and the ability to combine detailed analysis with an integrating vision. The skills and knowledge acquired regarding cultural practices, social structures and forms and aspects of the contemporary

world would be highly appropriate for anyone who plans to go into law, medicine, government, business, journalism, consulting, or any other field demanding an articulate grasp of human interaction in a globalizing environment (e.g., market research for a major corporation). Students of the B.A. program who are interested in pursuing graduate degrees will be well prepared for study in the social sciences, many humanities disciplines, law, business and various health professions.

Basic Requirements for the Concentration

A student electing the Human and Social Sciences concentration will take (1) HUSC 3331: Conceptual Foundations of the Human and Social Sciences, and (2) at least three other three-hour HUSC courses, two of which must be numbered 3000 or higher and two of which must be among those required of the major.

Basic Requirements for the Major

The Human and Social Sciences major requires a total of 40 course hours, a senior thesis and an oral defense of the thesis.

Twenty-eight hours are specified as follows: (i) twenty-five credit hours in courses designated as Human and Social Sciences (HUSC) courses: HUSC 2301 or 2311, 3311, 3312, 3331, 3332, 3334, 4341, 4342 and 4142; and (ii) three hours in statistics: MAT 2305 (Introduction to Statistics) or an equivalent.

Twelve hours are elective, chosen from appropriate Constantin College, School of Ministry, and undergraduate Business courses as explained in the following paragraph.

Students pursuing the B.A. will formulate a study plan that must be approved by the Chair; the plan must be approved no later than the fifth week of the fall semester of their junior year. The plan will include the specified twenty-eight course hours plus an additional twelve elective credit hours of Constantin College, School of Ministry, and undergraduate Business courses approved by the Chair. At least nine of these elective hours must be at the 3000-level or higher and at least six of them must be closely related, preferably in a single department. (HUSC Majors are especially encouraged to take courses in recent history.) The twelve elective hours should be chosen with a view toward the required bachelor's thesis, which must reflect significant research on and original analysis of a topic approved by the Chair or the Chair's designee. See the HUSC web site regarding elective courses that will typically be approved.

YEAR I

English 1301	3	Economics 1311	3
History 1311	3	English 1302	3
Language 1301 or 2311	3	History 1312	3
Philosophy 1301	3	Language 1302 or 2312	3
Science	4	Theology 1310	3
	16		15

YEAR II (during Sophomore Year)

HUSC 2301 or 2311	3
English 2311–2312	6
History 2301–2302	6
Language 2311–2312 or Electives	6
Math 2305 (Statistics) or equivalent	3
Philosophy 2323	3
Theology 2311	3
	30

YEAR III			
HUSC 3331	3	HUSC 3311 or 3312	3
HUSC 4341	3	HUSC 3332	3
Fine Arts	3	HUSC 3334	3
Philosophy 3311	3	Electives in Major	6
Politics 1311	3		15
	15		
YEAR IV			
HUSC 4342	3	HUSC 3312 or 3311	3
Electives in Major	6	HUSC 4142	1
Science	4	Non-major Electives	12
Non-major Elective	3		16
	16		

Courses in Human and Social Sciences

2101. Introducing the Human Sciences. This is an introduction to significant works, figures, and methods in the contemporary human sciences. The human sciences include social and behavioral sciences like anthropology, sociology, social psychology, and linguistics, but also range more widely to other social sciences and humanities (e.g., cognitive science, economics, political science, history, and philosophy) and even cross the border of the biological study of the human. The single weekly meeting features faculty members and guests who present and open for discussion by the class topics from the human sciences and the contemporary world. The course serves as an introduction to the University of Dallas's distinctive concentration and major "Human and Social Sciences." The goal is to use all the resources offered by the human sciences in order to understand the contemporary world and the many movements and influences that have been, and are, structuring global civilization and transforming human activities, institutions, and cultures. Graded Pass/No Pass. Visitors are welcome. Fall and Spring

2301. The World in the Twenty-First Century. An examination of some of the major currents of contemporary life. Topics such as globalization, development, consumerism and mass society, environments and ecology, communication between cultures, human migration, religion and secularism, terrorism and violence, and modernity and postmodernity. Spring.

2311. Introduction to the Social Sciences. The social sciences are the disciplines among the contemporary human sciences that focus on human societies and cultures, in particular institutional structures as they pattern ways of living. Topics treated in this course include basic concepts of the social sciences; research methods; social structure and social power; socialization and identity; class; social institutions (e.g., family, churches, education, healthcare, government and economy); and contemporary social problems (e.g., race and gender discrimination and social stereotyping). Fall.

3311. The Arts in Contemporary Cultures. An exploration of the arts in contemporary societies, with focus on topics such as avantgardism, technical innovation and artistic experimentation, the development of mixed media, the technical and aesthetic reorganization of public and private space, the economics of artistic production and consumption, the changing relationship of artist to audience, problems of the relationship of art works to social and natural reality, and the influences of alternative cultural traditions. Spring of odd-numbered years.

3312. Science, Technology and Society. A study of the characteristics and growth of the modern sciences, their effects on society and culture and the emergence of technological civilization. Topics such as the nature of scientific research and the application of sciences, big science vs. little science, the limits of scientific and technical knowledge, the political and economic power of science and technology, effects on individual and social ways of life, the rise of technicized industry and mass media, the relations between science, technology and religion, and ethics in science and technology. Spring of even-numbered years.

3331. Conceptual Foundations of the Human and Social Sciences. An investigation into the historical emergence and durable legacy of the modern disciplines that aim to scientifically understand human societies and cultures. Includes the reading of authors central to fields like anthropology, sociology, linguistics and social psychology. Topics such as the significance of the concepts 'society' and 'culture', debates about the scientific character of social and human sciences, the differentiation of the various fields of the human sciences and their relations to other disciplines, the fundamental interdisciplinarity of the human sciences, and future prospects for the social, behavioral and human sciences. Fall.

3332. Junior Seminar. The Junior Seminar is intended for students who are majoring in HUSC (and, with the Chair's approval, other well prepared and highly motivated students, especially HUSC concentrators). It treats extensively and in depth the design, methods, and conduct of research in the human sciences. Students play the leading role in conducting the sessions by making presentations and engaging in intensive discussions. The seminar culminates in a proposal for the senior thesis project. HUSC 3331 is prerequisite. Spring.

3334. Philosophical Anthropology of the Contemporary World. Since the middle of the twentieth century, the human sciences have increasingly been divided between rigorous empirical work and ambitious "grand theory." This course will feature a small number of researchers who have addressed the tension between philosophical and scientific ambitions and striven to understand human being and human existence as a synthesis of the biological, cultural, social, psychological, and spiritual. Spring.

3V50-3V54, 4V50-4V54. Special Topics in the Human and Social Sciences. Courses offered according to the interest of students and availability of professors.

3V57. Human and Social Sciences Internship. A 1-3 credit-hour practicum providing field experiences for students in advanced research methods or service-learning. The internship will result in a significant research paper or related project. The location and terms of the internship require the express agreement of the student, the faculty sponsor, and the Chair, and the availability of field placement. Students must follow all university guidelines for internships. Graded Pass/ No Pass.

4095. Human and Social Sciences Senior Comps.

4341. Tradition and Innovation. The dynamism and transformative power of Western civilization (and any future global civilization that derives from it) is unintelligible without recognizing that the modern West is an outgrowth of classic works and institutions and that these works and institutions have produced an ethos encouraging change. The course considers topics such as the nature of history and tradition; the nineteenth-century emergence of historical/historicist philosophies and the subsequent questioning of tradition's value; the interplay of tradition, authority and cultural change; the nature and power of what is classic; differences between traditionalism and tradition; negative and dysfunctional traditions (e.g., racism and anti-Semitism); the role of education and the university in transmitting the past and

facilitating the future; the challenges to tradition of science and technology; and the difficulties of achieving a fully integrated life in the face of the specialization and destabilization of human work and activities. Fall.

4342. Senior Seminar. The Senior Seminar is intended for students who are majoring in HUSC (and, with the Chair's approval, other well prepared and highly motivated students, especially HUSC concentrators). Seminar will continue the themes, practices, and methods initiated in the HUSC Junior Seminar as students develop their senior research projects by carrying out empirical and theoretical investigation leading to the senior thesis. Students will play the leading role in conducting sessions by making presentations and engaging in intensive discussions of their research methods and results. The research culminates in a major paper, the senior thesis, the writing of which continues into the spring semester. HUSC 3332 is prerequisite. Fall.

4142. Senior Thesis. Continuation of Senior Seminar, which is prerequisite. Completion, defense and formal presentation of the senior thesis. Spring.

4V43 Research in Human and Social Sciences. Supervised independent research course in any area of Human and Social Sciences. Enrollment requires the permission of the instructor and department chair. The "V" in the course number indicates that this course is for variable credit. Research can be taken more than once, but the total number of Research and Internship credits a student can earn is six.

4V61. Directed Readings and Research. Special course of 1-3 credit-hours of reading and research, determined by the express agreement of the student and the professor and approved by the Chair. For advanced students only, as needed

Students of the programs in Human and Social Sciences also take courses in other departments, as approved by the Chair.

Human and Social Sciences Concentration

FACULTY
Chair and Professor Sepper; Associate Professors Pezzia and Sullivan; Associated Faculty: Professors Churchill (Psychology) and Kugelmann (Psychology); Assistant Professor Soper (Biology)

Historically, the human sciences emerged as traditional cultures were turning modern. One of their central concerns has therefore been the problems of negotiating this transition. This makes them indispensable for understanding human existence in the contemporary world.

Accordingly, the concentration in Human and Social Sciences has five major goals.

- To understand how the transformations of the contemporary world have both enhanced life and created unprecedented problems;
- To instill a sophisticated appreciation for the contemporary influences, movements, forces and tendencies that are transforming human life and institutions;
- To offer ways of understanding the structures of contemporary societies and the processes of change that they undergo;
- To counteract the divisive force of intellectual overspecialization and compartmentalization;
- To place these matters within the context of the great traditions of Western and Christian civilization, in particular the tradition of the West's openings to other cultures and now to global civilization.

Concentrators in the program learn to apply the theories and concepts of the human and social sciences to problems of contemporary societies. The skills and knowledge acquired regarding cultural practices, social structures and forms and aspects of the contemporary world are useful for anyone planning to go into law, medicine, government, business, journalism, social work, pastoral ministry, graduate studies in the social sciences, or any other field demanding an articulate grasp of life in a globalizing environment.

A student electing the Human and Social Sciences concentration will take (1) HUSC 3331: Conceptual Foundations of the Human and Social Sciences, and (2) at least three other three-hour HUSC courses, two of which must be numbered 3000 or higher and two of which must be among those required of the major.

Human and Social Sciences Courses

HUSC 2301. The World in the Twenty-First Century.

HUSC 2311. Introduction to the Social Sciences.

HUSC 3311. The Arts in Contemporary Cultures.

HUSC 3312. Science, Technology and Society.

HUSC 3331. Conceptual Foundations of the Human and Social Sciences.

HUSC 3334. Philosophical Anthropology of the Contemporary World.

HUSC 4341. Tradition and Innovation.

International Studies Concentration

DIRECTOR
Associate Professor Culp

The arena of international affairs is the focus of some of the most significant actions of humankind. Whether those of the trader, the diplomat, or the warrior, these actions can bring poverty, prosperity, peace, war, death, humiliation, or glory to individuals and peoples. All take place in an environment lacking the authoritative rules and restraints often found within states. The International Studies Concentration provides an opportunity for the student to focus his studies on the fascinating and vital aspect of human life.

The concentration is designed particularly for those students majoring in politics, economics, history, or modern language. It may also be taken by students majoring in other disciplines at the university. It provides an excellent foundation for those thinking of careers in the foreign service, international organizations, or international business. It aims above all at leading the student to reflect on the unique nature of the international environment in its political, economic, and historical aspects.

Four courses form the core of the concentration. These courses provide the student a foundation in international relations, diplomatic history and comparative economic systems or international economics. When necessary, the concentration advisor may approve substitutions.

The student also must select at least *two additional* courses relevant to the field from the wide variety of such courses offered within the university.

Core Courses

1) POL 3339. International Politics

2a) ECO 3330. International Economics.

2b) ECO 4332. Comparative Economic Systems.

3) HIS 3356. American Diplomatic History I.

4) HIS 3357. American Diplomatic History II.

Elective Courses:

These courses are illustrative of those which can be taken.

BUS 3305. International Business.

POL 3325. American Foreign Policy.

POL 3336. Comparative Politics.

POL 3340. Globalization.

ECO 4335. Economic Development.

ECO 4344. Western Economic History II.

HIS 3314. Modern Europe II.

Internships

DIRECTOR
G. O'Neill

Independent Study with Field Experience (Internship) provides an opportunity for students to demonstrate imagination and resourcefulness in their educational growth. The study is intended primarily to enable students to develop skills and knowledge that cannot readily be acquired in the regular college curriculum but that are compatible with the educational mission of the university. In addition, the program may assist students in the assessment of personal commitments and the exploration of potential careers.

Independent Study with Field Experience consists of supervised off-campus educational involvement, such as an internship or related activity, in which there is a designated analytical or intellectual element resulting in an appropriate research paper or related project.

Students who choose to engage in Field Experience must be degree-seeking students with at least sophomore standing and should have achieved at least a 2.5 cumulative grade point average. There should be some indication that a student has done previous work in the area of the study project or that there has been some degree of special preparation. Advanced planning is required and should be completed during the preceding term. To assist in planning, students meet with the Field Experience Coordinator and an appropriate faculty sponsor who serve as advisors. The field experience contract, approved by the coordinator, stipulates the agreement between the student, faculty sponsor and on-site supervisor regarding the character and goals of the project.

During enrollment a course number is assigned by the Registrar indicating variable credit and reflecting the appropriate department. Upon completion, credit is recorded as either Pass or No Pass.

No more than six credit hours of Field Experience may apply toward graduation. Credits count toward general electives and will not count toward a student's major or core requirements unless special permission is granted. When internship credit is pursued during special terms (outside the regular semester), a $100 transcripting and supervisory fee is charged.

3V57. Independent Study with Field Experience—Internships. Graded Pass/No Pass; **T** grade may be assigned when circumstances warrant.

Jewish Studies Concentration

FACULTY
Co-directors Associate Professor Goodwin (Theology) and Professor Parens (Philosophy); Associate Professors Fisher-Smith (Psychology), Glicksman (Theology) and Sullivan (History); Assistant Professor Esposito (Theology)

Jewish Studies focuses on theological, philosophical, and historical aspects of Jewish thought and tradition. The concentration also provides opportunities for interacting with the local Jewish community through having local rabbis and Jewish scholars as teachers, as well as potential opportunities for summer archeology in Israel. The concentration involves four departments, theology, philosophy, history, and psychology.

Content and Requirements

The concentration consists in 6 courses (18 credits), two required and four electives from at least two departments (see below). No more than two courses in the concentration may count as requirements toward a major.

Required courses (2):
THE 1312. Elementary Biblical Hebrew.

THE 4363 OR 4364. Introduction to Judaism.

Elective courses (4):
THE 2313. Intermediate Biblical Hebrew I.

THE 3321. Pentateuch/Mosaic Torah.

THE 3323. Wisdom and Psalms.

PHI 5381. ST/Maimonides & Spinoza.

THE 4363 OR **4364.** (the required course above not taken)

PSY 3V52-01/HIS 4357-01. ST/Reflections on the Shoah: Perpetrators, Victims, and Bystanders.

Journalism Concentration

DIRECTOR
R. Bush

The Journalism Concentration provides an opportunity for students to gain an understanding of the role of the media in American society and to receive instruction in the basic skills needed to perform adequately in the field. Publications, businesses and graduate schools seek liberal arts graduates with a background in the theory and practice of journalism.

The *required curriculum* includes *six* courses: Survey of Mass Media, Reporting, Ethics or an approved substitution, Internship and six credits of advanced electives in Journalism. Journalism Practicum is not required but is an excellent experience for the Concentration student. It may be repeated three times for credit. Typing/Word processing skills are required in Journalism courses.

Courses in Concentration

1109. Journalism Practicum. An opportunity for students to gain experience working on a publication. The one-credit course involves weekly meetings, contribution to the newspaper or yearbook and preparation of a portfolio of completed work. Photographers, reporters, advertising designers, writers, editors, artists, production/layout workers and desktop publishers are needed. May be repeated three times for credit. Fall and Spring. Graded Pass/No Pass.

1301. Survey of Mass Media. Examination of the role of mass media in modern society, including a study of communication theory, history, operation and structure of each medium in the American communication system. Discussion of influences of media on society and the interrelationship of the media. Spring.

2301. Reporting. Introduction to fundamentals of news gathering and writing for the print media. Emphasis placed on practical application—learning newspaper style, conducting interviews, building reporting skills, developing clarity in writing. Includes writing news stories, editorials, features, in-depth or investigative and entertainment for University News as laboratory experience. Fall.

3301. Editing. Emphasis on writing quality. Handling copy from its inception as an assignment to the printed page, with special study of style, word usage, layout, headline writing and use of computer as a standard tool of the trade. Includes writing and editing assignments for University News as laboratory experience. Spring, alternate years.

3358. History of American Journalism. Survey of American journalism from colonial times to the present, emphasizing the role the media have played in the economic, political and social development of the nation and changes in the media during this development. Fall, alternate years.

3368. Feature Writing. Emphasis on research and writing non-fiction features for print media. Includes information on techniques of research, study and analysis of newspaper and magazine features, study of unique characteristics of feature writing and practical application of principles studied. Spring, alternate years.

3V50. Special Topics. Graded Course.

3V57. Field Experience. Students may earn up to six credits for journalism internships. Credit approval for all journalism internships must be pre-arranged with the Journalism Concentration director. Graded Pass/No Pass. As individually arranged.

PHI 4336. Ethics. Systematic treatment of ethics and morality with an overview of major ethical theories. Treatment of topics such as the nature and categories of human motivation; the nature of values and moral values; dimensions of human freedom; human acts as bearers of morality; sources of forms of moral goodness, moral evil and moral obligation; evaluations of major theories; specific nature of Christian ethics. Fall. Occasional substitutions may be approved.

Language Concentration

COORDINATOR
Associate Professor J. Eidt

Concentration in Languages

A Concentration in French, German, Italian or Spanish consists of four courses (twelve credits) in a single language / literature at the advanced level (3000 or above).

For one of the four courses it is possible to substitute

a) an advanced course in a second language / literature;

b) two lower-division courses in a second language / literature;

c) an advanced course In a disciplinary approach to language In general. For this purpose, the following courses are acceptable:

EDU 5354. Language Acquisition/Linguistics.

MCT 3330. Historical Linguistics.

PHI 4335. Philosophy of Language.

PSY 3334. Psychology of Language and Expression.

For any other substitutions, the approval of the coordinator is needed.

A Concentration in Latin or Greek is the same as above, except that in option b) above the second language must be another classical language.

A Concentration in Language is composed of four upper-division courses, two in one language / literature, two in another.

A Concentration in Classics is composed of four upper-division courses in two different classical languages. It cannot be combined with a Classics Major.

The student wishing to concentrate in a language should consult with the coordinator no later than the Junior year and declare the concentration in the Registrar's Office.

Concentration in Area Studies

For students who wish to focus on the culture and history of a country or language group, it is possible to pursue a Concentration in Area Studies. Students complete three upper-division courses in one language/literature, plus two related courses (in history, art, economics, etcetera). Planning is particularly important for this concentration, since related course offerings for a given country are limited. An Area Studies Concentration is possible in Classics, French, German, Italian and Spanish. *For further details about language concentrations, visit the university website.*

Latin American Studies Concentration

DIRECTOR
Associate Professor Pezzia

A concentration in Latin American studies provides an opportunity for students to broaden their understanding of the Core Curriculum's themes and questions through study of Latin American peoples, literatures, and histories. Latin America's position as a site of cultural encounter with distinct approaches to the Western and Catholic traditions allows the student to examine those traditions in a new context. Topics covered by this concentration include Catholic social teaching, social justice, economic development, cultural forms of expression, public health, Inter-American relations and immigration.

Course Offerings and Requirements

18 credit hours are required for the concentration. Each student must take either HIS 3363 or HIS 3364 (History of Latin America I or II) as a foundational course for the concentration. It is recommended that students take at least one course from Human Sciences and one from Modern Languages (Spanish). Per university policy, up to two courses in the concentration may double-count toward the student's major, as appropriate.

The following list includes courses that can be taken for the concentration, yet other relevant courses may be offered that could count toward the concentration. As such, substitutions (including for the foundational course, if necessary) may be made in consultation with the director.

History

HIS 3361. History of Mexico.

HIS 3363. History of Latin America I.

HIS 3364. History of Latin America II.

HIS 4357. Special Studies in History. Has included: Modern Latin America, Inter-American Relations, Social Justice in Latin America, and Revolution in Latin America

Human Sciences

HUSC 2301. World in the 21st Century.

HUSC 3311. The Arts in Contemporary Cultures.

HUSC 3V50 – 3V54. Special Topics in Human Sciences. Has included: Global Health, Peoples of Latin America, and Religion and Health in Latin America

HUSC 3V57. Internship.

Modern Languages

MSP 3318. Spanish-American Literary Traditions.

MSP 3322. Civilization of Mexico.

MSP 4313. Golden Age Peninsular/Colonial Narrative.

MSP 4371. 20th Century Spanish-American Novels.

MSP 4372. Spanish-American Poetry.

MSP 4374. Mexican Literature.

Economics
ECON 4332. Comparative Economic Systems.

ECON 4335. Economic Development.

Theology
THE 3340. Social Justice.

THE 4343. Social Teaching.

Leadership Concentration

DIRECTOR
Associate Professor Sullivan

The University of Dallas is committed to supporting students who wish to earn appointments as commissioned officers in the United States Army or Air Force. The Leadership Concentration provides a multidisciplinary program in which students may combine ROTC training with a wide variety of courses from Business, History, Sociology and the Human Sciences, Philosophy, Politics and Psychology. The new concentration targets students who are currently enrolled in ROTC training. Its mission is to provide these students with additional knowledge and skills that can further both their military careers and their post-military careers in private enterprise, public service, non-profit organizations, and education.

Concentration Requirements

All students seeking the Leadership Concentration are required to take a total of 18 credit hours. Twelve hours of advanced credit are earned in ROTC programs. All ROTC courses will be noted as LDRS courses.

3341–3342. ROTC Leadership I and II.

4341–4342. Advanced ROTC Leadership I and II.

For additional courses, see www.uta.edu—Department of Military Science.

3410–3420. Air Force Leadership/Management.

4410–4420. Aerospace Studies.

For additional courses, see https://www.unt.edu/catalogs—Aerospace Studies (Air Force).

An additional six hours of credit are earned at the University of Dallas. Students can draw from among the following three-credit courses:

BUS 3302. Leadership and Organizations (prerequisite: BUS 1301. Business Foundations).

BUS 3306. Communication in Business (prerequisite: BUS 1301. Business Foundations).

HIS 3360. American Military History.

HUSC 2301. The World in the Twenty-First Century.

PHIL 3334. Business Ethics.

POL 3326. The Presidency.

POL 3360 Lincoln and His Times.

POL 4311. Thucydides: Justice, War, and Necessity.

PSY 3338. Social Psychology.

Other courses may be approved at the discretion of the concentration director. For students with a GPA of 3.75 or higher, LDRS course in the graduate Leadership Program – LDRS 5320 The Craft of Leadership, LDRS 5350 Story-Telling as a Mode of Thinking, LDRS 5340 Thinking in Time: The Uses of History for Decision-Makers –may also be approved at the discretion of the concentration director. At least one of the University of Dallas courses will be offered every semester.

Legal Studies Concentration

ADVISOR
Associate Professor Upham

A broad liberal arts background, such as that offered in Constantin College, provides solid preparation for success in Law School. By supplementing this background with opportunities to sharpen oral skills through participation in Moot Court and to focus on applications of the law in wider contexts, the Legal Studies Concentration allows
Requirements for the Concentration: 17-18 credits.

Each of the following 3-credit courses:

BUS 2340. Legal Environment.

POL 3323. Constitutional Law.

POL 3327. Civil Liberties.

Two of the following 3-credit courses:

ECO 4338. Public Finance.

ECO 4339. Political Economy.

HIS 3337. Constitutional and Legal History of Medieval England.

PHI 5311. Philosophy of Law.

POL 3324. Public Policy.

POL 3330. Public Law and Administration.
OR **upper-level seminar on constitutional law or theory**

Participation in one of the following:

two semesters of Moot Court (GST 1122)
OR **legal internship approved by the Director.**

Regular consultation with the university's Pre-Law Advisor.
Membership and regular activity in the university's Pre-Law Society.

Mathematics

FACULTY
Chair and Assistant Professor Osoinach; Associate Professors Hochberg and Phillips; Assistant Professor Andrews; Affiliate Assistant Professor Hudgins

The discipline of mathematics is defined as much by its methodology as it is by its content. Indeed, it is this methodology which unifies the different areas of mathematics. The Department of Mathematics seeks to involve students at all levels in the thoughts and methods of mathematics in a creative, lively way.

The courses in the Department are organized around three related areas: the core curriculum, service to other disciplines and the major in mathematics.

The Core Requirement

Much of mathematics has its roots in science, but the spirit of mathematical inquiry is not bound to any specific area. Mathematics is an important discipline for every educated person.

All students at the university are therefore required to study some mathematics. The goal of the requirement is to strengthen the student's imaginative and deductive powers through the discipline imposed by rigorous mathematical thinking. The precise use of language and logic characteristic of mathematics is developed in the courses which meet the core requirement.

There are several classes from which the student may choose, each dealing with profound ideas that play an important part in our culture. These courses can be categorized into three main types.

- The courses in Euclidean and Non-Euclidean Geometry and Linear Point Set Theory are designed explicitly to engage the student in the precision of mathematical reasoning. There is little or no specific material that must be mastered before taking on these classes, although Linear Point Set Theory requires "mathematical maturity" which can be demonstrated through course work.
- Introduction to Statistics provides a background in statistical reasoning and methodology that is needed for efficient citizenship, as well as for specific use in the fields of Biology, Business, Economics, Psychology and the health professions.
- The main Calculus sequence, Calculus I, II and III, provides an exploration of one of the most useful parts of mathematics. However, these courses do require a broader background in mathematical computation, particularly in algebra and trigonometry. Some students who wish to take one of these courses will have to prepare by taking Precalculus at the college level.

Service to Other Disciplines

Mathematics and the sciences have cross-fertilized each other for centuries. Physics, biology, chemistry and economics all draw on mathematical ideas and techniques. The calculus sequence is the primary avenue for learning these ideas. The knowledge of computation learned in the computer science courses can be applied in other disciplines where the computer can be used as a powerful tool for scientific investigation. Many mathematical concepts grew out of problems in science and the content of a number of upper-level courses reflects this relationship.

The Major

The purpose of the major is to immerse students in the content and methodology of mathematics as it is practiced by active mathematicians. The basic requirements in the major introduce the central ideas of the discipline. Electives within the major permit students to pursue further areas of special interest.

The course in Linear Point Set Theory is an important bridge into the major. In it students begin the immersion into the mathematical process and the foundation is built for later work in Algebra, Analysis, Topology and other courses. Linear Point Set Theory, along with Abstract Algebra and Analysis, highlight methods of proof, raising and settling of questions, developing precise definitions of concepts and thinking and writing concisely in mathematical terms. Students who immerse themselves in these mathematical ideas are able to approach the other courses in the major with the perspective of the working mathematician.

Mathematical concepts have a profound influence on the world outside of mathematics. Equally important, the world external to mathematics has helped shape the discipline. It is important for majors to experience this interaction and to see the power and limitations of mathematics. Courses such as Calculus I, II and III, Linear Algebra, Differential Equations, Probability, Statistics, Numerical Analysis and Introduction to Computer Science as well as the Physics requirement aid in the development of this perspective.

A major in mathematics opens many doors. Majors go on to graduate work in such fields as mathematics, computer science, statistics, physics, economics, or biology. They pursue careers in business, actuarial science, linguistics, medicine, law and teaching. Most importantly, the major allows the budding mathematician to see the world in a creative, beautiful and profound way.

Advising

All students are urged to seek advice from the Department concerning selection of courses and placement. A placement exam is required of students wishing to enroll in 1000- or 2000-level courses except 1301 and 2305. Students considering a major in mathematics should consult with the Department as soon as possible. A faculty member can suggest courses that may help students make a decision.

Each major has a faculty advisor in the Department. Students and the advisors will have an introductory conference to talk about the program and to discuss aims and goals. At the beginning of the junior year, students and advisors meet to take stock of how students are doing and where they are going. Advisors assist the students in course selection and post-graduate plans. It is imperative that all those who intend to major in mathematics contact the Department for counseling at least once each semester before preregistration.

Basic Requirements for Major

B.A.: Mathematics 1404, 1411, 2412, 3159, 3310, 3321, 4332, 4341, 4333 or 4342, one of 3324, 3326, 3338 or 4315; three mathematics or computer science credits at any level; six mathematics or computer science credits in courses numbered 3000 or above (a total of six computer science hours may count toward the mathematics major);and Physics 2311–2111 and 2312–2112. Participation in 2107, 3107, 3190, 3191, and 3V50 as often as it is offered is encouraged. Mathematics majors should go to Rome in the spring of the sophomore year.

B.S.: Twelve additional advanced hours in mathematics are required, including 4315; 4333 or 4342, excluding the choice for the B.A.; and 4V43.

Comprehensive Examination

A comprehensive exam is required of all majors in their final year. It is administered by the mathematics faculty and covers all required courses for the B.A. or B.S. degree. The exam is offered once in the fall semester and twice in the spring semester.

Suggested Sequence of Courses for Mathematics Major

YEAR I			
Physics 2311	3	Physics 2312	3
Physics 2111	1	Physics 2112	1
English 1301	3	English 1302	3
Language 2311	3	Language 2312	3
Mathematics 1404	4	Mathematics 1411	4
Philosophy 1301	3	Computer Science 2410	4
	17	(or Elective)	18
YEAR II		**(Rome)**	
English 2312	3	English 2311	3
Mathematics 2412	4	History 2301	3
Mathematics 3321	3	Theology 2311	3
Economics 1311	3	Philosophy 2323	3
Theology 1310	3	Art 2311	3
	16		15
YEAR III			
Mathematics 3310	3	Mathematics Elective	3
Mathematics 4341 or 4332	3	Mathematics 4342 or 4333	3
History 1311	3	Philosophy 3311	3
Life Science	3	History 1312	3
Mathematics 3159	1	Elective	3
	13		15
YEAR IV			
Mathematics 4332 or 4341	3	Mathematics Elective	3
Mathematics Elective	3	Electives	9
Politics 1311	3		12
History 2302	3		
Elective	3		
	15		

Courses in Mathematics

1301. Euclidean and Non-Euclidean Geometries. Development of the mathematical way of thinking through firsthand experience. Emphasis on the student's strengthening of his or her imagination, deductive powers and ability to use language precisely and efficiently. Study of Euclid's geometry; Hilbert's axioms; neutral geometry; hyperbolic geometry (non-Euclidean geometry of Gauss, Bolyai, Lobachevsky); the axiomatic method; and consistency, independence and completeness of axiom systems. Historical perspective and philosophical implications are included. Students must prove a significant number of theorems on their own. Fall and Spring.

1303. Precalculus. Advanced Algebra and Trigonometry needed for Calculus. Solving equations and inequalities; polynomials; functions; trigonometry on the unit circle; parametric and polar coordinates; conic sections; arithmetic and geometric sequences; math induction. Prerequisite: successful placement in algebra. Does not satisfy Math Core. Fall.

1404. Calculus I. Limits, derivatives, applications of derivatives, integration, logarithmic and exponential functions. Prerequisite: Grade of C (2.0) or better in Mathematics 1303, or satisfactory placement. Fall and Spring.

1411. Calculus II. L'Hôpital's Rule, inverse trigonometric and hyperbolic functions, methods of integration, analytic geometry, applications of integrals, sequences and series. Prerequisite: Grade of C (2.0) or better in Mathematics 1404, or satisfactory placement. Fall and Spring.

2107. Mathematics Colloquium. A forum for exposing students to the rich and deep areas of mathematics and its applications not normally seen in the first two years of undergraduate studies. Oral presentations are selected for their interest and accessibility. Speakers include faculty members, visiting lecturers and students. Highly recommended for majors. Visitors are welcome. Public announcements of speakers will be made. Graded Pass/No Pass. May be repeated. Fall and Spring.

2304. Discrete Mathematics. Introduction to the mathematical foundation of computer science with two co-equal components: a study of combinatorics and graph theory including topics from the theory of computer science and a development of the imagination and analytical skills required in mathematics and computing science. Students are required to do proofs. Prerequisite: MCS 1410. Offered as needed.

2305. Introduction to Statistics. Statistics may be broadly defined as the science of making rational decisions in the face of quantifiable uncertainty. Emphasis on a deep understanding of the fundamental elements of so-called "statistical thinking", including randomness, uncertainty, modeling and decision processes. The superstructure of statistical methodology, including hypothesis testing, inference and estimation, using the logical methods of mathematics. A significant amount of instruction is computer-based. Prerequisite: Successful demonstration of abilities in algebra. Fall and Spring.

2412. Calculus III. Vectors, vector calculus, functions of several variables, multiple integrals. Prerequisite: Grade of C (2.0) or better in Mathematics 1411, or satisfactory placement. Fall.

3107. Mathematics Colloquium. This course is similar to 2107 except that extra work is required to earn junior-level credit. Each student is expected to write a paper and present a talk based on it in addition to fulfilling the other requirements. Graded Pass/No Pass. May be repeated. Fall and Spring.

3159. Junior Workshop. Designed to improve the student's ability to "do math at the board" and to encourage a willingness to engage mathematical problems creatively. Emphasis is on generating ideas for solving problems and then testing those ideas to see if they bear fruit. Problems given are often open-ended and may lack a published solution so as to encourage creative approaches. Fall.

3190. Problem Solving. Presentation of many problem-solving techniques not typically found in other mathematics courses. Emphasis is on problems from competitions, but the techniques have broad application for creatively thinking through many sorts of problems. Problems are drawn from many different fields of mathematics, yet very accessible to any student with an interest in math. Prerequisite: MAT 1404 or consent of instructor. Fall. Repeatable for credit.

3191. Applied Modeling. Investigation and development of mathematical models found in the physical, life and social sciences. Students will write a research paper that applies an appropriate mathematical model to solve a problem arising from a particular physical situation. A public presentation of their results is required. Prerequisite: Mathematics 1404 or MCS 1410, or consent of instructor. Repeatable for credit. Spring.

3310. Linear Algebra. Geometry of R^2 and R^3 including the dot product and parametric equations of lines and planes. Systems of linear equations, matrices, determinants, vector spaces and linear transformations. Applications to the sciences and economics are included. Prerequisite: Mathematics 1411 or consent of instructor. Fall.

3320. Foundations of Geometry. A systematic development of topics selected from metric and nonmetric geometries, comparison of postulate systems. Prerequisite: Mathematics 1411 or consent of instructor. Offered as needed.

3321. Linear Point Set Theory. Limit points, convergent sequences, compact sets, connected sets, dense sets, nowhere dense sets, separable sets. Prerequisite: Math 1411 or consent of instructor. Fall and Spring.

3322. History and Philosophy of Mathematics. The history of the development of mathematics, the lives and ideas of noted mathematicians. Prerequisite: Consent of instructor. Offered as needed.

3324. Differential Equations. First order equations, existence and uniqueness of solutions, differential equations of higher order, Laplace transforms, systems of differential equations. Prerequisite: Mathematics 1411 or consent of instructor. Fall, even years.

3325. Complex Analysis. An analysis of functions defined on the complex numbers. Topics include holomorphic functions, contour integrals and Cauchy's theorem, power and Laurent series, residues and poles, and conformal mappings. Applications to physics are included. Prerequisite: Mathematics 2412. Offered as needed.

3326. Probability. Axioms and basic properties, random variables, univariate probability functions and density functions, moments, standard distributions, Law of Large Numbers and Central Limit Theorem. Prerequisite: Mathematics 1411. Fall, odd years.

3327. Statistics. Sampling, tests of hypotheses, estimation, linear models and regression. Prerequisite: Mathematics 3326. Spring, even years.

3331. Number Theory. A study of the properties of the integers. Topics include divisibility and primes, congruences, Euler's Theorem, primitive roots and quadratic reciprocity. Prerequisite: Mathematics 3321 or consent of instructor. Spring, even years.

3338. Numerical Analysis. Zeros of polynomials, difference equations, systems of equations, numerical differentiation and integration, numerical solution of differential equations, eigenvalues and eigenvectors. Prerequisite: Mathematics 3310 and knowledge of a programming language. Offered as needed.

3V50. Special Topics. Gives the student an opportunity to pursue special studies not otherwise offered. Topics have included chaos, fractals, cellular automata, surreal numbers and dynamical systems. May be repeated for credit. Prerequisite: consent of instructor.

4095. Mathematics Senior Comps.

4314. Advanced Multivariable Analysis. Continuous and differential functions from R^m into R^n, integration, differential forms, Stokes's theorem. Prerequisite: Mathematics 2412 and 3310, or consent of instructor. Offered as needed.

4315. Applied Mathematics. Symmetric linear systems, equilibrium equations of the discrete and continuous cases, Fourier series, complex analysis and initial value problems. Prerequisites: Mathematics 2412. Spring, odd years.

4332–4333. Abstract Algebra I, II. Group theory, ring theory including ideals, integral domains and polynomial rings, field theory including Galois theory, field extensions and splitting fields, module theory. Prerequisite: Mathematics 3310, 3321 and junior standing, or consent of instructor. Fall, even years (I); Spring, odd years (II).

4334. Topology. Topological spaces, connectedness, compactness, continuity, separation, metric spaces, complete metric spaces, product spaces. Prerequisite: Mathematics 3321 or consent of instructor. Spring, odd years.

4341–4342. Analysis I, II. Real number system, topological concepts, continuity, differentiation, the Stieltjes integral, convergence, uniform convergence, sequences and series of functions, bounded variation. Prerequisite: Mathematics 1411 and 3321 or consent of instructor. Fall, odd years (I); Spring, even years (II).

4V43–4V44. Research. Under the supervision of a member of the faculty, the student involves himself or herself in the investigation and/or creation of some areas of mathematics. The research should be original to the student. A paper is required. Prerequisite: junior or senior standing.

4V61. Independent Studies. An opportunity for the student to examine in depth any topic within the field under the guidance of the instructor. For advanced students.

Mathematics Concentrations

DIRECTOR
Associate Professor Phillips

I. Applied Mathematics Concentration

Philosophy
Much of the history and philosophy of Applied Mathematics can be summarized by a quote from the preface to The Functions of Mathematical Physics by Harry Hochstadt, "The topics covered... were first studied by the outstanding mathematicians of the eighteenth and nineteenth centuries. Among the many who devoted themselves to these studies are Gauss, Euler, Fourier, Legendre and Bessel. These men did not recognize the modern and somewhat artificial distinction between pure and applied mathematics. Much of their work was stimulated by physical problems that led to the studies of differential equations. Frequently they developed generalizations to obtain results having no immediate or obvious applications. As a consequence mathematics was often ahead of its time having tools ready before physicists and engineers felt the need for them." The concentration reflects this historic interplay by presenting topics of obvious interest to applied scientists as well as being of purely mathematical interest.

The concept of transformations plays a central role in Applied Mathematics. Partial differential equations are transformed into ordinary differential equations. Ordinary differential equations are transformed into algebraic equations. And algebraic systems are transformed into simple algebraic systems. Thus, one can understand why Linear Algebra plays a fundamental role in the concentration.

Content
The concentration consists of five courses. The core of the Applied Mathematics Concentration is made up of the three courses: Calculus III (MAT 2412), Linear Algebra (MAT 3310) and Applied Mathematics (MAT 4315). Fundamental to modern applied mathematics is the study of structures known as vector spaces and the linear operators on those spaces. Students are introduced to these concepts in Linear Algebra. These ideas are expanded in Calculus III where the linearity and multidimensionality introduced in Linear Algebra are combined with the infinite processes of calculus. These concepts continue to be drawn together in Applied Mathematics, where the analogy is completed between discrete problems, continuous one-dimensional problems and continuous multidimensional problems.

The fourth course is an applied mathematics elective such as Differential Equations (MAT 3324), Probability (MAT 3326), Statistics (MAT 3327), Numerical Analysis (MAT 3338), or a Computer Science course approved by the director.

The fifth course is an elective from a field other than Mathematics. This allows the student to tailor the concentration to his or her own interests and reinforces the concentration's interdisciplinary nature. Possible choices include:

CHE 3331. Physical Chemistry I.

ECO 3327. Statistical Theory and Methods.

ECO 3328. Econometrics.

PHI 4333. Philosophy of Science.

PHY 3341. Optics.

PHY 3363. Computational Physics.

PHY 4327. Electromagnetic Theory.

PHY 4423. Theoretical Mechanics.

PHY 4424. Quantum Mechanics.

PSY 3337. Statistical Methods.

Other electives as approved by the department.

II. Pure Mathematics Concentration

The concentration provides a coherent set of courses for students interested in mathematics, short of a major, in areas distinct from those of Applied Mathematics.

The concentration consists of five mathematics classes (fifteen credits): Math 3310 (Linear Algebra), Math 3321 (Linear Point Set Theory); two of Math 4332 (Abstract Algebra I), Math 4334 (Topology), or Math 4341 (Analysis I); and a fifth class, selected from the following list:

MAT 3320. Foundations of Geometry.

MAT 3322. History and Philosophy of Mathematics.

MAT 3331. Number Theory.

MAT 4332. Abstract Algebra I.
OR **MAT 4333. Abstract Algebra II.**

MAT 4334. Topology.

MAT 4341. Analysis I.
OR **4342. Analysis II.**

MAT 4V43/4V44. Research Hours.

Courses as approved by the department.

Medieval Renaissance Studies & Christian Contemplative Tradition

FACULTY
Director and Associate Professor Kenney; Associate Professor Jodziewicz

The Center for Contemplative Studies

The Center for Contemplative Studies seeks to promote interest in the rich spiritual tradition of the Christian West, in the belief that this tradition is central to our common intellectual heritage. Through the study of significant texts and movements, it aims at a better understanding of the nature of spirituality itself, the unfolding of Christian spirituality in the West and the role spirituality has played in the development of Western culture and thought.

The Center's interests lead it beyond narrow disciplinary perspectives. It not only welcomes, but requires, the varied approaches of the historian, the literary critic, the philosopher, the theologian. Indeed, the Center wishes to be an interdisciplinary forum for all those who study the history of spirituality. In addition, while it emphasizes the Western tradition of spirituality, it recognizes the importance of viewing this tradition within the largest possible human and religious perspectives.

The Center sponsors the two concentrations: **Christian Contemplative Tradition** and **Medieval and Renaissance Studies.** In addition, it sponsors colloquia, minicourses, weekend seminars and lectures by visiting professors and members of the university faculty. These activities are intended to illuminate the authors and texts of the spiritual tradition from as wide a variety of scholarly perspectives as possible.

Requirements of both Concentrations

The student should declare his or her intention to concentrate by coming to speak to the director no later than the first semester of the Junior year. No more than two courses may count toward both the concentration and the major. Substitutions in the concentrations must have the written approval of the Director. If a student wishes to concentrate in *both* Medieval and Renaissance Studies and Christian Contemplative Tradition, no overlap will be allowed in the courses required for either concentration. Doing both concentrations requires 30 hours of course work.

Medieval and Renaissance Studies Concentration

If the period commonly referred to as the Renaissance marks the beginning of the Early Modern period in European history, it nonetheless exists in profound continuity with the Middle Ages. The two periods share common theses, issues, auctores and institutions and participate in a common enterprise: for they both attempt to forge a union out of the impressive remnants of ancient, but pagan, civilization and the living traditions of thought and piety associated with biblical (Jewish and Christian) religion. Even when the Renaissance writers do distance themselves from late medieval practices and thinking, often enough what they are doing is reviving the spirit and language of an earlier Middle Ages in preference to more recent developments. Hence the appropriateness of combining the study of the Renaissance with that of

the Middle Ages in a single concentration. Concentrators are free, of course, to emphasize one period more than the other if they choose.

Through a consortium agreement with Southern Methodist University and the University of Texas at Dallas, it is possible for students pursuing the concentration to take courses in medieval subjects not usually offered here but available at the other institutions, with the approval of the Director of the Center.

The concentration requires the completion of six three-credit upper-division courses, in four different fields, from the list below or otherwise approved by the Director and distributed according to the following principles:

1) History (two courses)
2) English, Modern Languages or Classics.
3) Philosophy or Theology.
4) A fifth course other than History and other than the fields chosen in #2 and #3.
5) A sixth course, in any field.

Approved Medieval-Renaissance Courses:

ART 5356. Italian Renaissance Art 1300–1600.

ART 5365. Medieval Art.

ART 5367. Northern Renaissance 1400–1550.

DRA 3335. Theater Literature I.

ECO 4343. Western Economic History I.

ENG 3323. Medieval Literature.

ENG 4359. Shakespeare.

ENG 4370. Dante.

ENG 5312. The English Renaissance.

ENG 5320. Arthurian Romance.

CLL 3334. Augustine.

CLL 3335. Medieval Latin Readings.

MFR 3322. Medieval and Renaissance Literature.

MFR 5V50. Old French.

MGE 3321. German Literary Tradition I.

MFR 5V50. Old Occitan.

MSP 3320. Spanish Literary Tradition I.

MSP 3327. Golden Age Drama/Poetry.

MSP 3328. Golden Age Novel.

MSP 3338. Medieval Literature in Spain.

MSP 3340. History of Medieval Spain.

MSP 3341. History of Habsburg Spain.

HIS 3307. Medieval Europe I.

HIS 3308. Medieval Europe II.

HIS 3309. Topics in Medieval History.

HIS 3310. The Renaissance.

HIS 3311. The Reformation.

HIS 3312. Topics in Renaissance and Reformation.

HIS 3321. History of England I.

HIS 3323. History of France I.

HIS 3325. History of Germany I.

HIS 3327. The History of Ireland.

HIS 3328. The History of Spain I.

HIS 3337. Constitutional History of Medieval England.

PHI 3326. Medieval Philosophy.

PHI 5358. Scholastic Tradition.

POL 3312. Morality & Politics.

POL 3333. Political Philosophy in the Middle Ages.

THE 4311. Theology of Thomas Aquinas.

THE 5311. Church History I.

THE 5315. Patristic & Byz. Theo.

THE 5316. Medieval & Mod. Theo.

Christian Contemplative Tradition Concentration

The concentration consists of four courses (twelve hours) approved by the Director. Of these, two must belong to the cycle of courses dealing with the history of spirituality, i.e., Patristic Theology and Spirituality, Medieval Spirituality and Modern Spirituality. Descriptions follow. Courses are offered in a three-year cycle.

Patristic Theology and Spirituality. (The 5315 Patristic and Byzantine Theology) History of Christian doctrines from apostolic times to the end of the Patristic period in the West and into the Byzantine period in the East, with special attention paid to the interconnection between early Christian doctrine and spirituality. Authors studied may include: Origen, Evagrius, Athanasius, Gregory of Nazianzus, Gregory of Nyssa, Denys the Areopogite, Maximus the Confessor, Ambrose, Augustine. Prerequisite: Theology 2311, Western Theological Tradition.

Medieval Spirituality. Deals with monastic spirituality, pastoral spirituality, the spirituality of the friars and late Medieval spirituality. Authors studied may include: Benedict of Nursia, Gregory the Great, Bernard of Clairvaux, William of St. Thierry, Aelred of Rievaulx, Richard of St. Victor, Francis of Assisi, Clare, Bonaventure, Jordan of Saxony, Humbert of Romans, Eckhart, Catherine of Siena, Walter Hilton, Rusbroec, Nicholas of Cusa, Thomas à Kempis.

Modern Spirituality. Close reading of major texts showing the development of the contemplative tradition from the sixteenth through the twentieth century. Authors studied may include: Thomas More, Luther, Calvin, Ignatius of Loyola, Teresa of Avila, John of the Cross, Francis de Sales, Bérulle, Pascal, Spenser, Wesley, Newman, Thérèse of Lisieux, Merton.

Modern Languages and Literatures

FACULTY
Chair and Associate Professor J. Eidt; Associate Professors Espericueta, Nussmeier and Pérez-Bernardo; Assistant Professors Lewallen, Ivers and Muñoz-Solano; Affiliate Assistant Professors L. Eidt and Forte; Affiliate Instructor Rodriguez; Postdoctoral Teaching Fellow Janet Hendrickson; Professors Emeriti Cazorla, Maddux and Wilhelmsen

The university offers the study of four modern languages (French, German, Italian and Spanish) as well as a major in Comparative Literary Traditions. One-semester courses in other languages are occasionally available.

Learning a second language provides not only a practical skill in communicating with others but also a viewpoint from which to observe the phenomenon of language itself. At the same time, it gives one access to the mental and psychological dimensions of cultural traditions and peoples other than one's own. Exploring how others express themselves yields insights into patterns of thinking and behaving. Now that communication worldwide has become almost instantaneous, the ability to understand these dimensions and patterns is more important than ever before.

Modern Languages in the Core

The Modern Languages Department contributes to the Core curriculum by providing language instruction for all students on the first- and second-year levels. Courses on the first-year level are offered to accommodate those students who have pursued no second-language studies previously or who wish to fulfill the language requirement by learning a language different from the one studied before coming to the university. The Core requirement may be fulfilled by a passing grade at the Second-Year II level or higher.

In the first semester of the second-year level, students continue developing skills begun at the first-year stage (listening, speaking, reading and writing), while studying more difficult grammar concepts and extending vocabulary. In the second semester, they gain insights into the world view of the culture whose language they are learning. This introduction to the heritage of another country is achieved through the study of literature, history, art and music.

While credit in courses beyond Second-Year II is not required of non-language majors, advanced courses on the third level are excellent elective choices for students desiring to expand their cultural and historical understanding as well as continue to develop their linguistic abilities at a more sophisticated level or higher.

International Study Opportunities
The university's Rome semester during the sophomore year and/or a special term in Latin America or Spain offer unique opportunities for the student to develop a working proficiency in a modern language.

Basic Requirements

Basic requirements for a major in Modern Languages are *30 credits in upper-division courses* in the department and successful completion of the *comprehensive examination* in the senior year. The comprehensive may be attempted only twice in one academic year. Seniors may be invited to undertake a Senior Thesis.

The Department recommends the following electives: Art 1311 and 1312 (History of Art and Architecture), advanced art history courses, History 3313 and 3314 (Modern Europe I and II) and Education 5354 (Introduction to Linguistics). It cooperates with the Education Department in preparing students for secondary school certification in French, German and Spanish.

Suggested Sequence of Courses for Modern Languages and Literatures Major

YEAR I			
Art, Drama, Math, Music	3	Art, Drama, Math, Music	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 2311	3	Language 2312	3
Philosophy 1301	3	Theology 1310	3
	15		15
YEAR II (during Sophomore Year)			
English 2311–2312	6		
History 2301–2302	6		
Philosophy 2323	3		
Theology 2311	3		
Politics 1311	3		
Major Language	6		
Elective	3		
	30		
YEAR III			
Major Language	6	Major Language	6
Philosophy 3311	3	Economics 1311	3
Science	3	Science	3
Elective	3	Elective (or required course)	3
	15		15
YEAR IV			
Major Language	6	Major Language	3
Electives	9	Senior Thesis (or required course)	3
	15	Electives	9
			15

The French Program

DIRECTOR
Assistant Professor Lewallen

Basic Requirements

Thirty advanced credits (10 courses) in all, made up of:

1) 6 credits of Advanced Communication courses. These courses may be taken in any order.
2) 6 credits of French Literary Tradition. These courses may be taken in any order.
3) 6 credits of 4000-level courses.
4) 12 more hours of 3000- or 4000- level courses. With permission, students may substitute 6 hours of CLT courses.

Courses in French

For an explanation of the French course numbering system, see the Modern Languages – French pages on the university website.

1301–1302. First-Year French I and II. The foundation for the study of French. Students acquire a basic vocabulary and an understanding of fundamental linguistic structures. Fall and Spring.

2311. Second-Year French I. Review and further study of grammar, together with intensive oral and written practice. Study of selected aspects of French culture. The class consists of three contact hours per week. Fall.

2312. Second-Year French II. Study of the periods and monuments of French culture, emphasizing particularly moments of French cultural greatness with which modern American undergraduates are unlikely to be familiar. Extensive work in reading, writing and speaking French. Spring.

3309. Advanced Communication I: Introduction to French Literature. Intensive practice in reading, writing, speaking, and listening. Focus on excerpts from the most important and influential works of French literature.

3310. Reading and Expression in French. Intensive practice in reading and writing French. Prerequisite: MFR 2312 or the equivalent.

3311. Advanced Communication II: Introduction to French Cinema. Intensive practice in reading, writing, speaking, and listening. Focus on France's cinematic legacy from its earliest days to today's French films.

3313. Advanced Communication III: Contemporary France. Practice in oral French, emphasizing contemporary issues. Prerequisite: 2312 or the equivalent.

3314. Advanced Communication IV: French Children's Literature. Intensive practice in reading, writing, speaking, and listening. Focus on French children's literature, from the fables of La Fontaine to *Le Petit Prince*, *Le Petit Nicolas*, and comic books in French such as *Astérix* and *Tintin*.

3120. Studio Drama. Participation in a French-language theatrical production. May be repeated. Offered frequently, usually in Spring. Graded Pass/No Pass.

3330. Historical Linguistics. Designed for language majors, but open to all students. An introduction to modern approaches to the study of language, culminating in an inquiry into the origins, historical development and kinship of Indo-European languages. Every other year.

3331. Applied Linguistics. Introduction to Foreign Language Pedagogy. Introduction to the methods for teaching foreign languages at the secondary and university levels focusing on theory as well as practice. Includes supervised teaching units in UD Modern Language courses.

3341. French Literary Tradition I. Introduction to the key texts of the French literary tradition and to the techniques of textual analysis in a modern language. An overview of the genres, movements and chronological development of French literature with a focus on texts from La Chanson de Roland to the works of Montaigne.

3342. French Literary Tradition II. The continuation of 3341:17th and 18th centuries.

3343. French Literary Tradition III. Continuation of 3342: 19th and 20th centuries.

3348: Advanced French Grammar. Designed to ensure a solid grammatical foundation necessary for further progress in the language. It is a refinement and an extension of knowledge already acquired rather than a simple review.

3V32. French Outreach Teaching Practicum. Supervised foreign language teaching in cooperation with local area schools and home school associations. 1-3 credits. Graded course.

3V50–5V50. Special Topics in French. Courses offered as needed, focusing on particular authors, periods, or genres.

3V57. French Internship. A 1-3 credit practicum undertaken with the approval of the program director involving off-campus educational involvement, such as an internship or related activity, in which there is a designated analytical or intellectual element resulting in an appropriate research paper or related project. Students should follow guidelines for internships. Graded Pass / No Pass. Can be taken for up to three credits.

4095. French Senior Comps.

4310. Studies in French Authors (SFA). Detailed Study of the entire oeuvre of one or more major authors.

4320. Studies in French Narrative (SFN).

4321. Studies in French Poetry (SFP).

4323. Studies in French Drama (SFD).

4340. Studies in a French Period or Movement (SFM).

4346. Symbolist Poetry: Baudelaire and His Aftermath. A study of modern French poetry and poetic theory from Baudelaire into the 20th century, with special emphasis on the Symbolist tradition: Baudelaire, Mallarmé, Verlaine, Rimbaud, Valéry.

4349. Senior Honors Thesis. Exceptionally qualified senior majors are invited, as one of their major elective courses, to spend an entire semester researching and writing a thesis on a worthwhile topic, under the direction of one of their professors.

4V51. Independent Research.

4359. French Thought & Culture after 1945. High points of the French intellectual scene since the Second World War.

4V90. Studies in French Cinema (SFC).

MCTF Courses

(Course descriptions listed under Comparative Literary Traditions.)

3305. Introduction to French Literature.

3V50–5V50. Special Topics.

4310. Special Topics/Studies in French Authors.

5311–5312. French for Reading Knowledge I and II.

5315. Introduction to Old French.

5316. Topics in Old French.

5317. Introduction to Old Occitan.

The German Program

Basic Requirements
Thirty advanced credits (10 courses) in all.

The major in German allows students to choose from one of three possible tracks or areas of primary focus related to German and German studies. The three focus areas are: 1) German Literature, 2) German Linguistics (Historical, Applied and Synchronic) and 3) German Intellectual History (*Geistesgeschichte*). The German concentration (four courses beyond the core) consists of a skills course and then at least one course in each of these diverse areas. The German Major has a group of "core" courses, which is identical to the concentration plus one course (5 courses beyond the university's core language requirement). Upon completion of the "German core" students then have the option of pursuing one of the three areas as a primary focus.

- **German Literature:** Offers the Literary Tradition sequence as well as other literature-based courses in the German language.
- **German Linguistics:** Offers course work in the three main areas of foreign language linguistics. These courses offer a meta-discussion of language in the theoretical framework of the field as it currently is practiced in the US.
- **German Cultural History:** Offers a focus on broader areas of German culture and the history of ideas within German culture. This area of study seeks to define a German cultural context for ideas and events in History, Philosophy, Religion, Music, Art and the social sciences. This track, interdisciplinary in nature, incorporates courses offered in other departments, giving students maximum flexibility in defining an area of concentration.

German Concentration. 4 courses beyond Second-Year German II. See Language Concentrations. Advanced German Grammar (MGE3310) is recommended as a part of the German Concentration.

Core Requirements for all German Majors
(5 courses beyond Second-Year – 2 skills, 2 literature, 1 linguistics)

Advanced German Grammar (MGE 3310)

German Conversation and Composition (MGE 3311)

2 courses from among Lit-Trad 1, 2, or 3 (MGE 3341–3343)

Intro to Foreign Language Pedagogy (MGE 3331), History of the German Language (MGE 3333), or German CLT (MCTG) course.

German Studies Tracks to be declared in the junior year.

Track 1 – German Literature
Remaining German Lit-Trad (1, 2, or 3) (MGE 3341–3343)

Two courses from the following: German Novella (MGE 4320) (Readings and course work in German), Wagner (MGE 4346) (Readings and course work in German) and German Drama (MGE 4323) (Internship incorporated into Second-Year II)

Two courses from the following: German Translation (MGE 3334), Advanced Civilization (MGE 4335), or other German CLT (MCTG) course (Readings and course work in German).

Track 2 – German Linguistics
Fifteen credits chosen from among the following courses:

Intro to Linguistics (EDU 5354)

History of German Language (MGE 3333), or Applied Linguistics (Pedagogy) (MGE 3331), or German Outreach (MGE 3V32) (teaching practicum in area schools can be taken for 1-3 credit hours).

Historical Linguistics (MGE 3330)
German Translation (MGE 3334) (same as MCTG 5312 German for Reading Knowledge II), Old English, Old French, or Occitan
Philosophy of Language (PHI 4335) or Psychology of Language (PSY 3334)
Senior Honors Thesis (MGE 4349)

Track 3 – Intellectual History
History Course (History of Germany I, II [HIS 3325 and 3326], or The Reformation [HIS 3311])
One course from the following: Philosophy (The Phenomenological Tradition [PHL 5359], Recent Philosophy [PHL 3328], Politics [Modernity and Post-Modernity [POL 3335]), or Psychology (Phenomenological Research I [PSY 3339])
German Lit-Trad 1, 2, or 3 (MGE 3341–3343), Drama (MGE 4323), or Advanced Civilization (MGE 4335)
CLT Elective (Tolkien, Novella, Intro to German Literature) (Readings and course work in German), or Wagner (MGE 4346) (Readings and course work in German)

Comprehensive Examination
In the Spring semester, seniors take oral and written comprehensive exams. A reading list for comprehensives is supplied for preparation. In the written comps, the student addresses three topics from a list of essay topics. The oral exam covers both the written essays and the other topics.

Courses in German

For an explanation of the German course numbering system, see the Modern Languages – German pages on the university website.

1602. First-Year German I and II. Introduction to the German language stressing the four skills: speaking, listening, reading and writing, as well as cultural competence. Noncredit mandatory laboratory component. Fall.

2602. Second-Year German I and II. Continues practice in the four skills with an additional focus on more advanced readings and writing strategies. Literary and cultural materials are taken from pre-20th century sources. Content course focusing on the history and culture of 20th and 21st century Germany. Concentration on skills necessary for analyzing and writing about literature, film, music and the visual arts. Spring.

3310. Advanced German Grammar. Refinement and extension of grammatical skills and structures in reading, writing and speaking moving beyond a simple review of grammar.

3311. Advanced Conversation and Composition. Written and oral communication on an advanced level. Issues in contemporary German society and politics build the focus of the course. Students will practice writing extensively in different genres and give both formal and informal oral presentations.

3312. Introduction to German Studies. Introduction to the tools and techniques of literary analysis and close reading of German language texts. Terminology necessary for the analysis of literature, film, music and the visual arts will be acquired.

3330. Historical Linguistics. Designed for language majors, but open to all students. An introduction to modern approaches to the study of language, culminating in an inquiry into the origins, historical development and kinship of Indo-European languages. Every other year.

3331. Applied Linguistics: Introduction to Foreign Language Pedagogy. Introduction to the methods for teaching foreign languages at the secondary and university levels focusing on theory as well as practice. Includes supervised teaching units in UD Modern Language courses.

3333. History of the German Language. Introduction to the history of the German language, from its Indo-European roots through the present. Examines the historical, social and cultural context that shaped the German language and its dialects.

3334. German Translation. Identical to German for Reading Knowledge II (MCTG 5312). Introduction to issues in translation of challenging authentic texts. Focus is on the translation of representative texts relevant to a wide array of academic disciplines. Including: Literature (poetry, prose and criticism), Philosophy, History, Theology, Politics and scholarly academic writing in select contemporary journals.

3341. German Literary Tradition I. A chronological survey of German literature from around 800 to approximately 1800. Significant works from the Middle Ages, Reformation, Baroque, Enlightenment and Sturm und Drang are discussed. Emphasis is placed on the tools of analysis specific to German literary studies.

3342. German Literary Tradition II. A continuation of the survey of German literature from the Classicism to the rise of the Third Reich.

3343. German Literary Tradition III. A continuation of the survey of German Literature from the Nazi dictatorship to the present.

3V32. German Outreach Teaching Practicum. Introduction to teaching foreign languages to children, as well as the opportunity to put the student's skills to immediate practice by teaching children at Holy Family School or Redeemer Montessori School. May be taken for 1, 2, or 3 credit hours. Graded course.

3V50–5V50. Special Topics in German. Courses offered as needed, focusing on particular authors, periods and genres.

3V57. German Internship. A 1-3 credit practicum undertaken with the approval of the program director involving off-campus educational involvement, such as an internship or related activity, in which there is a designated analytical or intellectual element resulting in an appropriate research paper or related project. Students should follow guidelines for internships. Graded Pass / No Pass. Can be taken for up to three credits.

4095. German Senior Comps.

4320. The German Novella from Goethe to Kafka. Introduction to shorter German prose with an emphasis on the genre of the novella and how it has developed from the classical period through the early twentieth century.

4321. German Lyric Poetry. Introduction to German lyric poetry from the Middle Ages to the present. The course emphasizes the tools and techniques for analyzing poetry in German.

4323. German Drama. Study of the history of German Drama culminating in an student production of a representative play in German.

4335. Advanced Civilization. Topic course with varying content. Familiarizes advanced students with significant examples of German art, music and non-literary writings of modernity. Emphasis on understanding of the context of modern literature and culture in the German-speaking world. Extensive readings and the writing of longer essays afford the students practice in exploring expository educated German style.

4346. Wagner. Discusses the many-faceted phenomenon that is Wagner and his impact upon the art, culture, thought and consciousness not only of his century but of the modernist age that followed. Examines Wagner's innovation in music, as well as his impact upon the artistic consciousness of the 19th century.

4349. Senior Honors Thesis. Outstanding students may be invited to write a senior project as an independent study project.

4V51. Independent Research.

4V90. Studies in German Cinema. Content may vary and can be repeated for credit.

MCTG Courses

(Course descriptions listed under Comparative Literary Traditions.)

3305. Introduction to German Literature.

3V50–5V50. Special Topics

5311–5312. German For Reading Knowledge I and II.

The Italian Program

Basic Requirements

Thirty advanced credits (10 courses) in all beyond the basic language sequence. All but two of the courses must be in Italian and under the auspices of the Italian Program (whether an advanced course in Italian or an internship experience). The remaining two courses satisfying the Italian major may be taken in allied fields (Art History, Medieval, Philosophy, etc.) and must be approved by the Director of Italian prior to enrollment.

Required courses:

Six courses from among the Italian language and literature unit:

Reading and Expression; Advanced Communication; Italian Literary Traditions I and II, and Advanced Italian Grammar (can be repeated if different topics)

Two special courses in Italian at the 4000-level

Two additional Italian focus courses, or approved courses from other departments.

A comprehensive exam, taken early in the Spring semester of the senior year.

Courses in Italian

1101. Survival Italian. Offered at the Rome and occasionally at the Irving campus, this course teaches the basic vocabulary and grammatical construction necessary to manage communication in daily life during the semester in Italy. Graded Pass/No Pass.

1301–1302. First-Year Italian I and II. Introduction to Italian grammar, with emphasis on reading, writing, listening and speaking skills. Essential components of these courses will be intensive practice in pronunciation, vocabulary, comprehension, conversation and oral presentations on a variety of topics related to Italian culture. The complexity of the material increases in First-Year Italian II. Fall and Spring.

2311. Second-Year Italian I. Review and further study of grammar, together with intensive oral and written practice. Exploration of different aspects of Italian culture. Class consists of three contact hours per week. Fall.

2312. Second-Year Italian II. Essential components of this course will be intensive practice in writing and conversation through written and oral presentations on contemporary Italian topics and on Italian literary material. Intermediate Italian II prepares

students for advanced study in Italian language and literature through a panoramic overview of the history, literature and art of Italy. Spring.

3316. Advanced Grammar and Composition. Objective is to develop a sense of style and structure in writing Italian on various levels. Close reading and detailed analysis of modern Italian authors in both literary and journalistic fields, in conjunction with intensive practice in the art of writing for specific and varying purposes. Offered in spring of even-numbered years.

3321. Italian Literary Tradition I (13th-16th centuries). An introduction to the genres, movements, and chronological development of Italian literature from its origins to the Renaissance. Authors include San Francesco d'Assisi, Giacomo da Lentini, Guittone d'Arezzo, Guido Guinizzelli, Guido Cavalcanti, Brunetto Latini, Cecco Angiolieri, Jacopone da Todi, Bonvesin de la Riva, Marco Polo, Dante, Petrarca, Boccaccio, St. Catherine of Siena, Leonardo, Lorenzo de' Medici, Castiglione, Machiavelli, Poliziano. Offered in fall of odd-numbered years.

3322. Italian Literary Tradition II (17th-19th centuries). A continuation of Literary Tradition I. Features selected works by Marino, Tassoni, Basile, Bruno, Andreini, Accetto, Galileo, Tesauro, Goldoni, Manzoni, Foscolo, Parini, Alfieri, Lampedusa, Fogazzaro, Collodi. Offered in spring of even-numbered years.

3323. Advanced Communication in Italian. Emphasis on increasing ability in spoken Italian so that students can articulate, in an accurate and mature way, ideas of interest to the educated person in the contemporary world. Also includes grammar review, extensive reading of contemporary texts, and writing essays that reflect on current events. Offered in fall of even-numbered years.

3330. Historical Linguistics. Designed for language majors, but open to all students. An introduction to modern approaches to the study of language, culminating in an inquiry into the origins, historical development and kinship of Indo-European languages. Every other year.

3331. Applied Linguistics: Introduction to Foreign Language Pedagogy. Introduction to the methods for teaching foreign languages at the secondary and university levels focusing on theory as well as practice. Includes supervised teaching units in UD Modern Language courses.

3333. History of the Italian Language. An inquiry into the origins and historical development of Italian from its earliest vernacular examples (c. 961) to today. Examines the historical, social, and cultural context that shaped the Italian language and its many dialects. Offered as needed.

3343. Literary Tradition III (19th-21st centuries). A continuation of Literary Tradition I and II with special emphasis on 1861-1945. Features selected works by Carducci, Pascoli, D'Annunzio, Gozzano, Marinetti, Ungaretti, Saba, Montale, Verga, Svevo, Pirandello, Levi, Calvino, Buzzati. Offered in fall of even-numbered years.

3350. Italian Film. Plumbs Italy's penchant for the visual and its relationship to film. Explores Italian cinema from early silent films such as Inferno (1911) and the Fascist-era telefono bianco, to neorealism, Fellini, De Sica, Visconti, Antonioni, and contemporary film. Offered in spring of odd-numbered years.

3351. Italian Poetics and Poetry. Studies of Italian poetry from the Medieval period on up through the twenty-first century. Offered as needed.

3355. Italian Theater. Introduction to Italian theater ranging from Boccaccio and the Renaissance commedia dell'arte, to the sacred theater of the Baroque, the 18th-century comic theater of Goldoni and Gozzi, and the twentieth-century theater of Pirandello and De Filippo. Offered as needed.

3356. The Italian Novel. Traces the origins and development of the Italian novel, from its medieval antecedents on up through the 21st century. Authors include Boccaccio, Renaissance-era authors of long-form writing, Foscolo, Manzoni, Fogazzaro, Verga, Svevo, Pirandello, Bassani, Lampedusa, Moravia, Gadda, Calvino, Eco, Ferrante. Offered spring of odd-numbered years.

3360 Italy and Contemporary Society. Designed to explore Italian society thematically and organized around a specific feature of contemporary Italian life. Possible topics include, but are not limited to, Italian political writing and campaigning, emigration and immigration in Italy, the family and demographics, the university system, contemporary language debates, science in Italy and right-to-life issues, and the role of faith and the Church. Offered as needed.

3V32. Italian Outreach Teaching Practicum. Supervised foreign language teaching in cooperation with local area schools and home school associations. 1-3 credits. Graded course.

3V57. Italian Internship. A 1-3 credit practicum undertaken with the approval of the program director involving off-campus educational involvement, such as an internship or related activity, in which there is a designated analytical or intellectual element resulting in an appropriate research paper or related project. Students should follow guidelines for internships. Graded Pass / No Pass. Can be taken for up to three credits.

4095. Italian Senior Comps.

4311. The Italian City. From Aristotle onward the polis, the city, as a coherent unit and an extension of the family, has been recognized as one of the foundational components of an education. Indeed, it has been said that the essence of a liberal education is an education in, and introduction to, the city. This course examines an Italian region or city from multiple disciplinary perspectives, such as literature, art, history, theater, music, food, philosophy, science, and anthropology. Examples include Naples, Rome, Bologna, Florence, Venice, and Palermo. Offered in fall of odd-numbered years.

4316. Italy and the Catholic Church. The history of Italy and the Catholic Church through literature, theology, historiography, and other readings. Offered as needed.

4321. Italian Poetry and Philosophy. Explores the intersection of poetry and philosophy in the Italian tradition in authors such as Leopardi, Foscolo, Dante, et al. Offered as needed.

4346. Dante. Discusses the beauty and depth of Dante's Commedia, from the Inferno to the Paradiso. Addresses the cultural, religious, and political influences on Dante, along with analyses of significant cantos as interpreted by prominent Italian literary critics and study of Dante's other works. Offered in spring of even-numbered years.

4349. Senior Project/Thesis. The Senior Project/Senior Thesis course is required of all Italian majors. Preparation of a twenty five to thirty page research paper in Italian, in literature, history, art history, or linguistics.

4V50. Special Topics in Italian. See description under Spanish.

4V51. Independent Research. As needed.

5338. Italian for Reading Knowledge I (Foundations). Covers the entire Italian grammar with a focus on modern Italian and "old", i.e., medieval Italian. We also study the syntax of the Italian language, both in its modern form and its earliest incarnations from the 1230s, in prose and poetry. Offered in the summer as needed.

5339. Italian for Reading Knowledge II (Classics). Study of the complex and integral Italian texts that form an important part of the Western Intellectual Tradition, including, but not limited to, Dante, Boccaccio, Machiavelli, Lorenzo de' Medici, Foscolo, et. al. Consists of grammar review, student presentations on specific authors and texts,

and translations of common readings. Each student also works independently on the translation of a text chosen in conjunction with the professor. Offered in the summer as needed.

The Spanish Program

UD's Spanish Program celebrates the splendor of the Hispanic World, of Hispanidad, concentrating on the grand, the heroic, the poetic, the creative, the artistic, the holy, the stoic and other admirable facets of the legacy and contemporary reality of Spain and Spanish America. The Program also offers an interdisciplinary approach to Hispanidad through courses in Spanish language, literature, history, linguistics and art history. Finally, the courses examine the tension between the unity and the rich diversity within the Hispanic world.

Basic Requirements
Thirty advanced hours, including Spanish 3317, 3318, 3324, 4347, and six additional advanced courses. Prerequisite for any advanced literary or history course: successful completion of at least one of the following courses: 3317, 3318, 3324, or written permission from the instructor. Majors must pass a Comprehensive Examination during the final year of study.

Courses in Spanish

1301–1302. First-Year Spanish I and II. Students acquire a basic vocabulary and an understanding of the fundamental structures of Spanish as they develop their skills in reading, writing, listening and speaking. Students are introduced to the cultures of the Spanish-speaking peoples of the world. 1301 is offered in the Fall semester only. 1302 is offered in both Fall and Spring.

2311. Second-Year Spanish I. Designed to enable students to learn to communicate intelligibly, both orally and in writing and to introduce them to short modern works of literature from Spain and Spanish-America. Fall and Spring.

2312. Second-Year Spanish II. A study of the heritage of the Spanish-speaking world through a panoramic overview of the history, literature and arts of Spain from prehistoric times up to the present day. Modern Spanish America is also briefly studied, from the time of Columbus, as the amalgam of Hispanic and indigenous cultures. Fall and Spring.

1301-1302 may be taken together as one class in the same semester as 1602, and 2311-2312 as 2602.

3120. Studio Drama.

3317. Peninsular Spanish Literary Tradition. An overview of Peninsular Spanish literature from the Middle Ages to the present. Students are introduced to literary forms, genres and movements, as well as to major themes in Spanish literature. They read short original texts. Required of concentrators and majors. Fall.

3318. Spanish American Literary Tradition. Selection of representative works of Spanish American literature from the Pre-Columbian period to the late twentieth century. Literary works are placed in their historical and artistic context. Students continue the study begun in Peninsular Spanish Literary Tradition of forms, genres and movements. Required of majors. Spring.

3322. Civilization of Mexico. A one-semester course that offers the student a panoramic view of Mexican history, as well as art and architecture, from the Pre-Columbian age through the Mexican Revolution.

3323. Advanced Spanish Communication/Grammar. Students increase oral proficiency through an examination of the nature of communication across time and across cultures. Film, music, visual arts and literature provide material for discussion, engaging students on a variety of levels. Grammar review. Spring.

3324. Advanced Spanish Composition/Grammar. Students develop a sense of style and structure in writing Spanish on various levels. Close reading and detailed analysis of modern Spanish and Spanish-American authors in both literary and journalistic fields, in conjunction with intensive practice in the art of writing for specific and varying purposes. Required for majors. Fall

3328. Spanish Linguistics. Explores the different theoretical approaches to the study of language and considers the nature of language and its use. Also includes an overview of the history of the Spanish language, as well as a description of its contemporary phonology, morphology, syntax and sociolinguistic variations. Helps prospective Spanish teachers articulate Spanish grammar clearly and thoroughly.

3329. Introduction to Spanish and Mexican Art History. Course has four objectives: to introduce students to the main artistic styles throughout two thousand years in Spain and Mexico, to familiarize them with some of the most outstanding buildings, sculptures and paintings in both countries, to show them the unity and the diversity of artistic expression within the Hispanic world and to teach them artistic terminology in Spanish. First half of the semester is dedicated to the Iberian Peninsula and the second half to Mexico.

3330. Historical Linguistics. Designed for language majors, but open to all students. An introduction to modern approaches to the study of language, culminating in an inquiry into the origins, historical development and kinship of Indo-European languages. Every other year.

3331. Applied Linguistics: Introduction to Foreign Language Pedagogy. Introduction to the methods for teaching foreign languages at the secondary and university levels focusing on theory as well as practice. Includes supervised teaching units in UD Modern Language courses.

3V32. Spanish Outreach Teaching Practicum. Supervised foreign language teaching in cooperation with local area schools and home school associations. 1-3 credits. Graded course.

3V50–5V50. Special Topics in Spanish.

3V57. Spanish Internship. A 1-3 credit practicum undertaken with the approval of the program director involving off-campus educational involvement, such as an internship or related activity, in which there is a designated analytical or intellectual element resulting in an appropriate research paper or related project. Students should follow guidelines for internships. Graded Pass / No Pass. Can be taken for up to three credits.

4095. Spanish Senior Comps.

4301. Spanish Medieval History. A survey of Spanish history from the establishment of the Visigothic Monarchy through the reign of the Catholic Monarchs. Emphasis on the development of Spain's national character and sense of purpose during the Reconquest. The cultural achievements of the thirteenth century, Aragon's expansion throughout the lands of the Mediterranean in the late Middle Ages and the unification of the four Spanish kingdoms by Ferdinand II of Aragon and Isabel I of Castile are also covered.

4302. Spanish Medieval Literature. A study of lyric and epic poetry as well as early Spanish prose. Poetry read includes examples of jarchas, moaxajas, villancicos and ballads. Emphasis in placed on the Cantar de mío Cid (Spain's national epic poem) and King Alphonse X's Cántigas de Santa María. Prose works include the Archpriest of Hita's Libro de buen amor, Los cuentos del Conde Lucanor, by Infante Don Juan Manuel and La Celestina, written in the late fifteenth century by Fernando de Rojas.

4311. History of Habsburg Spain: The Golden Age. Spanish history in the sixteenth and seventeenth centuries. Emphasis on the Greater Habsburgs of the Renaissance, Emperor Charles V and Philip II. Topics include imperial expansion in the New World, defense of Christendom against Islam, Spain's participation in religious conflicts and national rivalries throughout Europe, cultural achievements during the Siglo de Oro, political and economic decline under the Lesser Habsburgs of the seventeenth century and the national sense of purpose inherited from the Reconquest.

4312. Golden Age Peninsular/Colonial Drama and Poetry. Renaissance and Baroque drama and poetry in Spain and Hispano-America. Dramatists studied are Lope de Vega, Juan Ruiz de Alarcón, Tirso de Molina and Pedro Calderón de la Barca. Poets include Garcilaso de la Vega, Alonso de Ercilla, Fray Luis de León, Francisco de Quevedo, Luis de Góngora, as well as the Carmelite mystics St. Theresa of Avila and St. John of the Cross.

4313. Golden Age Peninsular/Colonial Narrative. A study of both Peninsular and Colonial narrative during the Golden Age, including El Lazarillo de Tormes, Cervantes's La Galatea and works by Christopher Columbus, Bernal Díaz del Castillo, Alvar Nuñez Cabeza de Vaca, El Inca Garcilaso, St. Theresa of Avila, St. John of the Cross, Sor Juana Inés de la Cruz and Francisco de Quevedo.

4314. Cervantes: Don Quijote and Novelas ejemplares. A close reading of Cervantes's masterpiece, Don Quijote. Examination of Don Quijote's place in the development of prose fiction (books of chivalry, pastoral romance and the picaresque novels of the sixteenth century) as well as its impact on Spanish literature and the European novel in general. Includes some of Cervantes's later short Novelas ejemplares.

4342. History of Bourbon Spain: The Age of Revolution. A study of Spanish history during the two hundred and thirty years of Bourbon rule, from 1700 to 1931. Includes discussion of the loss of Spain's Empire in Europe, the administrative and economic reforms of the Enlightenment, the great international conflicts of the eighteenth century, the Peninsular War against Napoleon, the loss of Spain's Empire in America, the fall of the Old Regime, the political instability of the nineteenth century and the conflicts that led to the Spanish Civil War of the 1930s. One of the main topics of the course is the question of the "two Spains."

4343. Nineteenth-Century Peninsular Spanish Literature. Spanish poetry, drama and prose throughout the nineteenth century. The first half of the course focuses on Romanticism as well as costumbrista and historical novels. Writers studied include: Mariano de Larra, José Zorrilla, the Duke of Rivas, José de Espronceda and Gustavo Adolfo Bécquer. The second half is dedicated to the Realist and Naturalist novel. Special attention is given to works by Fernán Caballero (Cecilia Böel de Faber), Pedro Antonio de Alarcón, Benito Pérez Galdós, Clarín (Leopoldo Alas), Emilia Pardo Bazán and Blasco Ibáñez.

4347. Senior Project. Required of all majors. Preparation of a twenty five to thirty page research paper in Spanish, in literature, history, art history, or linguistics.

4349. Senior Honors Thesis. Majors may write a fifty-page research paper, in Spanish, in literature, history, art history, or linguistics as one of their ten courses instead of a Senior Project. By invitation of the Spanish faculty. The thesis includes a defense open to the public. Fall only.

4361. Early Twentieth-Century Peninsular Spanish Literature. The main literary trends in the first decades of the twentieth century. Study includes works by writers from the Generation of 98, such as Miguel de Unamuno, Antonio Machado, Ramón del Valle Inclán and Azorín (José Martínez Ruiz). Course also looks at Spanish vanguardismo of the 1920s and poets from the Generation of 27, including Pedro Salinas, Federico García Lorca, Jorge Guillén, Rafael Alberti, Luis Cernuda and Gerardo Diego.

4362. Contemporary Peninsular Spanish Literature. A study of the most important works of Spanish literature since the Civil War (1939). Authors studied are leading dramatists (Antonio Buero Vallejo and Alejandro Casona) and major novelists (such as Camilo José Cela, Carmen Laforet, Miguel Delibes, Ana María Matute and Carmen Martín Gaite).

4371. Twentieth-Century Spanish American Novels. Analysis of the Spanish American novel of the twentieth century. Authors studied are chosen from the following: María Luisa Bombal, Adolfo Bioy Casares, Miguel Angel Asturias, Alejo Carpentier and Gabriel García Márquez.

4372. Spanish American Poetry: From Modernismo to the Present. Examination of more than a century of Spanish American poetry. Authors usually include: José Martí, Manuel Gutiérrez Nájera, Rubén Darío, Gabriela Mistral, Alfonsina Storni, Juana de Ibarbourou, Vicente Huidobro, César Vallejo, Pablo Neruda, Octavio Paz and Jaime Sabines.

4373. Spanish American Short Story. Spanish American stories since the late nineteenth century. Authors studied are chosen from the following: Rubén Darío, Baldomero Lillo, Horacio Quiroga, Jorge Luis Borges, Juan Rulfo, Julio Cortázar and Gabriel García Márquez.

4374. Mexican Literature. A study of the interplay between literature and the arts in Mexico since the late nineteenth century. Some attention is given to the influence of the Mexican Revolution. Authors read are chosen from the following: José Rubén Romero, Gregorio López y Fuentes, Mariano Azuela, Alfonso Reyes, Agustín Yáñez, Juan Rulfo, Juan José Arreolo, Octavio Paz, Elena Garro and Carlos Fuentes.

4375. Highlights of Spanish American Narrative. Taught in English when needed.

4376. Realism in Spanish and English Nineteenth-century Narrative. Taught in English when needed.

4351. Independent Research.

Spanish Study-Abroad Programs

The Spanish program offers study abroad opportunities at the Universidad Católica de Avila (Spain), the Instituto Tecnológico de Costa Rica, and the Instituto Tecnólogico Autónomo de Mexico. Offerings vary from year to year. For information, please see the Spanish Program's or the Study Abroad web page or contact the designated faculty advisor.

Molecular Biology Concentration

DIRECTOR
Associate Professor Cody

Molecular biology is an interdisciplinary science incorporating the study of cell biology, genetics and biochemistry. The field hinges on fundamental tenets of recombinant DNA technology that allow genes to be isolated, characterized and expressed in organisms that may be completely unrelated. These techniques are applied to answer questions about how genes are organized and regulated, the mechanisms by which gene products function and the molecular interactions that occur within living organisms. Such research is a driving force behind many recent advances in medicine and has lead to breakthroughs that include the ability to produce human insulin in bacteria and development of a recombinant protein vaccine against hepatitis B. Molecular biologists must be well-versed in theoretical aspects of cell function and possess the critical thinking and laboratory skills necessary for conducting research. The Concentration in Molecular Biology is designed to provide the essential background knowledge and hands-on experience required by students interested in this rapidly advancing discipline.

The ability to manipulate the genes of living organisms is an extremely powerful technology that must be approached with caution and a keen sense of responsibility. For this reason, the Molecular Biology Concentration includes a requirement that students complete at least one of three philosophy courses addressing the ethical application of scientific knowledge. The goal is to provide graduates not only with the skills necessary to conduct research, but the ability to determine how or whether research ought to be carried out.

Required
BIO 4328. Molecular Biology.

BIO 4128. Molecular Lab.

BIO 3325. Genetics.

BIO 3125. Genetics Lab.

One of the following
BIO 3315. Biological Chemistry.

CHE 3335. Biochemistry I.

One of the following
BIO 3328. Developmental Biology.

BIO 4438. Cell Structure Function.

BIO 4355. Fundamental Neuroscience.

BIO 3350. Bioinformatics.

One of the following
PHI 4333. Philosophy of Science.

PHI 4334. Bioethics.

PHI 5331. Philosophy of Technology.

Music

DIRECTOR
Affiliate Instructor Van Cleve

The university offers a music concentration and ensures the presence of music on its campus through regular music programs and a variety of activities arranged by the Music Department. The UD Chorale is widely recognized for its quality and performs repertoire ranging from Gregorian chant to 20th century works. Applied lessons in piano, voice, violin and cello are available and instruction in other instruments can be arranged through the Music Office. Opportunities for performance include monthly student recitals, special concerts, Lyric Theater productions, liturgies and campus visit weekends. Additionally, guest artist performances at UD provide the opportunity for students to hear world-class musicians on campus and students have the chance to attend concerts in the Dallas- Fort Worth area, arranged through the Music Department. The goals of the Music Department are to provide students with opportunities to explore and create music from a variety of genres and to prepare those students who choose to pursue the music concentration to be proficient in the artistic, theoretical and historical aspects of the language of music.

Music Concentration

The music concentration encourages interest and proficiency in music by organizing courses into a coherent set of experiences. It requires at least 12 academic credits in music history, theory and electives, as well as at least 6 credits from applied music, both ensemble and private lessons.

Under the general studies rubric, students may earn up to four credits toward the degree for participation in applied music courses. Pass/no pass grades are awarded for lower-division, one-credit music courses. These may be repeated. Three-credit and advanced applied one-credit courses are graded. Music 1311 will count toward satisfaction of the core Fine Arts requirement.

Music of the Western World	3 credits
Advanced Music History	3 credits
Advanced Music Theory	3 credits
Related Music Course (Theory or History)	3 credits
Applied Music*	6 credits
	18

*Applied Music-4 semesters of upper level applied private lessons (3000 level, graded) and 2 semesters of ensembles (1000 level).

In addition to these courses, the Music Concentration requires piano proficiency, which will be determined through a playing demonstration heard by Music Department piano faculty. If the student has no prior piano experience, then 2 semesters of beginning piano are required. Assessment/evaluation of piano skills should take place as soon as possible after the student has decided to pursue the Music Concentration, but no later than the first week of the fall semester of the senior year.

Sacred Music Concentration

Survey of Sacred Music	3 credits
History and Theory of Gregorian Chant	3 credits
Advanced Music Theory	3 credits
Related Music Course (Theory or History)	3 credits
*Applied Music	6 credits
	18

*Applied Music (1000 level)
2 semesters of applied organ (see piano proficiency requirement)
2 semesters of applied voice
2 semesters of UD Chorale
2 semesters of supervised Sacred Music Practicum at the Church of the Incarnation, planned with the student, Campus Ministry and the Music Department Director. (zero credit)

Piano proficiency
In addition to these courses, the Sacred Music Concentration requires piano proficiency, which will be determined through a playing demonstration heard by the Music Department director and piano faculty. If the student has no prior piano experience, then 2 semesters of beginning piano are required before taking applied organ lessons. Assessment/evaluation of piano skills should take place as soon as possible after the student has decided to pursue the Sacred Music Concentration.

Courses in Music

Fees for applied music courses are payable to the university at the beginning of each semester. For courses 1105–1116 and 3107-3116: Students must receive Music Department approval before registering for these courses.

1105. Chamber Ensemble. An opportunity for pianists, string, woodwind and brass players to practice and perform in small chamber music ensembles of 2-4 instruments. Groups meet twice weekly, once for a coaching with the instructor and once for a group rehearsal. At least one performance is given each semester. Graded Pass/No Pass.

1106. Chamber Orchestra. Classes offered when practical. Open to instrumental musicians from the entire university community. Members provide their own instruments. Graded Pass/No Pass.

1107. Applied Piano. One forty-five minute private lesson per week to be arranged by instructor and student. One performance given each semester. Graded Pass/No Pass. Additional lesson fee.

1108. Applied Instrumental Music. Individual instruction in violin, viola, cello and organ. Graded Pass/No Pass. Additional lesson fee.

1113. UD Chorale. Choral group that explores sacred and secular works from all musical periods. Performs a public concert once per semester and participates in Mass once a month at the Church of the Incarnation. Admission by audition.

1113. Choral Ensembles. Chamber Singers and Madrigals offered when student numbers permit. Admission by audition.

1116. Applied Voice—Practicum. Open to all students. Individual instruction in developing the voice as an instrument of dramatic and musical expression. One forty-five minute lesson per week to be arranged by the instructor and student. Graded Pass/No Pass. Additional lesson fee.

1311–1312. Music of the Western World: Renaissance, Baroque, Classical, Romantic and Contemporary. A two-course series focusing on the development of the tradition of Western Music beginning with early Christian chant and culminating in the modern period. Exposure to the nature and elements of music through lectures, presentation projects, listening assignments and concert attendance.

1320. Music Theory I. Designed to teach the beginning music student practical knowledge of note-reading, rhythms, chords and key arrangements. All work is written or sung.

2103. Lyric Theater. A workshop class focusing on opera and musical theater productions. Offered each Spring as possible.

3107. Advanced Piano. Individual instruction in piano at the advanced level. Open only to students pursuing the music concentration; instructor approval required. One forty-five minute lesson per week to be arranged by the instructor and student. Additional lesson fee applies. Graded course.

3108. Advanced Instrumental Music. Individual instruction in violin and other instruments at the advanced level. Open only to students pursuing the music concentration; instructor approval required. One forty-five minute lesson per week to be arranged by the instructor and student. Additional lesson fee applies. Graded course.

3116. Advanced Voice. Individual instruction in voice at the advanced level. Open only to students pursuing the music concentration; instructor approval required. One forty-five minute lesson per week to be arranged by the instructor and student. Additional lesson fee applies. Graded course.

3322. Advanced Music Theory. Designed to teach the intermediate music student practical knowledge of note-reading, rhythms, chords and key arrangements with emphasis on four-part harmony. Students analyze the harmony and form of works by master composers. Prerequisite: Music Theory I or Proficiency Exam.

3330. History and Theory of Gregorian Chant. Focuses on the origins and development of Gregorian chant, its role in the liturgy of the Catholic Church, and its theory and performance.

3335. History of Opera. A study of the development of opera in western music through the exploration of standard masterworks of operatic literature.

3340. Survey of Sacred Music. To provide an overview of the history and development of sacred music in the Western world through the study and analysis of representative masterworks from Gregorian chant to the 21th century.

3350 Special Topics in Music.

3360. Shakespeare Through Music. Study of Shakespeare's plays through the exploration of the music written for them.

Nursing Dual Degree Program

DIRECTOR
Assistant Professor Soper

In a healthcare setting nurses assist in the treatment and recovery of patients and work closely with other healthcare professionals, patients and their families to help manage injury and illness and improve overall health. Nurses work in a variety of environments—although you may frequently encounter nurses in a hospital setting there are many now working in homes, companies, as researchers in laboratories, the military and in parish nursing. The traditional path to a nursing career is a four-year program leading to a Bachelor of Science in Nursing and includes prerequisites followed by nursing-specific courses necessary for licensure. University of Dallas students are attracted to UD's distinctive core curriculum which focuses on the great ideas and works of Western civilization in addition to preparing for a nursing career. UD's core curriculum combined with nursing prerequisites and practice-based education in nursing gives graduates the opportunity to become successful liberally-educated nursing professionals. At UD a student may pursue a degree in nursing by participating in the UD-TWU Dual Degree Partnership with Texas Woman's University for a dual degree program in biology and nursing.

The dual degree program requires three years of core and prerequisite courses at the UD campus with a GPA of 3.0 and two years of practical nursing courses at TWU. A student must declare the dual degree program by completing the nursing declaration form by the end of sophomore year and must major in biology. In the first three years the student completes the core curriculum, biology requirements and the prerequisites for admission to TWU. Some courses are listed as "flexible", as they can be completed alongside regular semester courses or during summer/Interterm or at other schools.

The last two years will be at TWU. To qualify for admission at TWU the student must meet the following deadlines in the junior year:

Nov 15	Complete the TEAS-V exam. Information on the exam can be found at https://www.twu.edu/downloads/nursing/teas-v-brochure.pdf. A score of at least 64% is required on all sections (Reading, Math, English, and Science). Study guides are available from the nursing advisor.
Dec 1	Apply to TWU as a transfer. Application information is available online through the TWU website at https://www.twu.edu/nursing/apply.asp.
Feb 1	Once you are accepted to TWU, submit a second application to the College of Nursing (you will receive a link via email to apply).
March 30	Receive notification from TWU if admitted to nursing program.

Basic Requirements

YEAR 1 (UD)

BIO 1311/1111 Gen Bio I/Lab	4	BIO 1312/1112 Gen Bio II/Lab	4
CHE 1303/1103 Gen Chem I/Lab	4	CHE 1304/1104 Gen Chem II/Lab	4
ENG 1301 Lit Trad I	3	ENG 1302 Lit Trad II	3
PHI 1301 Phil & Ethical Life	3	THE 1310 Under the Bible	3
*LANG 2311 Second Yr Language I	3	*LANG 2312 Second Yr Language II	3
	17		17

*Assumes student tests out of the first year of their language requirement.

YEAR II (UD)		**(Rome)**	
BIO 3327/3127 Microbiology/Lab	4	ENG 2311 Lit Trad III	3
CHE 3321/3121 Org Chem I/Lab	4	HIS 2301 Western Civ I	3
POL 1311 Principles of Am Politics	3	PHI 2323 Phil of Man	3
PSY 2313 General Psychology	3	THE 2311 Western Theo Trad	3
HIS 2302 Western Civ II	3	ART 2311 Art & Arch/Rome	3
	17		15

YEAR III (UD)

BIO 3323/3123 Anatomy	4	BIO 3331/3131 Physiology	4
PHY 2305/2105 Gen Phys I/Lab	4	PHY 2306/2106 Gen Phys II/Lab	4
MAT 2305 Intro to Statistics	3	ECO 1311 Fund of Economics	3
HIS 1311 Am Civ I	3	HIS 1312 Am Civ II	3
PHI 3311 Phil of Being	3	BIO (Organism to Population level)	4
	17		18

FLEXIBLE (TAKEN BY YEAR III SPRING)

Calculus or Quantitative Literacy	3
Nutrition	3
Texas Government	3
Developmental/Lifespan Psychology	3
Multicultural Women's Study	3

YEAR IV (TWU)

NURS 3005 Concepts & Clinical Comp	5	NURS 3025 Wmn's Hlth & Family	5
NURS 3614 Nursing Assessment	4	NURS 3035 Adult Health Comp I	5
NURS 3813 Pharmacology	3	NURS 3612 Intro to Research	2
BIOL 4344 Pathophysiology	4	NURS 4602 Exp with Groups	2
	16	Nursing 4612 Aging Family	2
			16

YEAR V (TWU)

NURS 4045 Adult Health Comp II	5	NURS 4026 Critical Comp Integ	6
NURS 4055 Child Health Comp	5	NURS 4614 Comm Health Comp	4
NURS 4615 Mental Health Com	5	NURS 4803 Leadership & Mgmt	3
Nursing elective	2		13
	17		

Paideia Personalized Major Program

DIRECTOR
Interim Constantin Dean and Assistant Professor Andrews

The Paideia Personalized Major Program offers exceptional students the opportunity to design their own major within the parameters described below. The degree plan will combine selected departmental offerings with independent study under the direction of a personal committee. Students are admitted into this program on the basis of an excellent academic record and a strong proposal for an interdisciplinary project. Applicants to the program should have a grade point average of 3.5 and sophomore standing. Students may not be admitted to the program later than the first semester of the junior year. Continuation in the program requires a grade point average of at least 3.3 in any semester.

A Paideia Scholar proposal must meet a number of requirements. First, it must have both a clearly delimited central topic and that comprehensiveness characteristic of liberal education. Second, the proposal must fall within an area that can be well supervised by the university's faculty. Third, it must demonstrate that the proposed work cannot be better done within the structure of a departmental major.

Paideia Scholars must, of course, fulfill the university requirements that constitute the core curriculum and the minimum credits required for the degree.

Application

Applications for admission to the Paideia Personalized Major program are made to the Director, who, with appropriate consultation, approves acceptable applications and approves the committee. Applications must be sponsored by a faculty member, who writes a recommendation that accompanies them and makes a commitment to supervising the students' Paideia Scholar progress and to chairing the students' committee. A complete proposal will contain a detailed outline of the project students wish to undertake as well as the courses to be taken. Appendices should contain a preliminary bibliography and names of the members of the supervisory committee. When the proposal is approved, students, the supervisory committee and the chairs of departments in which the student will pursue classes will be notified in writing.

Students may view copies of past Scholar proposals and theses by speaking with the Director.

Nota Bene: Students should be advised that only highly motivated students will be successful in the Program; often, Paideia Scholars must do more work than would be required in a double major. The choice of a well-focused project and a helpful committee is crucial. Changes in staffing and faculty appointments can at times make a Paideia Personalized Major program difficult to complete; therefore, students should choose their committee carefully.

Progress

Approval to undertake the program is not a guarantee of success; it must be accompanied by work of high quality and grade-point average must be maintained to continue in the program. The work for the project should proceed primarily through

existing classes, including at least 24 advanced credits related to the program and include:

PPM 4349. Senior Research.

PPM 4350. Senior Thesis.

PPM 4095. Paideia Program Senior Comps.

Role of the Committee

The committee supervises the Paideia course of study. It ensures the integrity of the program and administers an appropriate comprehensive examination in the fall of the senior year. Students should meet with their entire committee at least twice each semester (once early in the semester, once late in the semester) to report progress toward the degree. At these times, the committee reviews the students' progress, offers suggestions for future work and certifies that they may continue in the Paideia Personalized Major Program. The chairman of the students' committee supervises the research and directs the student in writing the senior thesis, which must be successfully defended before the whole committee during the spring semester of the senior year.

Pastoral Ministry

FACULTY
Dean and Associate Professor Whapham; Director of Graduate and Undergraduate Programs and Affiliate Assistant Professor Hunt; Director of Continuing Education Programs and Affiliate Instructor Meny; Freeman Professor of Sacred Scripture Septién; Peterson Professor of Applied Ministry McGill; Associate Professor Raiche, Assistant Professor Cruess, Affiliate Instructors Cruz and Giuliano; Associate Professor Emerita Jewell

"The harvest is abundant, but the laborers are few." (Matthew 9:37) The mission of the Church is to proclaim the Gospel of Jesus with vigor and compassion and clarity, drawing all people to Christ in faith and hope and love. Its task is nothing less than active participation in the building of the Kingdom of God. Such an urgent mission requires the full hearted engagement of every member of the Church. US bishops have noted a pressing need for ministers with "a special level of professional competence and presence to the community... [whose] roles often require academic preparation, certification, credentialing and a formation that integrates personal, spiritual, intellectual and pastoral dimensions." (*Co-Workers in the Vineyard*, 12). The Pastoral Ministry major at UD seeks to meet this growing need by providing such preparation for ministry in and for the Church.

A deep engagement with the broad educational vision of a liberal education and a passionate commitment to hands-on service to Christ and his church grounds the Pastoral Ministry major. Its curriculum blends immersion in the great ideas and stories, the pivotal thinkers and seminal images of western culture, with the best of contemporary Catholic thinking and practice regarding pastoral ministry. Pastoral Ministry majors enjoy the life changing dialogue with art, literature, philosophy, politics, science and history fostered by a demanding core curriculum. At the same time, they interact with skilled and dedicated ministry professionals, study contemporary ecclesial documents regarding specific ministries and identify and sharpen skills for service through practical application.

Basic Requirements for Major

Candidates for the BA in Pastoral Ministry will meet all the university's core requirements for the BA degree. In addition, they will successfully complete a program of thirty-eight credits from among courses in the Ann & Joe O. Neuhoff School of Ministry. It is strongly recommended that Pastoral Ministry graduates demonstrate fluency in oral and written Spanish, either by examination in the Spanish department or through completion of at least Intermediate Spanish II.

The Pastoral Ministry curriculum consists of two principal components. The "Pastoral Foundations of Ministry" component consists of eight courses designed to provide students with deep, rigorous grounding in Catholic spiritual, doctrinal, liturgical and missionary tradition. This includes familiarity with ancient texts and contemporary documents which form the bedrock of pastoral action. Foundations courses are: PAS 1305 (Essentials of Catholic Life and Identity); PAS 2320 (Scripture for Ministry and Worship); PAS 3330 (Liturgical and Sacramental Ministry and Spirituality); PAS 3335 (Theology and Practice of Pastoral Ministry); PAS 3345 (The Person of the Minister); PAS 3360 (Foundations of Catechetical Ministry); PAS 4370 (Administration for Ministry); THE 3341(Moral Theology). In addition to the eight foundations courses, majors are required to complete six advanced elective credits from among courses in Pastoral Ministry, Business, Education, Human Sciences,

Philosophy, Psychology and/or Theology (with prior approval from the pastoral ministry advisor).

The second major element of the curriculum is the Pastoral Internship sequence. This cluster provides an in-depth look at the theoretical principles and sources of ministry, extends opportunities to put into practice the principles and skills in which students are immersed in the Pastoral Foundations courses. Pastoral Internship courses are PAS 4381, 4382 (Pastoral Ministry Internship I and Pastoral Ministry Internship II: Capstone) plus PAS 4181, 4182 (Pastoral Ministry Internship Seminar I & II).

Capstone Project

The Capstone Project is the culmination of the undergraduate program in Pastoral Ministry and demonstrates the student's ability to integrate theological reflection and pastoral praxis in a concrete setting. As part of the second semester internship the student will develop and carry-out a detailed plan, rooted in ecclesial practice and theological tradition, designed to address a specific pastoral need. Clear norms for evaluation of the project will be established in dialogue with the on-site supervisor and Neuhoff School of Ministry faculty. At the end of the semester, a summary of the project will be presented publicly by the student to a panel of at least two professors from the Neuhoff School of Ministry.

Comprehensive Professional Portfolio

In the second half of the final semester, students will prepare and present a comprehensive professional portfolio. This portfolio is designed to represent students' mastery of knowledge and skills commensurate with a high standard of professional ministerial excellence. Contents include sample presentations, descriptions of ministerial experience, records of successful ministerial projects and other indicators of professional development.

Suggested Sequence of Courses for Pastoral Ministry Major

YEAR I			
PAS 1305	3	Math	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Philosophy 1301	3	Theology 1310	3
Spanish 2311*	3	Spanish 2312*	3
	15		15
YEAR II (Rome and Irving semesters)			
English 2311, 2312	6		
History 2301, 2302	6		
Philosophy 2323	3		
Theology 2311	3		
Fine Arts	3		
PAS 2320 OR 3335	3		
Economics 1311	3		
Politics 1311	3		
	30		
YEAR III			
PAS 2320 OR 3335	3	PAS 3345	3
Elective	3	PAS 3360	3
Elective	3	PAS 3330	3
Philosophy 3311	3	Elective	3
Science Core	4	Science Core	4
	16		16

YEAR IV

PAS 4381	3	PAS 4382	3
PAS 4181	1	PAS 4182	1
THE 3341	3	PAS 4370	3
Adv. Elective	3	Electives	6
Adv. PAS Elective	6	Elective	3
	16		16

Spanish is strongly recommended for Pastoral Ministry majors.

Pastoral Ministry Concentration

The goal of the concentration is to provide tools for pastoral ministry and practical experience in serving the Church. The concentration is available to all UD undergraduates with the exception of pastoral ministry majors.

Concentration requirements

Six pastoral ministry courses

Four Required Courses (10 credits):
1305. Essentials of Catholic Life.

2120. Pastoral Ministry Practicum.

3335. Theology and Practice of Pastoral Ministry.

3345. The Person of the Minister.

Two Elective Courses (6 credits from the following but not limited to):
2320. Scripture for Ministry and Worship.

3330. Liturgical and Sacramental Ministry and Spirituality.

3340. Vatican II and the Mission of the Church.

3360. Foundations of Catechetical Ministry.

3362. Foundations for Youth and Young Adult Ministry.

Courses in Pastoral Ministry

1305. Essentials of Catholic Life & Identity. An overview of central elements of Catholic life and faith (e.g., revelation, creation, God, Christology, ecclesiology, sacramentality, anthropology, spirituality, etc.); in context of 21st century US culture and circumstances; parish life and culture, internal and external trends for the future. Requires structured field observation and analysis of pastoral ministry in theological context. Fall and Spring semesters. Normal Prerequisite for PAS Majors.

2120. Pastoral Ministry Practicum. A one credit course which focuses on serving as volunteers in a pastoral ministry setting with experienced supervision. Students commit to serve an average of 3 hours/week for 9 weeks. The first two weeks of the semester would include a brief orientation to the practicum. Students would meet in small groups once at mid-semester and once toward the end of the semester to reflect on their experiences. Practicum sites could include parishes, schools, diocesan agencies and programs, religious houses, institutions served by the Diocese of Dallas (jails, hospitals, etc.), the Dallas Ministry Conference, and others. Students may take the course up to three times.

2320. Scripture for Ministry and Worship. Explores the Biblical roots of ministry and the pastoral use of scripture in the ministries of Word, worship, service and com-

munity; correlates major goals of catechesis as enumerated in the General Directory for Catechesis with major themes and texts of the Bible (e.g., covenant, creation, grace, sin & redemption, community, prayer, eschatology, etc.) Requires close study of pertinent ecclesial documents illuminating and governing the understanding and use of scripture in ministry and worship; for example, *Providentissimus Deus, Divino Afflante Spiritu; Dei Verbum; Introduction to the Lectionary for the Mass; Interpretation of the Bible in the Church; The Jewish People and their Sacred Scriptures in the Christian Bible, Verbum Domini,* etc. Prerequisites: THE 1310.

3330. Liturgical and Sacramental Ministry and Spirituality. Develops a theology of sacramental worship as bedrock for Catholic ministry and spirituality; considers the origins of sacramentality, the role of ritual and prayer in Christian life; leadership of prayer and worship as ministerial tasks; norms and strategies for sacramental preparation and liturgical formation; implications of sacraments for ministerial practice. Requires close study of pertinent ecclesial documents; for example, *Sacrosanctum Concilium; General Instruction on the Roman Missal, General Instruction of the Liturgy of the Hours, The Rite of Christian Initiation of Adults*, ritual texts for all other sacraments; *Dies Domini; Ecclesia de Eucharistia, Sacramentum Caritatis*, etc. Prerequisites: PAS 1305 or THE 1310 or THE 2311.

3335. Theology and Practice of Pastoral Ministry. A detailed examination of and reflection on the practice of ministry in the Church. Requires close study of pertinent ecclesial documents regarding ministry; for example, *Apostolicam Actuositatem, Christifideles Laici, Called & Gifted, Co-Workers in the Vineyard of the Lord, Code of Canon Law* (selections), *National Certification Standards for Lay Ecclesial Ministers*, etc., as well as local norms of ministerial practice. Prerequisites: PAS 1305 or THE 1310 or THE 2311.

3340. Vatican II and the Mission of the Church. Historical and theological review of Vatican Council II and its vision of mission and ministry. Requires careful study of the four constitutions of Vatican II and other major conciliar and post-conciliar documents; for example, *Ad Gentes, Nostra Aetate, Evangelii Nuntiandi, Go and Make Disciples, Redemptoris Missio,* etc. Prerequisites: THE 1310 or THE 2311.

3345. The Person of the Minister. Consideration and development of interpersonal attitudes, practices and skills for professional ministry; for example, collaboration, pastoral communication, boundaries and relationships in ministry, managing conflict, personal and spiritual maturity, ministerial identity and ethics. Requires study of excerpts of pertinent ecclesial documents regarding ministry; for example, *Pastores Dabo Vobis, Program of Priestly Formation, National Directory for the Formation, Ministry and Life of Permanent Deacons, Co-Workers in the Vineyard,* etc. Prerequisites: THE 1310 or THE 2311; and PAS 1305.

3360. Foundations of Catechetical Ministry. Survey of the history, theology and practice of the ministry of catechesis; requires close reading of pertinent historical and catechetical documents; for example, *The First Catechetical Instruction* (Augustine), *Gravissimum Educationis, Catechesi Tradendae, the General Directory for Catechesis, Our Hearts Were Burning Within Us, the National Directory for Catechesis*, etc. Prerequisites: PAS 1305 and THE 1310 or THE 2311.

3362. Foundations of Youth and Young Adult Ministry. Survey of the history, theology and practice of ministry with and for youth and young adults; provides close reading of pertinent ecclesial documents; for example, *Sons and Daughters of the Light; Renewing the Vision, Ecclesia in America*, etc. Prerequisites: PAS 1305 and THE 1310 or THE 2311.

4095. Pastoral Ministry Senior Comps.

4370. Administration for Ministry. Analysis of and reflection on systems and structures for ministry in the Church today; social and pastoral analysis of different ministerial contexts; interaction and collaboration between and among pastoral communities. Requires significant personal contact with and observation of administrative leadership in various pastoral settings. – Prerequisites: PAS 1305, THE 1310 or THE 2311, PAS 1305, PAS 3335, PAS 3345.

4381. Pastoral Ministry Internship: Catechetical Ministry. [First semester seniors only.] Students immerse themselves in the practice of ministry in a structured process of field education at a site chosen by the Neuhoff School of Ministry. The internship provides an opportunity for students to practice the vision, principles and strategies studied in the foundations course, in the particular circumstances and culture of the internship site. Under the structured professional supervision of a seasoned catechetical practitioner, students undertake meaningful, hands-on ministry in a wide variety of settings, at multiple levels. Requires weekly participation at the internship site. Prerequisite: PAS 1305, PAS 3335, PAS 3345, PAS 3360.

4181. Internship Seminar: Catechetical Ministry I. [First semester seniors only.] Weekly seminar format, concurrent with the ministry internship. Work focuses on student presentations of ministry at internship sites, systematic theological and pastoral reflection on implications and connections; identification and consideration of common motifs and issues across ministries; and concrete strategizing for communal and personal ministerial enhancement. Development of a personal portfolio that includes self-reflection on the role of the minister and their vision for ministry. Taken with PAS 4381.

4382. Pastoral Internship II: Ministry Capstone. [Second semester seniors only.] Students plan, execute and evaluate a ministerial project at their ministry internship site. The project is intended to demonstrate conceptual mastery of the foundations of pastoral ministry in general and the student's chosen ministry area in particular; thorough familiarity with the culture, needs and circumstances of the host community; and practical facility in the skills associated with catechetical ministry. The project is designed in collaboration with and upon the approval of, the on-site supervisor and the supervising professor. Upon the successful completion of the project, a summative and integrative paper describing the project is submitted, and a presentation is made to a panel selected by the Neuhoff School of Ministry. Requires weekly participation at the internship site. Prerequisite: PAS 4381.

4182. Internship Seminar II. [Second semester seniors only.] Weekly seminar format, concurrent with the ministry internship. Work focuses on student presentations of ministry at internship sites, systematic theological and pastoral reflection on implications and connections; identification and consideration of common motifs and issues across ministries; and concrete strategizing for communal and personal ministerial enhancement. Upon completion of the seminar the students produce a professional portfolio of their ministry. Taken with PAS 4382.

4V41. Directed Readings. Arranged between instructors and students, this tutorial allows students to undertake an in-depth reading program on a topic of particular interest. It requires a detailed proposal by students that is approved, in writing, by instructors and the Dean before the semester begins.

3V50, 4V50. Special Topics. Courses offered on an occasional basis allow students and faculty to pursue special interests in areas of ministry and theology that are not offered regularly. The Dean determines the selection of topics in consultation with faculty and students.

Philosophy

FACULTY
Chair and Professor Engelland; Professors W. Frank, T. Hibbs, Parens, Sanford and Sepper; Associate Professors Knobel, Lehrberger, Mirus, Nielsen, Simmons and Walz; Affiliate Assistant Professors Gardner and Nolan; Distinguished Emeritus Professor Wood

Philosophy in its original sense is the love of wisdom. Wisdom is the possession of truth about fundamental things and love is a state of spirit and mind that deeply animates and transforms human life for the sake of the good. The goal of our undergraduate courses, accordingly, is twofold: to introduce basic questions and claims about what is, what is conceivable and what is true and to engender in students the habit of seeking the good. An important corollary effect is that students thus learn how to extend and to integrate their own education.

As part of a Catholic University, the Department of Philosophy is particularly interested in the ways Revelation has led to developments within a properly philosophic wisdom available to believers and nonbelievers alike.

The core courses in Philosophy acquaint students with works, arguments and ideas that are landmarks in Western and Christian thought and experience. The three courses, in an ascending series, examine: (1) the good life and the role of philosophy in living it (*Philosophy and the Ethical Life*); (2) the nature of being human and being a person, in particular by considering the basic powers and capacities that make us human (*The Human Person*); and (3) the fundamental conceptions of being that ground every more particular attempt to understand the universe and what it contains (*Philosophy of Being*).

For its majors and for others interested in deepening their philosophical education beyond the core, the Department has two types of offerings. Courses in the history of philosophy span the Western tradition from the Presocratics to the contemporary world. They aim to engage students in a continuing dialogue with the greatest philosophers, a dialogue that is both ennobling and humbling. These courses also serve to illuminate historical epochs through the works of the best philosophical minds and so enhance students' grasp of human culture. Finally, by encouraging critical appreciation of the philosophical accomplishments of the past, they provide students with the means to articulate and understand the conceptual background to contemporary issues and problems.

Those issues and problems are treated in upper-level topical and thematic courses, such as epistemology, philosophy of science, ethics and bioethics, philosophy of God, philosophy of religion, aesthetics, philosophy of language and other areas of special inquiry. They present students with the state of current thought about these things and thus make it possible to gain clarity about how to think and act intelligently in the contemporary world. And thus they reinforce the purpose of all the Department's offerings, which is to extend students' understanding of the Western and Christian philosophical heritage in a way that will spur their own desire and power to live philosophically.

Core Program in Philosophy

Philosophy 1301, 2323 and 3311 are required.

Basic Requirements for Major

Forty-two credits in Philosophy, including Philosophy 3343, 3344, 3345, 3346 or 3347, 3339, 3351, 4336, 4337, 4341 and 4342, plus one three-credit upper-level

elective. For those considering graduate school in Philosophy, 4331 (Epistemology) is recommended. Also required, in the spring semester of the senior year, is a passing grade on a written *comprehensive examination* (covering the entirety of the student's course work and also testing his or her ability to comment intelligently on philosophic texts) with a follow-up oral examination. One retake is permitted in case of failure on either the written or oral portions.

Students should seek electives in other departments, such as Theology, English, Politics and Psychology, which inform and broaden their philosophical experience.

Suggested Sequence of Courses for Philosophy Major

YEAR I			
Philosophy and the Ethical Life	3	Understanding the Bible	3
Literary Tradition I	3	Literary Tradition II	3
American Civilization I	3	American Civilization II	3
Language 1301	3	Language 1302	3
Art, Drama, or Music	3	Mathematics	3
	15		15
YEAR II (with a Semester in Rome)			
The Human Person	3	Philosophy of Being	3
Literary Tradition III	3	Literary Tradition IV	3
Western Theological Tradition	3	Principles of American Politics	3
Language 2311	3	Language 2312	3
Western Civilization I	3	Western Civilization II	3
	15		15
YEAR III			
From Medieval to Modern	3	From Modern to Postmodern	3
Ethics	3	Advanced Philosophy Elective	3
Logic	3	Junior Seminar	3
Life Science (with Lab)	4	Physical Science (with Lab)	4
Fundamentals of Economics	3	Elective	3
	16		16
YEAR IV			
Contemporary Phil Approaches	3	From Ancient to Medieval	3
Senior Seminar	3	Philosophy of God	3
Advanced Elective	3	Senior Thesis	3
Elective	3	Elective	3
Elective	3	Elective	3
	15		15

4+1 in Philosophy

Braniff's 4+1 program allows Philosophy majors to continue their studies, earning a B.A. and an M.A. in a shorter period of time. Up to four approved graduate courses taken during senior year may count toward the M.A. Note that these courses are in addition to the 120 credit hours required for the B.A.

Interested students should contact their undergraduate advisor and the Philosophy master's graduate director by the spring semester of their junior year.

Benefits of the program

- Competitive advantage when applying for Ph.D. programs or pursuing a career
- GRE and application fee waived

Plan Overview
See the Braniff Graduate School entry for all master's program details.
Senior Year Options
- Up to four graduate courses (12 credit hours) beyond the requirements for the bachelor's degree with final grades of B or higher
- 3000-level language course with a final grade of B or higher

Master of Arts in Philosophy
- Comprehensive examination
- Thesis, 6 credit hours
- 24 additional credit hours, minus approved graduate credits taken during senior year

Courses in Philosophy

1301. Philosophy and the Ethical Life. Why philosophize? What is the best way of life? This course explores what philosophy is, why one should philosophize and how philosophy fits into (and perhaps makes possible) a consideration of ourselves as moral beings. The course explores, then, how philosophy addresses the quest for the right way of life and what we can know about it. In this way, the course represents a cornerstone of liberal education. Works to be covered include the whole of Plato's *Republic*, major parts of Aristotle's *Nicomachean Ethics* and texts from Thomas Aquinas exemplifying the Christian appropriation of ancient ethical thought. Fall and Spring.

2141. Philosophy Colloquium. A weekly forum for discussing philosophical topics not normally encountered in the first two years of undergraduate studies. Oral presentations selected for their interest and accessibility. Speakers include faculty members, visiting lecturers and students. Highly recommended for majors. Visitors are welcome. Graded Pass/No Pass. May be repeated. Fall and Spring.

2323. The Human Person. What does it mean to be human? Is there soul and, if so, what is it? In light of contemporary reductive materialism and its claims for the sufficiency of scientific naturalism, this course explores the relationship between nature and soul. In the classical philosophical understanding, the human person finds himself or herself in tension between the immanent spheres of nature (or body or history) and the call to a commitment to a transcendent dimension of reality—a transcendent dimension associated with *psyche*, *anima*, mind, or spirit. The investigation includes an account of the parts and powers of the soul, such as sense, desire, intellect and will. Readings feature texts by Plato, Aristotle, Augustine, Descartes and Nietzsche. Prerequisite: Philosophy 1301. Fall and Spring.

3311. Philosophy of Being. Is the universe an intelligible Whole or a chaos, an unintelligible aggregate of "All"? If the former, what are the origins of such intelligibility: is it founded in metaphysical structures of being, or in the ordering power of the human mind? Addressing these questions will take us a long way toward discovering whether wisdom, conceived as the comprehensive understanding of reality in light of its first principles and causes, is available through philosophic inquiry. Such metaphysical considerations also open the door to reflection on the order of learning and on the unity of the arts and sciences. As students follow their curriculum into a major course of studies, this course offers the opportunity to wonder about the place of their disciplines within the broader consideration of being and wisdom. The course revolves around four key thinkers—Aristotle, Aquinas, Kant and Heidegger. Prerequisite: Philosophy 1301. Fall and Spring.

3332. Aesthetics. The philosophy of art and beauty. An examination of questions concerning beauty as a transcendental, artistic production, the work of art, the appreciation of art and beauty and the place of art in human life. Classical positions on these questions from Plato to Heidegger. Offered every other year.

3334. Business Ethics. Analysis of moral issues in the contemporary business world from the viewpoints of major philosophical traditions. Topics such as: moral theories and the nature of business; obligations in business relationships; using principles and cases to guide business practices; contemporary corporate culture and its social context; justice in international trade. Fall and Spring.

3335. Philosophy of Education (Education 3335). Consideration of themes such as the nature of the student and of the teacher, goals of education, curriculum and methodology, the nature and division of knowledge, education and the common good. Inquiry is cast in the light of more fundamental considerations such as the nature of the human person, of mind, of being and of the good, chiefly through the study of classical texts of the Western philosophical tradition (e.g., Plato's *Republic* and Rousseau's *Emile*). Attention given to contemporary issues in education in light of these prior inquiries. Fall.

3339. Logic. Introduction to logic. Emphasis on expressing and evaluating natural language statements and arguments using formal systems; methods for validating arguments; the value and limits of logic. Fall.

The History Sequence aims to acquaint the student with the basic elements of the history of Western philosophy: its major authors, works, themes, and currents. Seeking an understanding of how philosophical traditions work, it asks how philosophers in the Western tradition have responded to major challenges by rethinking and reconfiguring their heritage. It explores the methodological claim that philosophy can attain a progressively clearer picture of its fundamental problems and their solutions only through a work of memory and retrieval by which it continually resituates its present in relation to its past. The study of origins in "From Ancient to Medieval Philosophy" plays an important role in this project, and is often reserved for the student's final semester.

3343. From Ancient to Medieval Philosophy. The development of Platonic and Aristotelian thought from their pre-Socratic origins through the twelfth century. Plato's attention to pre-Socratic thinkers and his fertile exploration of philosophical methods, styles, and ideas. The schools and systems of post-Platonic antiquity, especially Aristotle and Plotinus. Platonic thought in Hellenistic Judaism and in the formation of the Christian intellectual tradition. The development of Platonic and Aristotelian themes by Jewish, Christian, and Islamic thinkers. The origins of scholasticism. Spring.

3344. From Medieval to Modern Philosophy. The changes in the understanding of philosophy and philosophical activity from the time of Europe's recovery of Aristotle (ca. 1200) until the conclusion of the first phase of the Scientific Revolution (ca. 1700). It explores the differences among and between the scholastic philosophers and the early modern empiricists and rationalists. Thinkers to be studied will include figures such as Thomas Aquinas, Duns Scotus, William of Ockham, Francis Bacon, René Descartes, and Benedict Spinoza. Topics to be investigated include the changing conceptions of the natural world, differing accounts of the human being and of human knowledge, alternative understandings of the divine, different interpretations of moral-political action, the changing relations between philosophy and science, and the competing accounts of the relations between philosophy and religious faith. Fall.

3345. From Modern to Postmodern Philosophy. The development of Western philosophy from the 17th to the early 20th century. Exploration of the contrast between

empiricism (Locke, Hume) and rationalism (Spinoza, Leibniz, Wolff) as a background to Kant's "Copernican revolution." In-depth study of Kant's transcendental idealism, followed by a consideration of German Idealism—in particular, Hegel—as a response to Kant's critique of metaphysics. The rejection of German Idealism by figures such as Schopenhauer, Kierkegaard, and Nietzsche. The early Heidegger's attempt to revive the question of Being phenomenologically. Spring.

Continental and Analytic Philosophy are the two major strands in contemporary Western philosophy. Philosophy majors may choose between Philosophy 3346 and Philosophy 3347.

3346. Contemporary Philosophical Approaches. The tradition of continental philosophy, like the analytic tradition with which it is usually contrasted, conceived twentieth-century thought as breaking with the past; unlike analysis, it mined the past to help differentiate philosophy from science, to articulate fundamental contingencies of human understanding and existence, and to reveal structures of consciousness other, and perhaps more basic, than logic. This course explores the origins and development of the continental tradition by considering its various strands (like phenomenology, structuralism, semiotics, existentialism, hermeneutics, critical theory, post-structuralism, and postmodernism) and their interactions. Fall.

3347. Analytic Tradition. What unifies recent styles of Anglo-American philosophy? One common (though controversial) answer is that they aspire to attain with regard to perennial philosophical problems the clarity and precision that characterize contemporary logic. This course offers a broad survey of the tradition of analytic philosophy, ranging from its origins in figures such as Russell and Wittgenstein to some ongoing debates in metaphysics, philosophy of language, philosophy of mind, epistemology, ethics, and metaethics. Fall.

3351. Junior Seminar. Extensive reading in the works of a single philosopher or philosophical movement, to be determined by the Department. Major objectives are to gain the habit of sustained philosophical discussion and to appreciate the breadth and depth of philosophical thought by concentrating on a single thinker or movement. The seminar format requires a research practicum resulting in a major paper, formal oral and written presentations and sustained discussion with fellow students and the seminar director throughout the course. Required of junior philosophy majors; others admitted with permission of the Chairman. Spring.

4095. Philosophy Senior Comps.

4331. Epistemology. The philosophy of knowledge. The critical problem as it developed in Western philosophy after Descartes. Metaphysical realism; a theory of judgment and truth; symbol and myth in man's cognitive life; types of knowledge such as mathematical, poetic, historic, religious. Offered every other year.

4333. Philosophy of Science. Study of the nature, methods and principles of modern science. Treatment of topics such as the nature of facts, laws and theories; the role of mathematics in science; explanation, description and proof; the philosophical presuppositions of realism and other approaches to nature; rationality of scientific change; philosophic problems posed by relativity and evolution. Offered as needed.

4334. Bioethics. Analysis of contemporary moral issues in the biomedical sciences and biotechnology from the viewpoints of major philosophical traditions. Treatment of topics such as moral theories and scientific knowing; ethical questions and principles; stages of moral development and the law of reason; realists, relativists, determinists, emotivists; moral dilemmas; axiology; obligations in the healing relationship; ethical "work-up" procedures. Spring.

4335. Philosophy of Language. Study of the nature and kinds of language, with particular attention to syntactical, semantic and logical characteristics. Examination of major past and contemporary theories. Offered as needed.

4336. Ethics. Systematic treatment of ethics and morality with an overview of major ethical theories. Treatment of topics such as the nature and categories of human motivation; the nature of values and moral values; dimensions of human freedom; human acts as bearers of morality; the sources and forms of moral goodness, moral evil and moral obligation; evaluations of major theories; specific nature of Christian ethics. Fall.

4337. Philosophy of God. Religious experience and its explication in natural theology. Historical factors in the development of the Philosophy of God. Speculative and practical proofs of God's existence; the nature of God. The contemporary challenge, especially from naturalism, positivism and language philosophy. The relations between God and the world. Spring.

4338. Philosophy of Religion. The tasks of the philosophy of religion as distinguished from the philosophy of God. Nature of religious experience; theories about the origin of religion and their critiques. Major issues in the study of religion such as: the relationship between religion and morality; natural and supernatural religion; subjective and objective elements in religion; man's eternal quest of God through religion; the ordination of man to God. Offered as needed.

4339. Information Ethics. The digital revolution is a further step in the exteriorization of human thought and memory: ideas and information are no longer shared simply in the medium of speech (as in oral cultures), in handwriting (as in literate cultures that employ scrolls or manuscripts), or in print (as in the world after Gutenberg), but rather through digital storage devices and screens. What are the effects of this transition for the human mind and for society? How does digitalization affect human activities and their evaluation, ranging from teaching and learning to war? Are we seeing the rise of a new subjectivity, one devoid—for example—of a private sphere and personal agency? Offered as needed.

4340. Thomas Aquinas. Synthetic consideration, based on primary texts, of Thomas Aquinas's philosophy in several of its dimensions, such as metaphysics, natural theology, anthropology, ethics, and epistemology. Offered every other year.

Senior Seminar and Senior Thesis are the capstone courses of the Philosophy Department. Senior Seminar has the purpose of bringing the fruits of the students' philosophical education to bear on a significant philosophical issue or problem, often of particular contemporary relevance. Senior Seminar leads to the development of subjects for the students' individual senior theses, under the umbrella of the Seminar's general topic.

4341. Senior Seminar. Intensive study of a philosophical problem or issue, to be determined by the department. Seminar format with discussions and presentations. Beginning of the preparation of the senior thesis due in the spring of the senior year. Required of senior philosophy majors. Fall.

4342. Senior Thesis. A continuation of 4341 required of philosophy majors in the spring semester of the senior year. Completion of the senior thesis in consultation with the instructor to discuss and evaluate work in progress. Presentation of the senior thesis in the department's annual Senior Conference (after spring break). Prerequisite: Philosophy 4341. Spring.

4350–4359. Special Courses. Established according to the interests of professors and the desires of students. Advanced students only. Offered as needed.

4360. Directed Readings and Research. Special programs of inquiry, approved by the Chairman, determined by mutual consent of student and professor. For advanced students only. Offered as needed.

5311. Philosophy of Law. The concept of right and its different kinds; the moral law and its ground; the positive law of the state and the authority on which it is based; the a priori foundations of civil law; legal and moral punishment. Offered as needed.

5321. Philosophy of History. The nature of historical knowledge and the problem of historical interpretation. Great theories of history, both classic and contemporary. Christian and pagan views. Offered as needed.

5332. Philosophy of Technology. Since the advent of industrialization it has become clear that modern technology is not simply tools and instruments, nor merely the application of scientific principles to human practice and production in fundamental ways. This course examines the nature and scope of technology with the aim of understanding its contemporary manifestations and their causes. Offered as needed.

5341. Asian Thought. A study of three leading traditions of Asian thought: Hinduism, Chinese thought and Buddhism. Texts selected from Hinduism may include the *Rig Veda*, the *Upanishads*, the *Bhagavad Gita*; from Chinese thought works of Confucius, Mencius, Lao-tzu; and from Buddhism selections from the Hinayana and Mahayana traditions. Secondary literature on the historical, cultural and linguistic background of these traditions. The role of Asian thought in thinkers like Nietzsche and Heidegger. Offered as needed.

5361. Scholastic Tradition. An overview of Scholastic thought with a study of selected major figures and works from the medieval to the contemporary world. Offered as needed.

5371. Phenomenological Tradition. The origins of phenomenology and the achievement of Husserl; the ideal of returning to the "things themselves"; the division between realist and transcendental phenomenology; the relation of phenomenology to the Western tradition of metaphysics. Offered as needed.

5381–5389. Senior/Graduate Elective. Offered according to the interests of professors and the needs of students. Enrollment is open to advanced undergraduate and beginning graduate students, with the approval of the Chairman. Offered as needed.

Philosophy and Letters Program

DIRECTOR
Associate Professor Walz

Diocesan seminarians and seminarians from religious orders complete the academic component of their priestly formation in coursework offered by the Constantin College of Liberal Arts while being formed at neighboring Holy Trinity Seminary or other seminaries or houses of formation close to the university.

Seminarians study for a Bachelor's degree major in Philosophy and Letters. (Seminarians who have already attained a Bachelor's degree enroll in the Pre-Theology Program, which is described elsewhere in this bulletin.) The minimum entrance requirements for the Philosophy and Letters Program are the same as the university's general undergraduate requirements. Candidates for admission to this program must also meet admission requirements stipulated by their dioceses or religious orders with regard to academic achievement, personal character, and spiritual maturity.

The Philosophy and Letters Program adheres to the norms established by the United States Conference of Catholic Bishops' Program of Priestly Formation. In light of this adherence as well as the university's commitment to the liberal arts and liberal education, the following are the goals of the Philosophy and Letters Program:

- To provide a well-rounded undergraduate education in philosophy in accord with the Program of Priestly Formation;
- To develop in seminarians the three arts of language—grammar, logic, and rhetoric—in preparation for their future ministry as teachers and preachers;
- To ground seminarians in the Catholic intellectual tradition, including its literary, poetic, artistic, historical, philosophical, and theological dimensions;
- To foster in seminarians the love of wisdom so as to give rise to a lifelong pursuit of wisdom through a rich intellectual life;
- To initiate in seminarians a knowledge and love of the thought of St. Thomas Aquinas, the Common Doctor of the Church; and
- To enable seminarians to draw connections between philosophy and theology in a way that bespeaks their conviction concerning the unity of faith and reason as ways of achieving truth.

By means of the Philosophy and Letters Program, seminarians are prepared for those graduate studies in theology required for priestly ordination.

Basic Requirements for Major
The requirements of the Program of Priestly Formation are addressed by a total of 48 credits: 24 credit hours in Philosophy, 12 in Theology, and 12 in Philosophy and Letters. A written thesis as well as a public presentation of it constitute the major's comprehensive examination. In addition to the philosophy requirements of the undergraduate Core—PHI 1301, 2323, 3311—Philosophy and Letters majors are required to take PHI 3343, 3344, 3345, 4336 and 4337. In addition to the Core's theology requirements—THE 1310 and 2311—majors must complete THE 3331 and 3332. In order to fulfill their logic, natural philosophy, and epistemology requirements, majors must take PHL 3305 and PHL 3306. PHL 4341 is usually taken in the fall of senior year. In this course, chiefly by active conversation and participation, majors seek to understand an important philosophical and/or theological theme or thinker. For PHL 4342, usually taken in the spring of the senior year, a written thesis of at least 20

pages is submitted and subsequently presented publicly. The thesis and its presentation represent the appropriation, integration, and fruition of the major's entire course of studies at the university.

Descriptions of the courses required for the Philosophy and Letters major can be found below as well as in the "Philosophy" and "Theology" sections of this bulletin.

Suggested Sequence of Courses for Philosophy and Letters Major

YEAR I			
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Philosophy 1301	3	Theology 1310	3
Math	3	Economics 1311	3
Language	3	Language	3
	15		15
YEAR II			
English 2312	3	English 2311	3
History 2301	3	History 2302	3
Philosophy 2323	3	Philosophy 3311	3
Politics 1311	3	Theology 2311	3
Language	3	Language	3
	15		15
YEAR III			
Logic and Nature	3	Nature and Knowledge	3
Philosophy 3344	3	Philosophy 3345	3
Theology 3331	3	Theology 3332	3
Science	4	Science	4
Art, Drama, or Music	3	Language or Elective	3
	16		16
YEAR IV			
Senior Seminar	3	Senior Thesis	3
Philosophy 4336	3	Philosophy 3343	3
Language or Elective	3	Philosophy 4337	3
Elective	3	Language or Elective	3
Elective	3	Elective	3
	15		15

Courses in Philosophy and Letters

3305. Logic and Nature. In this course, seminarians undertake a study of traditional logic, especially in its connection to philosophical reflection on nature. Logic is approached as a liberal art—in fact, as "the art of arts and the "rational science," as Thomas Aquinas says, insofar as logic "directs us in the activity of reason, from which all the arts proceed." An essential goal of the course is to habituate seminarians to think and to speak well in accordance with reason's three principal acts: simple apprehension, judgment, and argumentation. Topics to be covered include definitions and their parts, propositions, the square of opposition, syllogisms, and fallacies. Since the proper object of the human intellect is the essence of physical realities, a second essential goal is to familiarize seminarians with basic notions and distinctions that arise from a philosophical investigation of the physical world, guided by the thought of Aristotle and Thomas Aquinas. This introduction to natural philosophy gives special attention to the following: the ten categories; the principles of nature and hylomorphism; the four causes and teleology; motion, place, and time; and the distinction between a nature and a person. Fall.

3306. Nature and Knowledge. In this course, seminarians build on the introduction to natural philosophy undertaken in PHL 3305. In addition, they consider the nature of knowledge in light of the human abilities to sense and to understand physical reality. The study of natural philosophy begun in the previous semester is extended in this course by considering the following: changing conceptions of nature and the cosmos; the interplay between natural philosophy and other approaches to nature, especially empirical science; apparent challenges to natural philosophy, especially evolution, materialism, and a technological worldview. These natural philosophical considerations lead into considerations of the human ability to know nature, with regard to both its sensibility and its intelligibility. Seminarians thus become familiar with "epistemological realism," rooted in the thought of Thomas Aquinas, with an emphasis on knowing as an amplified mode of existing. The course concludes with considerations of the activity of teaching and of the relationship between knowledge and faith. Spring.

3357. Special Topics.

4095. Philosophy & Letters Senior Comps.

4341. Senior Seminar. An integrating seminar on a particular problem, issue, theme, figure, or period to be determined by the program director in consultation with the cooperating faculty. Discussions, reviews, presentations in a seminar format and with special emphasis placed on preparation for writing the Senior Thesis. Fall.

4342. Senior Thesis. Preparation of a written senior thesis as well as a public presentation of it, under the direction of the instructor. Spring.

Physics

FACULTY
Acting Chair and Assistant Professor Moldenhauer; Professors Hicks and Olenick; Affiliate Assistant Professor Borvák

Physics derives its name from the Greek word for nature. Building on a broad empirical basis, studying physics is to seek an understanding of the fundamental nature of our physical world. The objectives of the Department of Physics center on developing in its students a critical understanding of physical phenomena, an intuition into how nature acts and a facility to analyze various physical aspects of the world. The Department aims to prepare its students for future careers as scientists, engineers and teachers through submissions to the discipline of the past and present. Physics was and remains a vibrant part of our Western heritage.

The major in Physics combines a firm grounding in the liberal arts and mathematics with a solid foundation in the sciences. A broad theoretical basis encompassing classical mechanics, electromagnetism, statistical physics and quantum mechanics is supported by extensive laboratory experience in electronics, atomic and nuclear physics, and optics. The dynamic interplay of theoretical studies and hands-on laboratory experience forms the core of the program. Seminar courses in current topics as well as advanced courses in astrophysics, condensed matter physics and nuclear and particle physics round out the curriculum and introduce students to modern questions confronting physics.

Students are encouraged to participate in the experimental and theoretical research programs of the department either through work with one of the UD professors or through external research experiences at other universities and national laboratories.

An undergraduate degree in physics opens many doors to further studies in a variety of fields as well as industrial employment and high school teaching. Most of our alumni proceed to graduate programs in physics and engineering and are well prepared for research careers. Many graduates have pursued professional programs in law and medicine.

The Department is housed on the ground level of the Patrick E. Haggerty Science Center. The facilities for the department include separate laboratories for quantum physics, electronics and optics, as well as for introductory courses. An electronics repair shop and machine shop are maintained by the department.

The advanced laboratories are equipped with up-to-date instrumentation including the following: a multichannel analyzer, NaI detectors, and electronics modules for nuclear measurements, an x-ray apparatus for crystallography, semiconductor logic sets for electronics, and interferometers and spectrometers for optics.

The Department maintains the Haggerty Observatory which contains several telescopes a 16-inch computerized Cassegrain telescope equipped with research grade CCD camera housed in the 5-meter dome. Remote observation facilities are available for student research.

Engineering

The University of Dallas offers a dual-degree program in Electrical Engineering and Physics in collaboration with the University of Texas at Arlington. Students entering this program receive the advantages offered at a liberal arts college, along with the technical expertise presented in a professional engineering program. For more information see the Dual-Degree Electrical Engineering Physics section of this bulletin.

Physics, Chemistry, Math, and Computer Science programs offered at the university provide students with an excellent foundation for graduate studies in other areas of engineering as well. Graduate Engineering programs in a variety of areas are eager to receive applications from UD graduates. The undergraduate major selected should be directed by the area of engineering of interest to the student.

Basic Requirements for Major

Physics 2311, 2111, 2312, 2112 (General Physics I and II) and 24 advanced credits in Physics that are selected in consultation with the Physics Department are required for the **B.A. in physics**.The courses that compose the 24 advanced credits regularly include Physics 3320 (Quantum Physics), 3120 (Quantum Laboratory), 3326 (Statistical Physics), 3341 (Optics), 3141 (Optics Laboratory), 3363 (Computational Physics), 4423 (Theoretical Mechanics), 4424 (Quantum Mechanics) and 4327 (Electromagnetic Theory).

In addition, Chemistry 1303, 1103, 1304, 1104 and Math 1404, 1411, 2412 and 3324 are required. Math 4315 is a suggested elective. Knowledge and use of computers is expected. Physics seminar is recommended for juniors and seniors. Physics majors are encouraged to take Philosophy 4333 as an elective. All students are required to pass written and oral *comprehensive exams* in the last year of their undergraduate studies. These exams cover topics of all required courses in physics for the B.A. or B.S. degree.

Students who place at the intermediate level in foreign language should complete the language requirement during their freshman year and start Chemistry 1303/1103 and Chemistry 1304/1104 their junior year, while students needing four semesters of foreign language should wait until their junior year to begin the language sequence. Students considering majoring in Physics should apply to the O'Hara Chemical Sciences Institute (see Chemistry) to take General Chemistry I and II in the summer before the freshman year.

For a **B.S. degree in physics**, 12 additional hours in physics or a related field are required. Undergraduate research is also required and can count as 6 or fewer credit hours of the 12 additional hours. A senior thesis and a paper presented on the research project at a professional meeting are additional requirements for the B.S. degree. Since most students pursue the B.S. degree, that suggested sequence follows. Physics courses of Years III and IV will be offered in alternate years.

Suggested Sequence of Courses for Physics Major

YEAR I			
Physics 2311	3	Physics 2312	3
Physics 2111	1	Physics 2112	1
Chemistry 1303	3	Chemistry 1304	3
Chemistry 1103	1	Chemistry 1104	1
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
	15		15
YEAR II (Rome)			
Physics 3320	3	English 2311	3
Physics 3120	1	Theology 2311	3
Mathematics 2412	4	Philosophy 2323	3
Physics 3363	3	History 2301	3
Philosophy 1301	3	Art History	3
Theology 1310	3		15
	17		

YEAR III			
Physics 4423	4	Physics 4424	4
Mathematics 3324	3	Physics 3333	3
History 1311	3	Physics 3133	1
Philosophy 3311	3	Math Elective	3
Elective	3	Elective	3
	16	Economics 1311	3
			17
YEAR IV			
Physics 3326	3	Physics 3341	3
Physics 4153	1	Physics 3141	1
Physics 4327	3	Physics 4328	3
Politics 1311	3	Elective	3
History 2302	3	Life Science	3
Language 2311	3	Language 2312	3
	16		16

Courses in Physics

1301–1101. Basic Ideas of Physics. The development of a conceptual understanding of fundamental physical aspects of the universe ranging from classical physics to the forefront of modern research. The distinct contributions that physics makes to the understanding of the physical universe, along with the nature and limitations of scientific inquiry. The empirical basis of physics, analytical and laboratory methods and the conceptual reasoning used to formulate physical models. Three lectures, one laboratory weekly. Fall.

2302–2102. Introductory Astronomy. An exploration of wide-ranging astronomical phenomena and conceptual understanding of the dynamics of the universe ranging from stellar evolution and comparative planetology through galactic models and cosmology. An emphasis is placed on how astronomers gain scientific knowledge of the cosmos, how they construct models, the creative imagination in science and mankind's relation to the cosmos. Students engage the empirical basis of astronomy, conceptual reasoning and analytic methods used to formulate astronomical models and laboratory methods exploring data acquisition and analysis. Three lectures, one laboratory weekly. Spring.

2303–2103. Physics and Technology. An introduction to modern physics and science that reviews analytical techniques, historical perspectives and contemporary technologies. The course examines scientific problem solving, Newtonian physics, quantum physics and nanoscience. Intellectual property issues and emergent technologies likely to dominate our world for the next 50 years are addressed. Three lectures, one laboratory weekly. Fall.

2305–2105. General Physics I (Trigonometry) Class, Laboratory and Quiz. Algebra and trigonometry-based introductory course primarily for pre-med biology students. The course includes topics and applications of physics to the health sciences and covers kinematics and dynamics, the conservation laws, fluids and waves. Three lectures and one three-hour lab per week. Fall.

2306–2106. General Physics II (Trigonometry) Class, Laboratory and Quiz. Algebra and trigonometry-based introductory course primarily for pre-med biology students. The course includes topics and applications to the health sciences and

covers electricity, magnetism, optics and atomic and nuclear physics. Three lectures and one three-hour lab per week. Spring.

2311. General Physics I (Calculus). Calculus-based introductory course focusing on the principles and laws of mechanics with emphasis given to kinematics, Newton's laws and the conservation laws. Both physical insight and the ability to solve problems are stressed. Prerequisite (or concurrent enrollment in): Mathematics 1404. Three lectures per week.

2312. General Physics II (Calculus). Calculus-based introductory course focusing on the phenomena and principles of electricity, magnetism and optics. Prerequisite Mathematics 1411 (or concurrent enrollment in) and Physics 2311. Three lectures per week.

2111. General Physics I (Calculus) Laboratory and Quiz. Weekly problem session on mechanics along with laboratory experiments. Experimental studies of topics covered in mechanics that parallel discussions in the lecture. Emphasis on microcomputer-based laboratories (MBLs) and analysis. One three-hour session per week.

2112. General Physics II (Calculus) Laboratory and Quiz. Weekly problem session on electricity, magnetism and optics along with laboratory experiments. Experimental investigations of topics covered in electricity, magnetism and optics that parallel lecture discussions. One three-hour session per week.

3110. Instrumentation. Introductory course offering training in the use and safety of metal-working equipment to manufacture custom laboratory components. Students will learn hardware and software requirements of 3D printing and how to use a lathe, mill, drill press, bandsaw and other equipment in the machine shop. A capstone project prepares students for research-level manufacturing through a project that requires making both metal and plastic components. Safety training is a major component of this course. Prerequisite: Physics 2311 and 2312 OR Physics 2305 and 2306.

3120. Quantum Laboratory. Introduction to experimental techniques and error analysis in the fields of atomic and nuclear physics. Investigations include Planck's law, atomic spectroscopy, the speed of light, the photoelectric effect, the Franck-Hertz effect and nuclear statistics. Prerequisite: Physics 2311 and 2312 and concurrent enrollment in Physics 3320. Fall.

3133. Electronics Laboratory. Investigations of analog and digital electronics with applications to integrated circuits and computer interfacing. Prerequisite: Physics 2311 and 2312. Spring, odd years.

3141. Optics Laboratory. Experimental studies of lenses, polarization, interference, diffraction, Fourier spectroscopy, atomic force microscopy, and holography. Prerequisite: Physics 2311 and 2312. Spring, even years.

3262. Astronomical Image Processing. Digital signal processing as applied to astronomical images. Students explore what makes good images, characteristics of CCD cameras, calibration of images and error reduction with hands-on experience in astrometric, photometric and spectroscopic measurements as well as in the manipulation and enhancement of images. In addition, students gain experience in using convolution kernels and filter and masking in frequency space. Prerequisite: Physics 2311 and 2312.

3320. Quantum Physics. An introduction to the physics of the twentieth century that surveys developments in relativity theory, wave-particle duality, atomic structure, wave

mechanics and nuclear theory. Prerequisite: Physics 2311 and 2312 and concurrent enrollment in Physics 3120. Fall.

3326. Statistical Physics. Fundamentals of basic probability theory and statistical mechanics with application to heat, thermodynamics, kinetic theory of gases and quantum statistics. Prerequisite: Physics 2311 and 2312. Fall, odd years.

3333. Electronics. Fundamentals of analog and digital electronics with emphasis on proven techniques of instrumentation for scientific research. The physical principles and properties of electronic components and circuits and the logical design of digital systems are discussed. Prerequisite: Physics 2311 and 2312. Spring, odd years.

3341. Optics. Investigations of optics with emphasis on wave optics. Topics include geometrical optics, interference, Fraunhofer and Fresnel diffraction, polarization, holography and non-linear optics. Prerequisite: Physics 2311 and 2312. Spring, even years.

3363. Computational Physics. An introduction to the use of computers for modeling physical systems. Topics covered include motion with resistive forces, orbital mechanics, coupled oscillations and waves, electric and magnetic field plotting, chaotic systems, Monte Carlo simulations, percolation theory and fractals. Prerequisite: Physics 2311. Fall.

4095. Physics Senior Comps.

4120. Advanced Laboratory. Applications of experimental techniques to fundamental physical phenomena in atomic and nuclear physics. Advanced topics include crystallography, Zeeman effect, Fourier spectroscopy, nuclear spectroscopy, X-ray scattering and neutron activation analysis. Prerequisite: Physics 2311 and 2312 and Math 2412.

4153–4154. Physics Seminar. Weekly seminar by a member of the Physics Department with lectures and discussions covering a specific topic in current research. Requirements are set by the instructor but will include an oral presentation by each student. Prerequisite: Physics 2311 and 2312 and Math 2412.

4327. Electromagnetic Theory. Introduction to vector analysis and boundary-value problems. Phenomenological foundations and mathematical descriptions of electrostatics and magnetostatics, the behavior of dielectrics, conductors and magnetic materials leading to the Maxwell equations. Prerequisite: Physics 2311 and 2312 and Math 2412. Fall, odd years.

4328. Electrodynamics. Postulates and measurements in special relativity introducing four-vectors with applications in dynamics. Covariant formulation of Maxwell's equations, transformations of the electromagnetic field, wave propagation, wave guides and cavities, dipole radiation, Lienard-Wiechert potentials, synchrotron radiation. Prerequisite: Physics 2311, 2312 and 4327 and Math 2412. Spring, even years.

4370. Research Thesis and Presentation. An opportunity to learn to write a scientific thesis and prepare a professional presentation over student research in physics, engineering, or astronomy. Prerequisite: Physics 2311 and 2312 and Math 2412. Fall.

4423. Theoretical Mechanics. An advanced treatment of Newtonian mechanics with applications to forced oscillations, central force motion and non-inertial reference frames. Introduction to tensors as applied to rigid body motion. Conservation theorems applied to small oscillations and stability leading to Lagrangian and Hamiltonian formulations of mechanics. Prerequisite: Physics 2311 and 2312 and Math 2412. Fall, even years.

4424. Quantum Mechanics. Introduction to the formal structure of quantum mechanics. The non-relativistic wave equation and solutions of one- and three-dimensional systems. Linear vector spaces and operators, matrix mechanics and transformation equivalences. Generalized angular momentum and solutions of hydrogenic atoms. Approximation methods and applications. Prerequisite: Physics 2311 and 2312 and Math 2412. Spring, odd years.

4V43–4V44. Research Experimental. Supervised experimental research open only to physics majors. Topics in experimental investigations and requirements are set by the instructor but include a paper based upon the laboratory experience and an oral presentation of the paper to the faculty and students of the department.

4V45–4V46. Research Theoretical. Supervised theoretical research open only to physics majors. Topics in theoretical investigations and requirements are set by the instructor but include a paper based upon the research experience and an oral presentation of the paper to the department.

4V61–4V62. Independent Studies. An opportunity to examine in depth any topic, experimental or theoretical, within the field of physics. It involves individual study under the guidance of the instructor.

One of the following courses may be selected for the physics major core:

4364. Nuclear and Particle Physics. General properties of the nucleus; the two-nucleon problem, radioactivity, interaction of charged particles and radiation with matter, detection methods, accelerators; fundamental particles and their interactions; symmetries and conservation laws, quark theory, grand unified theories and supersymmetry. Prerequisite: Physics 2311 and 2312 and Math 2412. Spring, odd years.

4365. Condensed Matter Physics. Models of the crystalline structure, lattice vibrations, specific heat, free electron gas, energy bands, semiconductors, superconductivity and magnetic materials. Prerequisite: Physics 2311 and 2312 and Math 2412.

4366. Astrophysics and Cosmology. Emphasis on the underlying fundamental mechanical, electromagnetic and quantum mechanical processes in astrophysics and cosmology. Topics include stellar evolution with emphasis on stellar structure and modeling, pulsars, black holes, galactic formation and structure, nucleosynthesis and cosmological models. Prerequisite: Physics 2311 and 2312 and Math 2412.

3V68–4V68–4V69. Special Topics in Physics. Special topics of current research in physics that vary according to student interest.

5311. Kinematics and Dynamics for Teachers. Covers motion, graphical and analytical representations of motion, Newton's laws and gravitation. Use of inquiry-based methods of instruction and interactive probes (LabPros, etc.) are integrated into the course.

5312. Energy and Waves for Teachers. Explores the types of energy, conservation laws, the types of mechanical waves and sound. Findings from research in physics education are applied in the course as well as the development of modeling strategies.

5313. Electricity and Magnetism for Teachers. Encompasses ideas from electrostatics, direct current, alternating currents and radiation. Inquiry-based approaches, such as CASTLE, are implemented in the course.

5V68, 5V69, 5V70, 5V71, 5V72. Special Topics in Teaching Physics.

Master of Science in Materials Science and Engineering, Master of Engineering in Materials Science and Engineering with Bachelor of Science in Physics Dual Degree Programs

DIRECTOR
Assistant Professor Moldenhauer

Students completing a B.S. degree in physics have the option of beginning coursework towards a Master of Science (M.S.) in Materials Science and Engineering (MSE) or a Master of Engineering (M. ENGR) in MSE from the University of Texas at Arlington (UTA) by taking up to six credit hours of approved courses in material sciences at the graduate level at UTA during their senior year or during summer terms. Specifically, graduate courses in the MSE programs at UTA, see below, will earn dual credit towards the student's B.S. physics degree at UD while at the same time earning credits toward either the M.S. in MSE or M. ENGR in MSE at UTA. This collaborative 4+1 program is designed to allow UD physics majors the opportunity to earn a B.S. in physics and an M.S. degree in five years. There is a significant overlap in materials science with condensed matter physics, so these courses offer UD students a chance to learn about areas of study that are important in a balanced physics curriculum. After completing the 6 credits, additional courses can be taken toward the M.S. or M. ENGR, but these additional hours will not count toward the B.S. degree in physics at UD. Completion of the UTA graduate degree program is optional and failure to complete does not void the upper level credits earned toward the B.S. degree.

Students interested in these programs must apply to the UTA Materials Science and Engineering graduate program and meet the requirements for admission. The requirements for completion of the M.S. in MSE or M. ENGR in MSE can be found from the UTA MSE department. Suggested courses that will be accepted for dual credit as advanced courses for the B.S. degree in physics at UD and the M.S. in MSE or M. ENGR in MSE are MSE 5300 Introduction to Materials Science and Engineering, MSE 5304 Analysis of Materials, and MSE 5305 Solid State Physics and Thermodynamics of Materials. The course descriptions can be found from the UTA MSE department.

The major requirements for the B.S. degree in physics include Calculus I-II-III, Differential Equations, General Chemistry I and II, General Physics I and II, and 36 hours of upper level physics with six of those hours from an undergraduate research thesis, usually completed through summer research, and a talk at a professional meeting. Below is a comparison of the degree requirements with MSE substitutions.

Required Math/Science Courses for Physics BS (67-69 credit hours)

CHE 1303/1103 and 1304/1104. General Chemistry I and II + Labs.

MAT 1404 and 1411. Calc I and II.

MAT 2412. Calc III.

MAT 3324. Differential Equations.

PHY 2311/2111 and 2313/2112. Gen Physics I and II + Labs.

PHY 3320-3120. Quantum Physics + Lab.

PHY 3363. Computational Physics.

PHY 4423. Theoretical Mechanics.

PHY 4424. Quantum Mechanics.
PHY 3326. Statistical Physics.
PHY 4327. Electromagnetic Theory.
PHY 3341-3141. Optics + Lab.
or **PHY 3333-3133. Electronics + Lab.**
PHY 4000. Elective (Electrodynamics, Astrophysics, Nuclear).
Thesis

Required Math/Science Courses for Physics BS with MSE MS (66-69 credit hours)
CHE 1303/1103 and 1304/1104. General Chemistry I and II + Labs.
MAT 1404 and 1411. Calc I and II.
MAT 2412. Calc III.
MAT 3324. Differential Equations.
PHY 2311/2111 and 2313/2112. Gen Physics I and II + Labs.
PHY 3320-3120. Quantum Physics + Lab.
PHY 3363. Computational Physics.
PHY 4423. Theoretical Mechanics.
PHY 4424. Quantum Mechanics.
PHY 3326. Statistical Physics.
PHY 4327. Electromagnetic Theory.
PHY 3341-3141. Optics + Lab.
or **PHY 3333-3133. Electronics + Lab.**

Take 2 of these 3 courses
MSE 5300. Introduction to Materials Science and Engineering*.
MSE 5304. Analysis of Materials.
MSE 5305. Solid State Physics and Thermodynamics of Materials.
Thesis

*(Note: M.ENGR requires MSE 5300 for non-MSE undergraduates)

Applied Physics Concentration

DIRECTOR
Assistant Professor Moldenhauer

Students at the university may find that traditional departmental boundaries are not adequate to describe the breadth of their interest, especially when post-baccalaureate plans are considered. Though they may choose to major in Mathematics or Philosophy or Biology, they may also have an interest in bolstering their education with further applications of the ideas and models of physics. In addition, a student who seeks secondary certification with a science composite would find the Applied Physics Concentration useful in fulfilling the certification requirements. The concentration in Applied Physics seeks to provide students the opportunities to pursue new studies that relate to their major and life interests.

The concentration consists of *six* courses and associated labs. The core courses in the concentration are General Physics I and lab, calculus or trig-based, General Physics II and lab, calculus or trig-based and Computational Physics.

Two courses may be selected from the following

PHY 2302-2102. Introductory Astronomy.

PHY 3320/3120. Quantum Physics and Lab.

PHY 3341/3141. Optics and Lab.

PHY 3333/3133. Electronics and Lab.

PHY 4327. Electromagnetic Theory.
OR a **4000**-level course in **Astrophysics, Condensed Matter Physics, Biophysics, or Nuclear Physics.**

The *sixth* course is an elective from a field other than physics that allows the student to tailor the concentration to his or her own interests. Possible choices include the following or an elective approved by the Director.

CHE 3331. Physical Chem. I.

CHE 3320. Inorganic Chem. II.

ECO 3328. Econometrics.

MAT 4315. Applied Math I.

MAT 3326. Probability.

EDU 4346. Principles of Secondary Education

EDU 5352. Educational Evaluation.

BIO 3345. Biostatistics.

BIO 3335. Biochemistry I.

BIO 3331/3131. Physiology.

PHI 4333. Philosophy of Science.

PHI 4334. Bioethics.

Electrical Engineering Dual Degree Program

DIRECTOR
Professor Olenick

Students entering UD as physics majors have the opportunity to pursue a cooperative degree in electrical engineering through the University of Texas at Arlington (UTA) Electrical Engineering (EE) Department. The dual degree program is designed for the well-prepared student to be able to complete two degrees in five years: a B.A. in physics from UD and a B.S. in EE from UTA. Students can take classes from both institutions beginning their freshman year. This allows students to determine early in their undergraduate education that they desire to be an electrical engineer who combines their engineering education with a firm grasp of the Western intellectual tradition, to have extensive reading and writing abilities, and to understand the physical nature of our world, which are characteristics offered by the completion of the physics degree at UD. This dual degree program also offers the liberally educated UD student the opportunity to understand the advances in technology offered by the UTA EE Department – a department that believes, "more than ever, EE demands a multidisciplinary approach to address challenges of the future and problems of today," and it demands that engineers must have the ability to communicate well their ideas to others. It is the goal of this program to educate liberally engineers and physicists who meet these challenges.

The entrance requirements for this dual program are the same as the entrance requirements for a physics major at UD. Students must complete the physics comprehensive examination at the University of Dallas before obtaining a B.A. from UD. Students wishing to obtain a B.S. in physics must satisfy the additional UD physics B.S. requirements. Students must work closely with the UD and UTA Engineering advisors to meet the requirements of the program. Application to UTA is done under the guidance of the UD Engineering advisor.

Basic Requirements for the Dual Degree Program#

Year 0 (O'Hara Chemistry)			
Chemistry 1303/1103	4		
Chemistry 1304/1104	4		
	8		
Year 1 (UD and UTA)			
English 1301	3	English 1302	3
Physics 2311/2111	4	Physics 2312/2112	4
Mathematics 1404	4	Mathematics 1411	4
Philosophy 1301	3	EE 1311 (UTA)	3
Theology 1310	3	EE 1106 (UTA)	1
	17	EE 1201 (UTA)	2
			17

Year 2 (UD, UTA, and Rome)			
Physics 3320/3120	4	English 2311	3
Economics 1311	3	History 2301	3
Mathematics 2412	4	Philosophy 2323	3
EE 2415 or 2441 (UTA)	4	Theology 2311	3
Mathematics 3319 (UTA)	3	Art 2311	3
	18		15
Year 3* (UD and UTA)			
Physics 4423	4	Physics 4424	4
History 1311 (UD)	3	Physics 3333/3133 or EE 2403	4
Philosophy 3311	3	History 2302	3
Intermediate Language	3	Intermediate Language	3
EE 2415 or 2441 (UTA)	4	EE 2347 (UTA)	3
	17		17
Year 4* (UD and UTA)			
Physics 4327	3	Communication 2302 (UTA)	3
Politics 1311	3	EE 3140 (UTA)	1
Biology Core	4	MAE 3309 (UTA)	3
EE 3316	3	EE 3330 (UTA)	3
EE 3446	4	EE Elective (UTA)	3
	17	EE 3318 (UTA)	3
			16
Year 5 (UTA)			
EE 4340 (UTA)	3	History 1312 (UD or UTA)	3
Engineering Elective (UTA)	3	Politics 2312 (UTA or online)	3
EE Core Elective (UTA)	3	EE 4349 (UTA)	3
EE Core Elective (UTA)	3	Math Science Elective (UTA)	3
EE Elective (UTA)	3		12
	15		

* The UD physics courses offered during the 3rd and 4th year will be offered in alternate years.

EE requirements are subject to change by the Electrical Engineering Department at UTA, as are graduation requirements for the B.S. in Electrical Engineering.

Politics

FACULTY
Chair and Associate Professor Upham; Professors Dougherty, Parens (Philosophy) and Distinguished Affiliate Wolfe; Associate Professors Burns, Culp and Miller; Assistant Professor Pappin; Affiliate Assistant Professor Hibbs; Distinguished Emeritus Professor de Alvarez

Politics is the activity of the *polis* (city), as athletics is the activity of the athlete. The *polis*, according to Aristotle, is the association whose purpose is the complete life. Politics, therefore, includes all the activities whose end is the complete human life. Political philosophy is the reflection upon or the attempt to understand the nature of these activities. Political philosophy, therefore, as understood at the University of Dallas, is a philosophical discipline concerned with the whole range of human actions to be found in the context of the polis.

Specifically, the department has the following objectives:

First: The general purpose of the department is to promote a critical understanding of political phenomena, an understanding of the nature of political life and its relation to human life as a whole. Accordingly, courses are designed to present conflicting points of view on a great variety of important political questions. Sustained and systematic analysis of how philosophers, statesmen and poets—ancient as well as modern—have answered these questions enlarges intellectual horizons and cultivates analytical and critical skills. Readings are therefore selected with a view to engaging the student in controversy, for controversy is of the essence in politics.

Second: The department seeks to promote enlightened and public-spirited citizenship. This requires understanding of the principles and purposes of our regime, as well as some personal involvement in, or commitment to, the larger political community. One of the distinctive features of the department is its emphasis on American statesmanship and the great controversies which have reflected and shaped the character of our people. The curriculum attempts to relate the political, legal and philosophical aspects of our heritage to contemporary questions.

Third: Together with the other liberal arts, the department seeks to promote civility. Civility requires, first, the capacity to appreciate what is to be said on diverse sides of an issue. Secondly, it requires a capacity to participate in serious dialogue, which in turn requires seriousness about the ends of learning and the ends of action. Finally, civility requires some degree of detachment from contemporary affairs, for total involvement in the present narrows and distorts our vision.

Fourth: The department seeks to preserve the great tradition of political wisdom, theoretical and practical, against modes of thought which assail or abandon it. This requires an understanding and critique of these various modes of thought.

Fifth: The department tries to prepare some students for active political life. This requires the study of politics from the perspective of the statesman as well as from the perspective of the citizen.

Sixth: The department seeks to prepare some students for graduate study in political science, or for training in the professional fields of law, public administration, diplomacy and related fields.

Basic Requirements for Politics Major

Students who major in Politics are required to take 36 credits (12 courses): Principles of American Politics (1311), Political Regimes (3312), Plato's Republic (3331), Aristotle's Politics (3332), Enlightenment (3334), American Political Thought (3356), Senior

Seminar (4351), one course in Global Politics, one course in American Institutions and Policy, and three additional advanced Politics electives (3000-level or above).

All Politics majors, including transfer students, are required to take Politics 1311. Majors must also pass a Comprehensive Examination. In preparation for the Senior Seminar (4351), majors should complete eight politics courses by the end of their junior year, if possible. Students considering a major in Politics should consult with the Chairman or a Politics professor as soon as possible concerning their program of studies.

Global Politics Requirement

This requirement can be fulfilled by a course from at least the following: POL 3339, International Politics; POL 3336, Comparative Government; POL 3340, Globalization; POL 3325, American Foreign Policy; POL 3338, Marxism & Russia.

American Institutions and Policy

This requirement can be fulfilled by a course from at least the following: POL 3328, Congress; POL 3326, The Presidency; POL 3330, Public Law and Administration; POL 3324, Public Policy; POL 3362, Twentieth Century American Politics and Policy; POL 3329, Politics and Parties; POL 3323, Constitutional Law; POL 3327, Civil Liberties.

Suggested Sequence of Courses for Politics Major

YEAR I

English 1301	3	Theology 1310	3
History 1311	3	English 1302	3
Language 1301 (or 2311)	3	History 1312	3
Philosophy 1301	3	Language 1302 (or 2312)	3
Politics 1311	3	Economics 1311 or Math	3
	15		15

YEAR II (during Sophomore Year)

English 2311–2312	6
History 2301–2302	6
Philosophy 2323	3
Theology 2311	3
Language (or Electives)	6
Politics 3312, 3331 or Politics Elective	3
Fine Arts	3
	30

YEAR III

Politics 3312 or 3331	3	Politics 3332	3
Politics Electives	6	Politics 3334	3
Economics 1311 or Math	3	Politics Elective	3
Elective	3	Science	4
	15	Elective	3
			16

YEAR IV

Politics 4351	3	Science	3
Politics Elective	3	Politics Electives	6
Philosophy 3311	3	Electives	6
Electives	6		15
	15		

4+1 in Politics

Braniff's 4+1 program allows Politics majors to continue their studies, earning a B.A. and an M.A. in a shorter period of time. Up to four approved graduate courses taken during senior year may count toward the M.A.

Interested students should contact their undergraduate advisor and the English master's graduate director by the spring semester of their junior year.

Benefits

- Competitive advantage when applying for Ph.D. programs or pursuing a career
- GRE and application fee waived

Plan Overview

See the Braniff Graduate School entry for all master's program details.

Senior Year Options

- Up to four graduate courses (12 credit hours) beyond the requirements for the bachelor's degree with final grades of B or higher
- 3000-level foreign language course with a final grade of B or higher

Master of Arts in Politics

- Comprehensive examination
- Thesis, 6 credit hours
- 24 additional credit hours, minus approved graduate credits taken during senior year.

Courses in Politics

1311. Principles of American Politics. A study of the basic principles of the American political order and their implications for current political practice, viewed in the light of alternative views of justice and human nature. Readings include the Declaration of Independence, the U.S. Constitution, The Federalist, other original documents from the founding era and later, Tocqueville's Democracy in America and contemporary writings. Fall and Spring.

3312. Political Regimes: Ancients, Christians and the Advent of Modernity. An examination of ancient, Christian and modern conceptions of the human soul, morality and the political order. Focuses on the works of Plutarch, St. Augustine and Machiavelli. Special attention is paid to the different analyses of the Roman Republic and the Empire and the ways of life found in each. Fall and Spring.

3323. Constitutional Law. A study of the Constitution and the manner in which its text has been interpreted, primarily by the Supreme Court. The focus is on the way the people have, through the Constitution, delegated different powers and responsibilities to the states and the three branches of the federal government. Fall.

3324. Public Policy. Consideration of how public policy is made and several prominent contemporary issues, such as global warming, immigration and the problems of poverty and equality. Alternate years.

3325. American Foreign Policy. Considers fundamental documents and speeches of statesmen on American foreign policy. Case studies provide a point of departure for inquiry into such topics as the conflict between communism and constitutional democracy, the role of morality in international affairs and the relation between domestic and foreign politics. Case study topics may include the American Founding, the Mexican-American War, the Civil War, the Spanish-American War, World War I, the Cold War and the War on Terror. Spring.

3326. The Presidency. A study of the constitutional design and practical operation of the American presidency. The selection of presidents, the rise of the modern presidency, the character of executive power and the nature of democratic leadership will be examined. Alternate years.

3327. Civil Liberties. A study of civil rights in the American regime, with a focus on Supreme Court cases on the Bill of Rights and Fourteenth Amendment. A major theme is the contrast between the current liberal and conservative conceptions of civil rights and the conception of the Founders and their successors. Spring.

3328. Congress. An examination of the national legislative process, comparing the understanding at the Founding with the reconstitution of this process in the 20th century. Emphasis on the contemporary Congress, with special attention to its internal organization, its major procedures (including the ordinary legislative process as well as the budget process) and how the embrace of administrative power in the New Deal period and beyond has changed both the form and politics of the legislative process. Alternate years.

3329. Politics and Parties. An examination of the role of political parties in an extended, republican government. Special attention will be paid to the founding generation's dispute over parties, Martin Van Buren's contribution to the establishment of an enduring two-party system, the forms and norms of that system, as well as subsequent reforms intended to weaken or supplant the parties' influence over government. Alternate years.

3330. Public Law and Administration. The purpose of this course is to study the development of what is commonly called the "administrative state" and assess its relation to the Constitution and the development of American political thought. Recent developments in administrative law and the theoretical underpinnings of those developments will be considered.

3331. Plato's Republic. The Socratic method in politics studied through a careful reading of the Republic, the seminal book in political philosophy in the Western tradition. An adequate approach to the dialogue form is emphasized in the interpretation. Fall and Spring.

3332. Aristotle's Politics. A careful reading of the fundamental work on politics. Aristotle is said to have systematized and made more practical the philosophic speculations of Socrates and Plato. Discussion of the extent to which this is true and why Aristotle's work remains fundamental to the understanding of political life. Fall and Spring.

3333. Political Philosophy in the Middle Ages. A consideration of the leading thinkers, with particular emphasis on the possible conflict between faith and reason and the various proposed resolutions of the "theological-political problem." Selections from Islamic, Jewish and Christian authors. Alternate years.

3334. The Enlightenment and Liberal Democracy. A treatment of early modern political philosophy. Writers discussed typically include Hobbes, the founder of modern natural law and natural right; Locke, the philosopher of the constitutional republic of the American Founding; and Rousseau, who revolted against the Enlightenment in the name of community, virtue and philosophy. Fall and Spring.

3335. Modernity and Post-Modernity. An examination of several leading post-Rousseauan thinkers, such as Kant, Hegel, Marx, Mill, Nietzsche, Heidegger and Leo Strauss. The theme of the course will be the abandonment of natural right in late

modern thought; the turn to History as a possible standard of right; then the crisis that ensues when history proves to be unable to provide standards. Alternate years.

3336. Comparative Politics. Comparative Politics is the study of domestic political phenomena. It studies and compare politics in different countries in order to arrive at more general knowledge about the nature of politics — including topics such as the varieties of democracy and of dictatorship and the economic, social, and historical causes of those varieties. The class will cover a variety of topics and will draw on case studies of countries such as the United States, Great Britain, Russia, China, India, Iran, Nigeria, and others. Alternate years.

3338. Marxism and Russia. A survey of selected writings of Marx and Lenin, followed by consideration of the former Soviet regime and of post-Soviet Russia. A major theme of the course is the nature of modern tyranny and the prospects for its return. Alternate years.

3339. International Politics. A study of politics among nations that focuses on the contemporary international setting. Readings from primary and secondary sources on topics such as the future of international relations, the moral basis of politics among nations, diplomacy, multi-national institutions, military and security policy and the relationship between regime type and international action. Alternate years.

3340. Globalization. An exploration of some of the fundamental political, economic and cultural dimensions of globalization and critical evaluation of a number of particular controversies to which globalization has given rise. The course's main objective is to enable students to form independent judgments concerning what globalization is, what is causing it, where it is headed and what should be done about it.

3342. Political Philosophy and the Family. Classical, early modern and late modern understandings of the nature and role of the family in the political association. Special attention will be paid to the influence of these ideas in the formation of the American family in the founding period, as well as its reformation in the twentieth century and beyond at the behest of progressivism, feminism and Freudianism. Annually.

3356. American Political Thought. American political thought from the founding to Woodrow Wilson. Specific texts chosen by the Instructor. Offered annually.

3358. The American Founding. The Founders' understanding of politics and human life will be studied through original documents, especially those of statesmen and elected bodies acting in their official capacity. Themes will include the Founders' understanding of equality, liberty, natural rights, consent, public policy, nobility, happiness and the structure of national and state government. Liberal and conservative critiques of the Founders will also be considered. Alternate years.

3360. Lincoln and His Times. A study of political thought of Abraham Lincoln, along with related material from politicians and others who opposed or supported Lincoln's understanding of American political principles. Excerpts from the Lincoln-Douglas debates will be read, along with major Lincoln writings and speeches. Writings of slavery defenders such as John C. Calhoun and additional material showing the range of ideas in the early 19th century, will be studied, but the main focus will be on Lincoln, the problem of slavery and the philosophic basis of the American regime. Alternate years.

3362. Twentieth Century American Politics and Policy. Examines the impact of progressivism on twentieth century domestic policy making, focusing upon the movement away from the founding generation's conception of limited government in favor

of a far more extensive conception of state power. Some attention will be paid to the philosophic roots of this change, but the main focus will be on the implementation of this change in practice during the Progressive Era, the New Deal the Great Society and beyond. Annually.

3368. Catholic Political Thought. The purpose of this course is to understand the Church's teaching concerning the nature and purpose of political society and concerning the relationship between the Church and the political order. The course covers the chief political concerns of St. Augustine and St. Thomas, the struggles between the papacy and temporal authority through the Middle Ages and the Reformation and the relationship between Catholic teaching and modernity. Some or all of the following will be addressed: the application of natural law teaching; the relationship between natural law and natural rights; forms of regimes; the common good; toleration; Catholicism and democracy; Catholicism and capitalism. Alternate years.

4095. Politics Senior Comps.

4311. Thucydides: Justice, War and Necessity. A careful reading of Thucydides' History of the Peloponnesian War. The themes of the course include Thucydides' account of international relations, the justice of imperialism, the connections between foreign and domestic politics, rhetoric and the grounds of politics in necessity and morality. Alternate years.

4350. Aristotle's Ethics. The ethical basis of political life as it comes into sight through a study of the Nicomachean Ethics. Alternate years.

4351. Senior Seminar. Course is designed to bring together in a comprehensive manner many of the themes and issues addressed in particular courses within the major. Some new texts, or new authors, may also be examined, with the purpose of comprehending the interplay of texts and authors that has marked the movements of thought in the Western world. The seminar culminates in the Senior Project, a written and oral presentation on a topic related to the course.

4352–4353–4354–4355. Special topics. Courses offered according to the interest of students and availability of professors.

4V61. Independent Research. An opportunity to examine any topic, problem, or work within the discipline of political science. Content determined by consultation with the instructor. Prerequisite: consent of instructor. Offered as needed.

5357. Senior/Graduate Elective. Offered according to the interest of students and availability of professors. Enrollment open to advanced undergraduate students with the approval of the Chairman and to graduate students with the approval of the program director.

Politics Concentrations

DIRECTOR
Associate Professor Upham

The two concentrations in Politics are for students who are not Politics majors but who want to acquire more than a passing acquaintance with the serious study of politics and/or political philosophy.

Concentration in Political Philosophy

Politics 1311, Principles of American Politics, plus an additional 15 credit hours, to include three courses in political philosophy and two other Politics courses chosen by the student. Examples of courses in political philosophy are Thucydides, Political Regimes, Plato's Republic, Aristotle's Politics, Aristotle's Ethics, Political Philosophy in the Middle Ages, Enlightenment, Modernity, Catholic Political Thought, American Founding, Lincoln, 20th-Century American Political Thought and Senior Seminar. Other Politics courses with appropriate content can count as political philosophy with the approval of the director.

Concentration in American Politics

Politics 1311, Principles of American Politics, plus an additional 15 credit hours, to include three courses in American politics and two other Politics courses chosen by the student. Examples of courses in American politics are Constitutional Law, Civil Rights, Public Policy, American Foreign Policy, Presidency, Congress, Politics and Parties, American Founding, Lincoln and 20th-Century American Political Thought. Other Politics courses with appropriate content can count as American politics with the approval of the director.

Pre-Theology Program

DIRECTOR
Associate Professor Walz

Diocesan seminarians and seminarians from religious orders complete the academic component of their priestly formation in coursework offered by the Constantin College of Liberal Arts while being formed at neighboring Holy Trinity Seminary and other houses of formation close to the university.

Seminarians who have already earned a Bachelor's degree enroll in the Pre-Theology Program with a view to earning the Certificate in Propaedeutic Studies. (Seminarians who have not obtained a Bachelor's degree enroll as majors in the Philosophy and Letters Program, which is described elsewhere in this bulletin.) Candidates should display that they have earned an undergraduate degree and completed their undergraduate studies in good academic standing. Candidates for admission to this program must also meet admission requirements stipulated by their dioceses or religious orders with regard to academic achievement, personal character, and spiritual maturity.

The Pre-Theology Program adheres to the norms established by the United States Conference of Catholic Bishops' Program of Priestly Formation. To earn the Certificate in Propaedeutic Studies, post-baccalaureate seminarians must complete the specified pre-theology course of studies, which consists of 48 credit hours, be in good academic standing with a minimum GPA of 2.0, and earn a grade of C– or better in each course.

By means of the Pre-Theology Program, seminarians are prepared for those graduate studies in theology required for priestly ordination.

Descriptions of the courses required for the Pre-Theology Program can be found in the "Philosophy," "Philosophy and Letters," and "Theology" sections of this bulletin.

Suggested Sequence of Courses for Pre-Theology Major

YEAR I			
Philosophy 1301	3	Philosophy 3311	3
Philosophy 2323	3	Philosophy 3343	3
Philosophy and Letters 3305	3	Philosophy and Letters 3306	3
Theology 1310	3	THE 2311	3
	12		12

YEAR II			
Philosophy 3344	3	Philosophy 3345	3
Philosophy 4336	3	Philosophy 4337	3
Theology 3331	3	Theology 3332	3
Language (or Elective)	3	Language (or Elective)	3
	12		12

Psychology

FACULTY
Chair and Associate Professor Fisher-Smith; Professors Churchill and Kugelmann; Associate Professors Garza and Swales; Assistant Professor Landrum

The Psychology Program is shaped by the concept of psychology as a liberal art as well as a rigorous science. To this end, it is engaged in the enterprise of questioning and rethinking the discipline of psychology. This task is approached both through recovering the experiential basis of psychology and through reflection upon the philosophical, historical and cultural traditions that inform psychology. Such a broad and deep understanding of psychology places into perspective both the value and limits of views that claim psychology is the study of mind, or the science of behavior, or the interaction of mind and body, or the personal growth and enrichment of the person. Beyond any one of these psychology as it exists today is primarily a discipline still in search of a clear and unified sense of its subject matter. We in the Psychology Department are dedicated to the project of helping to articulate a viable direction for the discipline of psychology—one that is faithful to its roots in classical philosophy while being informed by more contemporary intellectual traditions. The life of experience, action and the appearance of the world form the material for psychology. Learning the art of speaking truthfully about our experiences is the goal of psychology conceived as a human science. The original sense of the word psychology—the logos of psyche—conveys this sense of the discipline.

The Program relies on this original sense of psychology as a discipline in order to appreciate the manner in which the psyche has been formulated in many different schools of thought. Original writings of important figures in the history of psychological thought are read for their contributions to an understanding of psychological life in the Western traditions.

An attention to a wide range of experiences—dreams, memories, perceptions, psychopathology, language, expression, development, pedagogy, personality—allows the relation of the discipline of psychology to such other disciplines as medicine, anthropology, social history, ethology, philosophy, art, drama and literature to emerge.

This comprehensive approach to psychology is phenomenological in the sense that attention is given to understanding rather than to explanations, to meanings rather than mechanisms of behavior and experience. The approach also draws upon the rich traditions of depth psychology and hermeneutics, giving attention to the deeper meanings of human experience that are carried by imagination and discovered through analysis and interpretation.

Active research and writing is expected of students; original reflection is as important as detailed scholarship. Research seminars during the junior and senior years provide the occasions for students and faculty to work together in close association.

The department has a chapter of **Psi Chi, the National Honor Society** for psychology. Psi Chi, originally founded in 1929, is an affiliate of the American Psychological Association and the American Psychological Society. In addition, the department has a Psychology Club, which is open to all undergraduates.

Basic Requirements for Major

Thirty-four credits in Psychology as follows: 1311, 2313, 3330, 3325, 3432, 3339, 4333, 4348 and 9 credits in advanced psychology electives. To satisfy the requirement for a comprehensive examination, majors write a thesis during their senior year. Theses are evaluated by the Psychology faculty and must be completed satisfactorily prior to the oral exam. Oral defense of the thesis in April of the senior year completes the comprehensive requirement.

Suggested Sequence of Courses for Psychology Major

YEAR I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Psychology 1311	3	Theology 1310	3
Philosophy 1301	3	Art, Drama, Music, or Math	3
Language 1301 or 2311	3	Language 1302 or 2312	3
	15		15

YEAR II

English 2311 and 2312	6
History 2301 and 2302	6
Psychology 2313	3
Life Science	4
Philosophy 2323	3
Theology 2311	3
Art, Drama, Music, or Math	3
Psychology 3325	3
	31

YEAR III

Psychology 3330	3	Elective	3
Psychology 3432	4	Psychology 3339	3
Philosophy 3311	3	Psychology Elective	3
Language (as needed) or Elective	3	Politics 1311	3
Economics 1311	3	Language (as needed) or Elective	3
	16		15

YEAR IV

Psychology 4333	3	Elective	9
Psychology Elective	3	Psychology 4348	3
Psychology Elective	3		12
Physical Science	4		
Elective	3		
	16		

4+1 in Psychology

Braniff's 4+1 program allows Psychology majors to continue their studies, earning a B.A. and a Master of Psychology or a Master of Arts in Psychology in a shorter period of time. Up to four approved graduate courses taken during senior year may count toward the master's degree.

Interested students should contact their undergraduate advisor and the Psychology graduate director by the spring semester of their junior year.

Benefits of the program

- Competitive advantage when applying for Ph.D. programs or pursuing a career
- GRE and application fee waived

Plan Overview

See the Braniff Graduate School entry for all master's program details.

Senior Year Options

- Up to four graduate courses (12 credit hours) beyond the requirements for the bachelor's degree with final grades of B or higher
- Master of Arts only: 3000-level language course with a final grade of B or higher

Master of Psychology

- Comprehensive examination
- 30 credit hours or 48 credit hours with clinical concentration, minus approved graduate credits taken during senior year

Master of Arts in Psychology

- Comprehensive examination
- Thesis, 6 credit hours
- 42 additional credit hours, minus approved graduate credits taken during senior year

Courses in Psychology

1311. Foundations of Psychology as a Human Science. The philosophical and scientific bases for a psychological inquiry into human nature are considered. Psychology as a human (or "moral") science is contrasted with the prevailing model of psychology as a natural science. Lectures and primary sources present developmental, psychoanalytic, existential and clinical perspectives on psychological life. Initial exposure to a psychological way of seeing and speaking is presented with regard to self, others, cultural world and animal kingdom. Fall and Spring.

2313. General Psychology. An introduction to the various fields of psychology, including developmental, social, abnormal, physiological and to central topics, such as cognition, emotion, motivation, perception, personality. Fall and Spring.

3326. Statistics for the Social Sciences. Presentation of the basic logic and concepts of statistics as a foundation for quantitative research in the social sciences. The course includes an introduction to both parametric and no-parametric techniques utilized in statistical analysis. Major topics include statistical inference, hypothesis testing, correlation, t-tests, simple and multiple regression, ANOVA, and probability theory. The course will include hands-on experience with data analysis software and interpretation of reports generated by software. Formerly PSY 3325. No prerequisite. Fall and Spring.

3327. Child Growth and Development (EDU 3327). Explores the physical, mental, social and moral growth of children from infancy through early adolescents. Students examine theories of development with emphasis on the work of Jean Piaget, Erik Erikson, Lawrence Kohlberg and Lev Vygotsky. Children are the primary texts and interacting with them is an essential component of the semester's work. Discussion of significant topics of development that reflect on the issue of "nature versus nurture." A research project requires students to examine the activity of children in light of developmental theories. Fall and Spring.

3328. Psychology of Adolescence. Consideration of selected themes as they relate to adolescent experiences, including rebellion, caring, infatuation, peer group rejec-

tion, loneliness and sexuality. Emphasis on the methodology of understanding these phenomena on their own terms and on psychological reflection which deepens the significance of these phenomena in relation to questions of culture. Presentation of influential theories of adolescence such as those of Harry Stack Sullivan, Erik Erikson and Carol Gilligan.

3329 Lifespan Development. This course examines human psychological development using primary and secondary source material that presents development across the life span. Particular attention is paid to development beyond childhood, including adolescence, young or emerging adulthood, adulthood and end of life. Theorists including Freud, Erikson, Kübler-Ross, Daniel Levinson and others are used to facilitate discussion of stage based models of development and broader, life span based approaches.

3330. History of Psychology. Study of the history and genealogy of psychology, as a science in the broad sense, as a set of practices and as institutions in the modern world. The relationships between these contemporary disciplines and earlier ways of grasping human nature are developed, without assuming that what we call psychology existed in the past. Focus on the pivotal period from the middle of the nineteenth century to the middle of the twentieth century. Emphasis on the multiple traditions in psychology. Fall.

3334. Psychology of Language and Expression. Nonverbal and verbal forms of expression are explored from a phenomenological perspective that puts the lived body at the center of focus as both the subject and means of investigation. The language of the body is revealed through a hermeneutics of seeing and listening. Everyday as well as artistic modes of human expression are studied and contrasted with animal behavior. The nature of language is considered from phenomenological and semiotic, as well as developmental and evolutionary perspectives.

3335. Memory and Imagination. A study of memory and imagination in the tradition of Western thought, with special emphasis on the recovery of each as a method of knowing and a way of understanding the depths of the world. The course usually focuses on a particular theme. The relevance of memory and imagination to the field may be explored, with consideration of several types: active imagination, fantasy, reverie, daydreams, guided imagery or the relation of memory and imagination to the creative process might be investigated, with special attention given to the role of imagination in art, drama and literature.

3336. Abnormal Psychology. An historical introduction to the changing perceptions of madness in different cultural-historical periods provides the context for the study of selected types of psychopathology in terms of their origins, dynamics and major symptoms. Prerequisite: PSY 1311 and PSY 2313.

3338. Social Psychology. A consideration of the social construction of reality. The cultural context of individual experience is explored along with cultural manifestations of psychological life. Social behaviors are related to their ethological heritage and ideological contexts. Psychological texts, such as body language, gender displays, fashion, advertisements and media, are viewed as both reflecting social attitudes and revealing social influences upon the individual.

3339. Phenomenological Research I. Introduction to the theory and practice of phenomenological research. Theoretically, the course centers on a close reading of foundational figures in phenomenological philosophy and psychology. An introduction to qualitative research in the phenomenological tradition furthers the student's

skill in taking up a phenomenological attitude, and shows how phenomenology is applied in psychological research. The course culminates in a research paper that demonstrates a grasp of phenomenological ideas and their application. Prerequisites: PSY 1311 and PSY 3432. Spring.

3341. Psychology of Personality. Comparison of various theories of personality through primary source readings. Modern reductionistic viewpoints are contrasted with neo-Freudian, existential-phenomenological and/or postmodern conceptions of the self.

3345. Fundamentals of Neuropsychology. A basic introduction to the biological approach to understanding behavior as a function of brain processes. We will critically examine a variety of topics including sensation, proprioception, emotions, learning, memory, psychological disorders and drugs of abuse. We will explore the philosophical approach that undergirds much of biological psychology and critically examine these foundations utilizing a phenomenological approach. Spring.

3346. Animal Behavior. (See listing under Biology.)

3351. Experimental Psychology. The application of basic research methods employed in the scientific study of behavior. Prerequisite: PSY 3432.

3354. Health Psychology. A study of the relationships between health and illness, on the one hand and behavior, attitudes, ways of life, on the other. An exploration of the psychological concomitants of health and disease, as well as conventional and non-conventional forms of treatment for disease. The phenomenology of embodiment and of disease as a mode of existence is integral to the course. Other topics include the examination of the social and political meanings of our views of health and illness. The social construction of health and illness concepts, the limits of medicine and of medicalization, the arts of living, suffering and dying are discussed.

3355 Evolutionary Psychology: Examination of human behavior and the human mind through the lens of evolutionary psychology. In this class, we will view the mind as an evolved, adapted organ that has operated in the service of survival and successful reproduction. Beginning with a historical review of evolutionary biology, followed by a review of the basic topics of evolutionary psychology, including problems of survival, long-term and short-term mating, sexuality, parenting, kinship, cooperation, aggression and warfare, conflict between the sexes, status, prestige and dominance hierarchies. Current research and critiques are examined and discussed throughout the semester.

3432. Quantitative Research Design. An application of statistical methods to quantitative research in psychology. Students complete a review of the literature of a defined area of psychology, learn to critically appraise this literature and to utilize it to develop a 'problem' to explore in their own research project. The research project comprises a review of the literature, development of testable hypotheses, development of a research design to effectively test these hypotheses, the collection and analysis of these data and the completion of a professional quality written report and oral presentation of the student's study. The laboratory component of the course provides opportunities for practical exercises in experimental design, data collection and analysis, for individual consultation regarding students' development of their projects and a forum for presentation of their projects for critical review. Prerequisites: PSY 2313, PSY 3325. Fall and Spring.

3V52. Special Topic. Study in an author, question, or topic not treated in any of the regular course offerings but of comparable consequence.

3V56. Primate Studies. Hands-on research conducted at the Dallas Zoo. Students become official zoo volunteers assigned to the Research Department. Faculty conduct seminars on classic texts as well as research articles. Students develop ethograms of selected species and participate in the collection and recording of data pertaining to the behavior of primate species within their habitats (chimpanzees, gorillas, gibbons, spider monkeys, baboons, lemurs).

3V57. Field Experience. Students are exposed to off-campus settings in which psychology is practiced or applied (such as a hospital or a corporate human resource management office). Students should follow guidelines for Internships. Prerequisite: Senior standing in psychology. Graded Pass/No Pass.

3V71. Film Studies. Exploration of the various aspects of film and the film experience, including the history, aesthetics, psychology and politics of film, as well as film criticism. Principles of composition, montage, narrativity, representation and cinematic point-of-view are examined through classroom viewings of genre, art, experimental and documentary films. This course often has a special theme that serves to focus the selection of films shown in class. Students keep a journal which serves as a basis for a term paper.

4095. Psychology Senior Comps.

4161. Zoo Habitat Research. Hands-on experience studying the effects of habitat enrichment programs and related projects at the Dallas Zoo. Students are supervised by zoologists working in the Research Department of the Dallas Zoological Society. Thirty hours of supervised research experience required.

4303. Organizational Behavior (BUS 4303). Advanced study of the theory underlying the practice of managing behavior in organizations. Classic and contemporary readings in management, organizational behavior, social psychology and industrial-organizational psychology is used to develop the students' understanding of topics including individual differences, perception, attitudes, social cognition, motivation, interpersonal relations and group behavior in work organizations. Prerequisite: BUS 3302 or PSY 2313.

4311. Personnel Psychology. The study of applied psychology relevant to questions of employee selection, development and performance in industry and other organizational settings. Primary topics include: measurement of knowledge, skills, abilities, personality, attitudes and performance of workers, construct and instrument validation, job analysis, selection systems and related employer and candidate behavior, training systems and techniques, needs assessment and adult learning principles.

4321. Seminar: Depth Psychology. Study of seminal works and ideas in the depth psychology tradition. The course might focus on one or more of the early formulators of depth psychology, such as Freud, Jung, or Rorschach, or it may explore more recent developments in areas such as object-relations theory or Daseinsanalysis. Repeatable when subject matter changes.

4322. Introduction to Clinical Psychology. Introduction to the history and current scope of professional practice in clinical psychology, with a focus on psychodiagnosis and treatment. Psychodynamic and psychometric traditions of assessment are presented, as well as projective techniques such as the Rorschach Ink Blot Test and the Thematic Apperception Test. The standard psychiatric nomenclature of the DSM-IV (Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition) is presented, along with its implications for the professional treatment of psychological "illness." Consideration given to the clinical interview, psychopharmacology and an

overview of the psychotherapeutic process. Prerequisite: PSY 3336, or PSY 3341 and consent of instructor.

4323. Theories of Counseling and Psychotherapy. A detailed consideration of the treatment aspect of clinical psychology. Major theories of and approaches to psychotherapy are presented: psychoanalytic, Jungian, Rogerian, Gestalt, existential, phenomenological and behavioral. Emphasis is placed upon the phases of psychotherapy, the role of transference and counter-transference in the therapeutic process, the use of dreams and the ethical responsibilities of the psychotherapist. Prerequisite: PSY 1311, PSY 3341 or PSY 3336 and consent of instructor.

4331. Historical Psychology. Studies in the historical constitution of psychological phenomena, such as memory, volition, thought, intelligence, madness, etc. Course includes overview of the different theoretical bases of historical psychology. Course develops the idea that historicity is an essential aspect of all psychological phenomena.

4333. Phenomenological Research II. Building on PSY 3339, this course develops the students' grasp of the theory and practice of a phenomenologically based psychology. Lectures and reading assignments cover the phenomenological and hermeneutic literature in philosophy and psychology. Descriptive and interpretative approaches to qualitative research are discussed in relation to recently emerging approaches. Class sessions following a workshop approach take students through the steps of empirical-phenomenological research, in anticipation of the senior research project. The student's development of a "qualifying paper" in the form of a formal thesis proposal (presented in APA format) is the culminating work of this course that also stands as the prerequisite for admission to Senior Thesis in the following spring semester. Prerequisite: PSY 3339. Fall.

4334. Language Acquisition/Linguistics. (See Education 5354.)

4339. Perception and Cognition. A study of perception and cognition, drawing on psychological theories and considering them in the light of the phenomenological traditions. Consideration of how psychology has understood the relationships between sensation/perception and perception/thought will shed light on the discipline's underlying conceptions of psychological life. Topics may include the study of perceptual and intellectual acts as embodied in works of art and other artifacts. Thematic and historical approaches may be employed.

4347. Advanced Research. A seminar exploring narrative methodologies in qualitative research grounded in phenomenological, depth-psychological and hermeneutic traditions. Students are given individual supervision as they proceed to investigate topics of their own choosing. Prerequisite: PSY 4333.

4348. Senior Thesis. Independent research on a psychological phenomenon under the direction of the general thesis supervisor and a faculty member assigned to work with the student. The thesis which results from this research constitutes the written part of the comprehensive examination. Prerequisite: PSY 4333. Spring.

4V61. Independent Research.

5V52. Special Topic.

Industrial/Organizational Psychology Concentration

DIRECTOR
Associate Professor Swales

The concentration in *Industrial/Organizational (I/O Psychology)* is a 16-hour curriculum in psychological foundations necessary to understand human behavior and experience in the workplace. The purpose of the concentration is to enable students to consider the relationship between psychology and its applications in large and complex contemporary social organizations. Students learn the principles involved in areas of personnel selection, training and evaluation. Students from any major are eligible to participate. The concentration will appeal to Psychology majors interested in pursuing graduate work in I/O psychology, Business majors interested in human resource management or graduate study in I/O Psychology or Organizational Behavior and other students with similar interests.

Concentration Requirements

15 credit hours of study include:
BUS 4303. Organizational Behavior.

PSY 4311. Personnel Psychology.

PSY 3326. Statistics for the Social Sciences.

PSY 3338. Social Psychology.

Select one course from the following:
PSY 2313. General Psychology.

BUS 3307. Entrepreneurship.

PSY 3V52. Group and Team Dynamics.

PSY 3V52. Personality and Individual Differences.

PSY 3V52. Special Topics in I/O (with director approval).

BUS 3302. Leadership in Organizations.

PSY 5337. Cultural Psychology and Multicultural Studies.

ROTC Courses

Students who wish to earn appointments as commissioned officers in the United States Army or Air Force may participate in the general military and professional officer courses at the University of Texas at Arlington (Army) or the University of North Texas (Air Force). All credits earned in ROTC programs may be counted as electives toward the undergraduate degree, but they do not satisfy core or major requirements. A Leadership Concentration is available for ROTC students.

Army ROTC:

1141–1142–0180. Introduction to ROTC and Leadership Lab.

2251–2252. Team Development and Indiv./Team Mil. Tactics.

2291 or 4391. Conference Course.

3341–3342. ROTC Leadership I and II.

4341–4342. Advanced ROTC Leadership I and II.

For additional courses, see https://www.uta.edu/military-science/cadre.html —Department of Military Science.

Air Force ROTC:

1130–1140. The Air Force Today.

2130–2140. The Development of Air Power.

3410–3420. Air Force Leadership/Management.

4410–4420. Aerospace Studies.

For additional courses, see https://www.unt.edu/academics/undergrad/air-force-rotc —Department of Military Science.

Theology

FACULTY
Chair and Associate Professor Glicksman; Associate Professors Goodwin, Malloy, Norris and Rombs; Assistant Professors Alexander and Esposito; Affiliate Assistant Professors Neenan and Van House; Emeritus Professor Lowery

Theology is "faith in search of understanding," a faithful listening to and a systematic, methodical articulation of the message of the Word of God revealed by deeds and words first in Israel, culminating in Jesus Christ, himself both the mediator and sum total of Revelation and transmitted in the living tradition of the Church. The department's mission is recovery and renewal of the Catholic theological tradition in harmony with the Magisterium and in dialogue with contemporary thought.

Admittedly, our Western civilization cannot be properly understood without some knowledge of Christianity, which is both a basis and an integral part of our cultural heritage. The study of theology, however, is much more than an essential discipline in the liberal arts education; it has a higher and more comprehensive aim. In relating man and the world to their absolute origin and end, theology imparts an ultimate unity to our understanding of reality and helps us—as no purely human discipline can—to see and fulfill the meaning of our existence.

The Department of Theology contributes to the general educational effort of the university on the undergraduate and graduate levels. It provides two core curriculum courses required of all undergraduates, Understanding the Bible, Theology 1310 and Western Theological Tradition, Theology 2311; electives for those who wish to pursue further theological knowledge; and an undergraduate major. In addition, the Department offers three Master's degrees. (See graduate Theology section for further information.)

The Major Program

The Department offers a program for the major consisting of an intellectually rigorous and coordinated sequence of advanced courses in Scripture, History of Christian Doctrine, Systematic and Moral Theology. The purpose of the major is to give the student a comprehensive grasp of the fundamental disciplines of theological science with attention given to issues affecting contemporary Christian Life. The program is scripturally and historically rooted, philosophically astute, ecumenical and orthodox. A balanced combination of required and elective courses is maintained so that, while preserving its distinctive identity, the program provides sufficient flexibility for students to select courses according to their interests.

Basic Requirements

1) *Thirty-six credits* in Theology, including Theology 1310, 2311, 3320, 3331, 3332, 3341, 4348 (Senior Thesis), 15 credits of advanced theology electives including an O.T. and a N.T. course and three advanced credits in Philosophy beyond the Core Philosophy requirement. With approval of the department, up to nine advanced elective credits may be earned in appropriate courses in other departments.

2) *A comprehensive examination*, oral and written, to be taken in January or February of the senior year. The examining board is regularly to be composed of three professors responsible for the courses of the major program designated by the Chair. The examination covers substantial topics of the courses the student has taken for the major. Guidelines are available from the Department. The purpose of the comprehensive examination is to test: 1) general theological knowledge, 2) familiarity with basic tools and methods of theological research, 3) ability to form sound theological judgments on current issues, 4) capacity for integrating substantial theological topics, 5) ability to communicate acquired knowledge. Should the student fail the examination on its first offering there will be an opportunity for one reexamination approximately a week later.

3) The submission of the *Senior Thesis* in the fall of the senior year. The Senior Thesis is a major research paper (20–30 pages of text) developed by an individual student on a topic selected in consultation with a professor. It must be satisfactorily completed for graduation.

Some knowledge of Latin and Greek is recommended, though not required, for a major in Theology. French or German is recommended for those who wish to pursue graduate study. Spanish is an important language for those who may pursue some form of ministry. Also, Biblical Hebrew is recommended for those who are serious students of scripture.

Suggested Sequence of Courses for Theology Major

YEAR I			
Art, Drama, Music, or Math	3	Art, Drama Music, or Math	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 or 2311	3	Language 1302 or 2312	3
Philosophy 1301	3	Theology 1310	3
	15		15
YEAR II (during Sophomore Year)			
English 2311-2312	6		
History 2301-2302	6		
Philosophy 2323	3		
Theology 2311	3		
Economics 1311	3		
Language (or Elective)	6		
Elective	3		
	30		
YEAR III			
Theology 3331	3	Theology 3332	3
Theology 3341	3	Theology Elective	3
Theology 3320	3	Theology Elective	3
Philosophy 3311	3	Politics 1311	3
Science	3	Science	4
	15		16
YEAR IV			
Theology 4348	3	Theology Elective	3
Theology Elective	3	Theology Elective	3
Philosophy Elective	3	Electives	9
Electives	6		15
	15		

Concentration in Theology

DIRECTOR
Assistant Professor Alexander

The Concentration in Theology is designed to offer students interested in theology the opportunity of a focused and structured course of study in theology beyond the core curriculum. Building upon "Understanding the Bible" and "Western Theological Tradition," the Concentration in Theology promotes a basic competency in each of the major areas of theological study: systematic and historical theology, Scripture, and moral theology. Secondly, the concentration demonstrates the essentially interdisciplinary nature of theology, that is to say, the relation of theology to the other areas of the liberal arts.

Concentration Requirements

I. Courses (15 credit hours):
THE 3320. Principles of Catholic Biblical Interpretation.

THE 3331. Systematic Theology I. or **THE 3332. Systematic Theology II.**

THE 3341. Moral Theology.

One upper-level elective course in theology (Scripture, systematics, or historical theology)

One upper-level elective course in another discipline (philosophy, history, English, for example) that is related to the discipline of theology

Examples include, but are not limited to:
Philosophy of God

From Ancient to Medieval Philosophy (or any of the other historical surveys)

Shakespeare

The Reformation

American Catholic History I and II

II. The Capstone Presentation

The concentration as a whole is intended to possess an essential unity or structure beyond the mere accumulation of required credit hours in a particular area. To this end, the proposed concentration requires a capstone presentation. In the spring of their senior year concentrators present publicly a final paper which focuses upon a theological question or subject as it relates to the student's major or which grows out of the required elective in a discipline outside of theology. The capstone presentation is assessed on a pass/fail/pass-with-distinction basis.

4+1 in Theology

Braniff's 4+1 program allows undergraduates who have pursued advanced electives in theology s to continue their studies, earning a B.A. and a Master of Theology or a Master of Arts in Theology in a shorter period of time. Up to four approved graduate courses taken during junior or senior year may count toward the master's degree.

Ideally, interested students should contact their undergraduate advisor and the Theology graduate director during the spring semester of their junior year.

Benefits

- Competitive advantage when applying for Ph.D. programs or pursuing a career
- GRE and application fee waived

Plan Overview

See the Braniff Graduate School entry for all master's program details.

Junior and Senior Year Options

- Up to four graduate courses (12 credit hours) beyond the requirements for the major and beyond the 120 credits for the undergraduate degree with final grades of B or higher
- Master of Arts only: 3000-level language course in Greek, Latin, French or German with a final grade of B or higher

Master of Theology

- Comprehensive examination
- 30 credit hours, minus approved graduate credits taken during junior or senior year

Master of Arts in Theology

- Comprehensive examination
- Thesis, 6 credit hours
- 24 additional credit hours, minus approved graduate credits taken during junior or senior year

Courses in Theology

1310. Understanding the Bible. Reflective reading of selected texts of the Old and New Testaments with a view to discovering the biblical concepts concerning God, his creation and action in history culminating in Jesus Christ on behalf of his people and the origin and destiny of humanity. To be taken in the freshman or the sophomore year. Normal prerequisite for any other Theology course. Fall and Spring.

1312. Elementary Biblical Hebrew. An intensive introduction into Hebrew grammar including the first conjugations of regular verbs through analysis of selected sentences of the Hebrew Bible.

2311. Western Theological Tradition. Reflective reading of classic, post-biblical Christian texts with a view to tracing the development of theological thought in Western Christianity from its beginnings to the post-Vatican II era. To be taken in the sophomore year or, at the latest, first semester of junior year. Prerequisite for advanced Theology courses. Suggested prerequisite: Theology 1310. Fall and Spring.

2313. Intermediate Biblical Hebrew I. This course completes the teaching of Hebrew grammar through translation and analysis of biblical texts.

2336. Introduction to Liturgy. An historical, theological and practical introduction to Catholic Liturgy. Fall as needed.

3320. Principles of Catholic Biblical Interpretation. Examines the nature, methods and history of Catholic biblical interpretation. Building upon the introduction to exegesis in "Understanding the Bible," this course stands as a foundation for subsequent upper-level undergraduate and graduate-level studies in Scripture.

3321. Pentateuch. History of the formation of the Five Books of Moses. Their literary genres and religious messages. Close reading of selected books and chapters with emphasis on the relationship between the literary form and thematic content of the text. Fall, every three years.

3322. Old Testament Prophets. History of the prophetic movement in ancient Israel. Literary forms and religious message of the prophetic writings. Close reading of selected books and chapters. Fall, every three years.

3323. Wisdom and Psalms. Introduction to Wisdom literature and Psalms. Literary forms and content. Close reading of selected Wisdom passages and Psalms. Fall, every three years.

3324. Synoptic Gospels. Formation of the synoptic material. Literary forms. Synoptic problem. Relationship between Jesus of history and the apostolic proclamation. Content, structure and message of each gospel. Close reading of selected chapters. Spring, every three years.

3325. Fourth Gospel. Formation of the Fourth Gospel and history of the Johannine community. Content, structure and message. Its literary and theological features in comparison with the Synoptics. Close reading of selected chapters. Spring, every three years.

3326. Paul and Acts. History of the early Christian community. Paul's background and his missionary work. Introduction to his letters. Close reading of letters and selected chapters. Spring, every three years.

3328. Biblical Archaeology. Study tour of the Holy Land and Jordan with a view to understanding the Bible within its geographical and historical setting. Topology and physical characteristics of the Holy Land. Archeological sites and monuments which illuminate the biblical narratives. As needed.

3331. Systematic Theology I. God and Human Existence. A systematic study of the Christian Catholic faith on Revelation and its Transmission, the Triune God, the Nature and Vocation of Man. Prerequisites: Theology 1310 and Theology 2311. Prerequisite for any advanced systematic course. Fall.

3332. Systematic Theology II. Christ and the Church. A systematic study of the Christian Catholic faith on Christ, Grace, the Church, Sacraments and Eschatology. Spring.

3340. Social Justice. Addresses the intersection of economics and theology, considering it as the foundation and means of formation of a just society. The student is introduced to the development and principles of the Catholic Church's social teaching. Also introduces the social justice theories of the Protestant, Jewish, Muslim and Buddhist traditions. Prerequisite: Economics 1311.

3341. Moral Theology. Examines the ideas of conscience, sin, the virtues, natural law and the relation of Scripture and ethics. The underpinnings of the Christian moral life, with various applications to specific moral issues. Involves a close reading of John Paul II's encyclical Veritatis Splendor. Every Fall.

4095. Theology Senior Comps.

4311. The Theology of Thomas Aquinas. A close reading of selected texts of Thomas Aquinas on God, Christ, the sacraments, the human person, sin and Christian morality. Offered occasionally.

4321. Apocalyptic Literature. General introduction to Jewish and Christian apocalypses. Literary genre and its message for today's readers. Close reading of selected chapters of both canonical and non-canonical apocalyptic writings, such as the book of I Enoch, Daniel, Revelation and Fourth Esdras. As needed.

4331. Triune God. A systematic exploration of the doctrine of the immanent and economic Triune God, rooted in patristic tradition as well as in Scripture. Examination of the essential dogmatic components of the Trinity and the medieval synthesis, as well as ecumenical issues such as the filioque. Exploration of key texts from prominent 20th century thinkers in search of responses to pressing questions about the soteriological significance of the doctrine.

4332. Christology and Soteriology. A biblical, historical and systematic study of the person and saving work of Christ. Offered regularly.

4333. Christian Anthropology. Study of human beings as created in God's image, their vocation to share in the divine life, their fall into sin and their divinization by God's grace. Offered regularly.

4334. Theology of the Church. Study of the Church as People of God and Body of Christ, its hierarchical structure, the role of laymen in it, the ecclesial reality of non-Catholic Churches and communities and the Church and the World. Offered regularly.

4335. The Christian Sacraments. Consideration of the various models of sacramentality (e.g. sacraments as proclamation, as actualization, as celebration) and each of the seven sacraments as understood and celebrated in the Catholic Church. Offered regularly.

4336. History and Theology of the Liturgy. The historical development of Christian liturgy, with special attention to its formative period in the first centuries, the reforms of Vatican II and post-conciliar reforms. The theological principles and implications of the liturgy and liturgical spirituality. Offered occasionally.

4337. Atheism and Theism. Examines the problem of God and the question of contemporary belief. Philosophical and cultural challenges to the Christian idea of God are addressed through a study of recent systematic theological thought, especially on the Trinity and the human person.

4342. Christian Marriage. The sacramental nature of marriage. The principles of Catholic sexual morality based on the dignity of the human person and the sacramental meaning of maleness and femaleness. Offered every two years.

4343. Social Teaching. The social teachings of the Church as found in a variety of social encyclicals, especially *Rerum Novarum* (1891) and *Centesimus Annus* (1991). Specific topics include the role of the laity in the temporal order, the communal nature of man, just-war theory, liberation theology, the death penalty, Catholicism and the American political order and the relationship between Catholicism and various economic systems. Offered regularly.

4345. Bioethical Issues. The contribution of Catholic ethics to such contemporary issues as abortion, newborns with birth defects, euthanasia, new reproductive technologies, contraceptive technology and genetic engineering. As needed.

4346. Faith and Science. An examination of the apparent tension between the method and discoveries of modern science and the Christian faith's theological approach to nature and the human person. The resources developed by the Christian tradition for approaching secular learning are used as a foundation for examining and critiquing the theories of contemporary authors on the relation between science and faith, focusing on central issues such as the origin of the universe and the evolution of the human species. Includes discussion of key historical episodes such as the Galileo controversy and debates over evolution.

4348. Senior Thesis. A major paper developed by the theology major following research on a selected topic with the guidance of a professor. The student is expected to give evidence of research abilities in the field. Fall, senior year.

4351. Christian Spirituality. Sanctification and transformation in Christ. The nature of ascetical and mystical theology; the life of meditation and contemplation; the discernment of spirits. Offered occasionally.

4352. History of Patristic Spirituality. Study of the history of the patristic spiritual tradition from apostolic times to the end of the patristic era in both the west and Byzantine east. Authors and traditions studied will include: Origen, the Cappadocians, Cassian, the desert fathers, Augustine and the *Rule of Benedict*.

4353. History of Medieval Spirituality. Study of the history of the medieval spiritual tradition focusing on monastic spirituality, pastoral spirituality, the spirituality of the friars and late medieval spirituality. Authors and traditions studied will include: Bernard of Clairvaux, Francis of Assisi, Bonaventure, Catherine of Siena and the Carmelites.

4354: History of Modern Spirituality. Study of the historical development of the Christian contemplative tradition from the 16th century to the 20th century. Authors and traditions studied will include: Theresa of Avila, John of the Cross, Ignatius Loyola and Vincent de Paul.

4363, 4364. Judaism 1 & 2. An introduction to the study of Jewish history, thought and literature with emphasis on Jewish theological tradition. Readings include ancient, medieval and modern writings such as the Dead Sea Scrolls, Philo, Maimonides, Rashi, Spinoza and Buber. Also, some discussion of recent Catholic pronouncements on the relation between the Church and Israel.

4V57. Special Studies in Theology.

4V60. Directed Reading/Independent Research. A tutorial course following special arrangement between professor and student for such purposes as completion of required credit hours. Permission of professor and the chairman is required. As needed.

5301–5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Additional work for graduate students is assigned.

5311. Church History I. From the Apostolic community to the fourteenth century. Offered as needed.

5312. Church History II. From the fourteenth century to the present. Offered as needed.

5315. Patristic and Byzantine Theology. History of Christian doctrines—dogma and theology—from the Apostolic times to the twelfth century, including Byzantine theology. Offered in a three-year cycle.

5316. Medieval and Modern Theology. History of Christian doctrines—dogma and theology—from the beginnings of Scholasticism to the present, including the history of Protestant theology. Offered in a three-year cycle.

5317. Recent and Contemporary Theology. Introduction to some of the main trends, works and issues of the nineteenth and especially twentieth century Christian theology (Catholic and Protestant). Offered in a three-year cycle.

5319. Philosophical Resources for Theology. Study of the philosophical resources available to and developed by Christian theology from both an historical and a systematic point of view. Offered regularly.

5333. Sources and Methods. Introductory notion of theology. Revelation, its transmission in Tradition and Scripture and its authentic interpretation by the Magisterium. Nature and method of theology as *intellectus fidei*. Regularly required for the Master's. Offered every two years.

5334. Apologetics. Also called "Fundamental Theology", this course aims at a deeper (critical and systematic) understanding of the "why" of Christian Catholic faith, i.e. of the foundations for the credibility of Christianity. Offered in a three-year cycle.

5338. Theological Anthropology. Systematic theological inquiry and reflection on the nature and personhood of the human being as in the image and likeness of God. The inquiry is grounded in Scripture and Tradition, historically informed, and faithful to the Magisterium. No Prerequisites. Open to any upper classman or graduate student.

5339. Eschatology. Systematic theological inquiry and reflection on the last things and human teleology. The inquiry is grounded in Scripture and Tradition, historically informed, and faithful to the Magisterium. No prerequisites. Open to any upper classman or graduate student.

5355. Special Topics. A regularly scheduled class established according to the interests of professors and the desires of students. As needed.

Courses in Biblical Greek—See Classics.

Additional Programming: Cowan-Blakley Memorial Library

FACULTY
Dean of University Libraries and Research and Associate Librarian Hohertz; Associate Dean of University Libraries and Associate Librarian Williams; Associate Librarian Vaughan; Assistant Librarians Buck, Gayler-Smith, Hathaway, May, Powell, Scrogham, Thenayan, and Younger; Emerita Associate Librarian Baker

The Cowan-Blakley Memorial Library, was dedicated in 1962 to Senator William A. Blakley and was rededicated in memory of Drs. Donald and Louise Cowan in 2015. The Library provides access to over 337,000 volumes, more than 140 databases, and over 440,000 full text publications online through the library's website, www.udallas.edu/library. Reference services are available in a variety of formats, and the library offers research instruction in the Blakley Research and Information Center and online. Interlibrary loan services are available for requesting materials not owned by the library. The collections of materials for general reading, serious study and research reflect the university's interest and emphasis on academic excellence.

Mission Statement

The mission of the Cowan-Blakley Memorial Library is to promote and facilitate scholarly engagement by providing access to both traditional and innovative resources, creating adaptive spaces, and cultivating excellence in teaching, learning, and research. In service to the mission of the University of Dallas, the library supports a diverse intellectual community in its pursuit of wisdom, truth, and virtue.

Courses

GST 1120. The Art of Library Research. A 1-credit general studies course aimed at sharpening students' abilities to identify appropriate materials, whether print-based or digital, using the latest tools available. Topics include strategies for exact targeting of important scholarship or information, detailed introductions to subject-specific, as well as general databases, and instruction in the best use of the interlibrary loan service. Graded Pass / No Pass.

Rome and Summer Programs

FACULTY
Vice-President, Dean, Director and Professor of Classics Hatlie; Assistant Professor of Classics Robinson; Professor of English Crider (fall); Affiliate Assistant Professor of English Saylor (spring); Associate Professor of Theology and Director of Summer Undergraduate Rome Program R. Rombs; Affiliate Assistant Professor of Philosophy Nolan; Director of Rome and Summer Programs (Irving) R. Davies

The Rome Semester Program

Celebrating its 50th anniversary in 2020, the purpose of the Rome Program is to work in concert with the Core curriculum to intensify the students' appreciation and understanding of Western civilization through the transformative experiences that thoughtful and informed travel can bring. Prior to their Rome Semester, University of Dallas students have already read the works of Homer, Plato, Aristotle, Vergil, Augustine, Aquinas, Dante and other authors as part of the university's nationally recognized Core Curriculum. Having this rich educational background gives depth to their experience of the Rome Semester.

Students read about Odysseus and Aeneas one day and find themselves within the actual setting of these heroic stories the next. They travel seas and journey through landscapes where major battles were decided. They reenact scenes from the great Greek tragedies in the theaters where those plays were once performed. They come face to face with works of art and architecture that have inspired mankind for centuries. And they visit some of the holiest shrines and most beautiful monuments of the Roman Catholic Church. Direct experiences of this sort help students to solidify much of what they learn in the Core Curriculum, just as the opportunity for independent travel helps them to learn to plan carefully and act responsibly.

Italy and Rome in particular are uniquely suited to such a curriculum. Rome, the Eternal City and the cornerstone of the Roman Catholic Church, rests on the foundations of one of the world's greatest civilizations. It once was said that "all roads lead to Rome." It can equally be said today that Rome is a convenient and efficient hub from which to journey to other European locales.

Students are invited to apply to the Rome Program. Founded in 1970, the Rome Program offers students the opportunity to take selected courses in the Core Curriculum at the university's campus in Rome. Using this campus as their base, students make frequent trips into the city, explore surrounding towns and historical sites and travel as a group to cities such as Florence, Venice and Assisi, as well as Greece or Sicily. The semester is also organized in such a way as to allow considerable opportunity for individual travel throughout Europe. It is no surprise that a large majority of UD undergraduates participate in the Rome Semester.

Because all students study essentially the same courses in Rome; because students live together with faculty and staff and their families on the same campus and travel together in both Italy and Greece; and because there are frequent campus activities in which all participate, the Rome Semester is characterized by an intense common life and all that it implies. This too can help increase the impact of the Core Curriculum as well as encourage a broader self-understanding.

The Rome Semester is fast-paced and challenging, for it requires extensive travel, concentrated community life and intense academic study. Perhaps in part because it is a challenging semester, students' memories of their time in Rome are often among the most cherished recollections of their time at UD.

The Campus

UD's beautiful Eugene Constantin Rome Campus at Due Santi is located on the western slopes of the Alban Hills, about twelve miles southeast of the center of Rome, in one of the city's most attractive suburbs. Less than two miles away, in the small town of Castel Gandolfo, is the Palazzo Papale, a majestic palace that serves as the Pope's summer residence. Thanks to this unique location and the comfortable and well-provided Due Santi campus itself, UD Rome is a perfect place for students, faculty and staff to get to know one another, to learn together and to explore the many attractions of Italy.

Eligibility

The university reserves the opportunity to participate in the Rome program for students who are most likely both to excel academically through the curriculum of liberal arts study and behave responsibly in the environment of the close-knit Rome campus community and during their individual travels in Europe. Since the Rome Semester is more demanding for many people than a semester on the Irving campus, it would be ill-advised to accept students who are not adequately prepared to succeed in the program. Students demonstrate their qualifications for acceptance by maintaining a cumulative grade point average of at least 2.5 and behaving with a high level of maturity toward their peers and others. Other considerations include but are not limited to:

Academics

The Rome Program exists in large part to help deepen the students' understanding of issues raised in the Core Curriculum, so it is important that applicants have made appropriate progress in their Core Courses. Minimum requirements for attending the Rome Program include: sophomore standing at the commencement of the Rome semester; at least one full-time semester spent on the main campus prior to participation (including the semester immediately preceding Rome participation); successful completion of Literary Tradition I and Philosophy and the Ethical Life; preferable completion of Literary Tradition II and Understanding the Bible; preferably a cumulative grade point average of at least a 2.5; and good academic standing at the university. Since the academic program of the Rome Semester is heavily weighted in the direction of courses that stress careful reading, cogent writing and the disciplines of history, literature and philosophy, applicants who are weak in these areas may be required to wait until their records demonstrate competence. Preference is given to students who have demonstrated the ability to succeed academically while carrying a full five-course (15 hour) load in Irving. Academic achievement the semester before Rome is especially important in determining eligibility. Students with incompletes are automatically excluded from participation in the Rome Program. Students may not go to Rome while on academic probation.

Academic Course Prerequisites For Rome

Required:
ENG 1301. The Literary Tradition I.

PHI 1301. Philosophy and the Ethical Life.

Strongly Recommended:
THE 1310. Understanding the Bible.

ENG 1302. The Literary Tradition II.

Housing and Student Affairs

Student health and discipline records are evaluated by the Rome Office Director, in cooperation with the Office of Student Affairs, for the health and maturity necessary

to meet the challenges of close community life, demanding schedules and independent travel. As this is a community of traditional full-time residential undergraduates, students who do not meet this profile may find that the living facilities cannot meet their residential needs and that the campus life, schedule and structure will not be appropriate to their social needs. The program is not suited for married students, students with families, or students accustomed to living as independent self-supporting adults. Careful scrutiny will be given to students who, for health reasons, do not live on the Irving campus for two reasons: 1) the same health concerns which prevent living on the Irving campus may also affect a student's ability to live on the Rome campus; 2) we are less able to evaluate students' ability to live in community if they are not in residence in Irving.

Health
Students with health concerns considering Rome should be aware of the following challenges: limited access to care; language barrier; lack of mental health services; limited availability of medications commonly prescribed in US (especially psychoactive medications); difficulty with having prescription medications shipped to Italy. Due to these challenges, health clearance for Rome requires that the condition has been stable and under current treatment for four months prior to the Rome semester, including at least one complete semester on the Irving campus, and is expected to remain stable under current treatment for the next five months. Ability to travel, carry a heavy backpack, accommodate diet to available resources and adjust to rigorous academic and physical activity are also important. Ongoing treatment must require minimal intervention, such that it can be administered on the Rome campus and during travel periods. Clearance by a physician, proof of enough medication for the full semester and other documentation may be required.

Further Health Considerations
Previously resolved problems may resurface, especially asthma and conditions associated with fatigue, change in schedule, change in diet and distance from home. Students must be prepared to pay physicians and hospitals out-of-pocket for any illnesses.

Take Note
Failure to inform and update the Rome Office and the Rome Program regarding health, discipline and academic status may result in denial of admission to or dismissal from the program. Clearance to go to Rome can be revoked at the discretion of the Rome Office Director. Those denied acceptance for failure to meet admissions criteria may appeal to the Rome Committee and the Dean of Constantin College.

Academic Curriculum and Requirements

The classes on the Rome campus are designed both to fit smoothly into the program required of all students and to take full advantage of the unique setting in which they are taught. Taught primarily by University of Dallas professors, the courses are selected from those core curriculum requirements which are closely concerned with the philosophical, theological, political, literary and artistic development of Western civilization.

All Rome students are required to register for the five three-credit core courses listed below for a total of 15 credits. Students with advanced placement for ENG 2311 register for ENG 3355 ST/Tragedy & Comedy. Students in Rome may also register for an additional one or two one-credit pass fail options for a total of 16 or 17 credits.

Since course offerings on the Rome Campus are limited, freshman and sophomore year programs must be arranged carefully, saving the Rome core courses for

Rome. Please be advised that taking one of the Rome courses prior to Rome may result in a student's being disqualified to attend Rome.

Students requesting a waiver of these academic requirements for any reason, must obtain prior approval of the Dean of Constantin College.

ROME CORE COURSES—Save these courses for Rome

ENG 2311. The Literary Tradition III.* Can be taken as ENG 3355 ST/Tragedy & Comedy.

HIS 2301. Western Civilization I.

PHI 2323. The Human Person.*

THE 2311. Western Theological Tradition.*

ART 2311. Art & Architecture of Rome.

*See above course prerequisites.

Additional Course Offerings (May vary)

MIT 1101. Italian Culture & Conversation or Survival Italian.**

MIT 1302. First Year Italian II. Spring.

MIT 2311. Second Year Italian I. Fall.

MIT 2312. Second Year Italian II. Spring.

**1 credit Pass/Fail

Course Order Note
Western Civilization II may be taken on the Irving campus before Western Civilization I and Literary Tradition IV may be taken before Literary Tradition III. Intermediate Greek is offered occasionally, but only in the spring semester.

Discipline

Students going to Rome are expected to behave in a mature, responsible fashion. All disciplinary policies in effect on the Irving campus also apply on the Rome campus. In addition, the Rome Program institutes such policies as are necessary for the effective operation of the Rome campus. Should disciplinary problems arise that result in the need to dismiss the student from the Rome campus, grades of withdrawal are assigned to the uncompleted courses. The student is not permitted to continue studies on the Irving campus until the succeeding semester.

Students on disciplinary probation will be subject to review by the Rome Committee.

Costs
Tuition in Rome is the same as in Irving and room and board only slightly higher. For other Rome costs with the exception of airfare, see Fees and Expenses section. If a student is terminated, voluntarily (requires written permission from the Dean of Constantin College) or involuntarily from participation in the Rome Program prior to the end of the term for which the student is enrolled in the Rome Program, the student shall be liable for all expenses incurred in connection with such termination and in arranging for the student's return travel to the United States. The student shall not be entitled to any refunds for tuition, room and board, or travel expenses (unless and to the extent that the student is eligible to receive a refund for tuition and fees according to university policy as stated in the General Bulletin, or that the student or the university is eligible to receive a refund from a third party in connection with such travel expenses.)

Undergraduate Summer in Rome

Since the 2012 inception of the Undergraduate Summer Rome Program, UD students have had the opportunity to progress in the Core curriculum in Rome in a program modeled on the fall/spring semester experience. This term has proved ideal for student athletes, transfer students and others for whom it is difficult to arrange a full semester abroad. For students from other universities, the Summer Rome Program provides the extraordinary opportunity to study in Rome as part of an intellectually rigorous and passionately Catholic university.

Students enroll for two three-credit courses for six credits total, either in the Liberal Arts or in Italian. In 2020 the Liberal Arts courses offered were English 2311, The Literary Tradition III; History 2301, Western Civilization I, Theology 2311, Western Theological Tradition, and Philosophy 2323, The Human Person. The Italian program offers MIT 2311 and MIT 2312 Second Year Italian I and II in an intensive six-week program. For more information email udrome@udallas.edu or visit udallas.edu/romesummer.

Summer High School Programs

The Rome Office coordinates faculty-directed summer programs for high school students. Students from across the nation are offered the opportunity to earn transferable college credit through study and travel abroad.

Proposed programs in Italy for Summer 2021 include *Latin in Rome*, *Shakespeare in Italy* and *Rome and the Catholic Church*. All use the Rome Campus as home base and include travel to appropriate sites, e.g., Pompeii and Venice, for study *in situ* of the subject matter pursued.

The university also offers two-week residential high school summer program in Irving: *Arete: An Introduction to the Classics* and a Summer Math Academy as well as one-week Music and Art Academies, day programs for middle and high school students. All are taught by university faculty and graduate students.

For details on the Rome semester program and these and other potential Rome summer offerings visit www.udallas.edu/rome or www.udallas.edu/travel.

Summer Adult and Graduate Programs

The Neuhoff School of Ministry and the Braniff Graduate School each offer Summer Rome Programs which offer students the opportunity to take a course as a non-credit student or earn graduate credit at the University of Dallas on the beautiful Rome campus. Courses are offered on an ad hoc basis and are open to new and current Neuhoff School of Ministry or Braniff Graduate School students, visiting graduate students, or anyone wishing to audit the course. About 40% of class time is spent on "field trips" in and around the city of Rome. During the evenings and on weekends, the students may experience Rome and the surrounding area on their own.

Course offerings for 2020 in the Braniff Graduate School program included Shakespeare, the Renaissance, and the Baroque, Reading Strategies for the Classical Epics, and Fine Arts as Liberal Arts. Neuhoff School of Ministry courses included Theological Reflection, Christianity and Science, and Saints: Their Lives and Iconography. Information can be found by visiting udallas.edu/rome and selecting Adult Programs.

Braniff Graduate School of Liberal Arts

The history of the University of Dallas is closely linked with the names of Braniff and Blakley. These are permanently enshrined in the Cowan-Blakley Memorial Library, the Braniff Graduate Building, the Braniff Memorial Tower and the Braniff Graduate School.

Senator William A. Blakley, lawyer, statesman and industrialist, was a member of the first advisory board of the University of Dallas. Both Senator Blakley and Tom Braniff, founder of Braniff International Airways, had been vitally interested in private higher education. Before their deaths in 1954, Tom and Bess Braniff knew of plans for the proposed university and had expressed hope that it would become a reality. Efforts to found the university captured the interest and support of Senator Blakley, who was devoted to the principles of private higher education and aware of the need for more educational centers of excellence in the Dallas-Fort Worth area.

The Blakley-Braniff Foundation was dissolved in 1964, with all of its assets going to carry out its purposes and objectives. Senator Blakley and the other directors of the Foundation chose the University of Dallas for the site of the Braniff Graduate School as the highest and best tribute to the memory of Tom and Bess Braniff in perpetuity and accordingly made a $7.5 million grant for its establishment.

The Graduate School offered its first courses in 1966. The Braniff Graduate Building was completed in 1968, along with the mall and the Braniff Memorial Tower.

The Graduate School sets minimum standards for all graduate degrees. Each program establishes rules and requirements that supplement those of the Graduate School.

The Braniff Graduate School of Liberal Arts supports the doctoral program of the Institute of Philosophic Studies, the Master of Fine Arts and the master's programs in Art, American Studies, Classics, English, Humanities, Leadership, Philosophy, Politics, Psychology and Theology. It seeks to offer graduate programs which recall these disciplines to their first principles and which will prepare students for careers in a variety of fields.

Admission

Regular Admission

Inquiries and application materials for all Liberal Arts graduate programs should be sent to the Graduate Admissions Office. Applications are readily available online at the University of Dallas website. Applications should include two letters of recommendation, transcripts from all institutions of higher education attended, a statement of purpose and an intellectual autobiography. Possession of a bachelor's degree is prerequisite to matriculating in any graduate program. Applicants should have an undergraduate major in the proposed field or otherwise demonstrate evidence of suitable background. Admission requirements particular to the different programs are described under "Admission Requirements" in the appropriate section.

The deadline for all applications to the Institute of Philosophic Studies program is February 15. To be considered, all elements of the application must be received by that date. Applications are for the fall semester only. There are no spring admissions for the IPS program.

Applications for the master's programs in American Studies, Classics, English, Humanities, Leadership, Philosophy, Politics, Psychology and Theology are reviewed

on a rolling basis. This means that you can submit an application to a master's program at any time, with priority given to applications for the upcoming semester. We recommend that applications and all required materials be submitted by July 15 for the fall semester and by November 15 for the spring semester. Meeting these deadlines will ensure that your application is processed in a timely manner.

Applications for the fall semester for the MA/MFA art programs normally are reviewed one time only and all elements of the application must be received by February 15. There are no spring admissions for the Art programs.

Admission as a Non-degree Seeking Student
Non-degree seeking students are those who wish to enroll in graduate level courses but are not seeking a degree. They should be over 21 and have completed an undergraduate degree. If at any time non-degree seeking students wish to become candidates for a degree, they must submit an application and accompanying documents for regular admission into one of the programs which will be considered along with all other applications. Only nine credits earned as a non-degree seeking student may be transferred toward the degree. Art students, however, may not count courses taken as non-degree seeking students.

Conditional Admission
Students who have deficiencies in their undergraduate preparation may be admitted conditionally, but they must present substantial evidence of capacity to perform at the graduate level.

Admission as an International Student
Unless proficiency is otherwise demonstrated, international applicants whose native tongue is not English are required to take either the English Language Test or the TOEFL of the Educational Testing Service. These tests are given in the students' home countries and are normally the only acceptable certification of language ability. Unless a test has been taken at least three months before the proposed date of enrollment, students cannot be sure of having their application processed in time. The minimum acceptable score on the paper based TOEFL is 600; the minimum on the computer based TOEFL (CBT) is 250; the minimum on the internet based TOEFL (IBT) is 100; the minimum on the IELTS is 7.0. All international applicants must also submit GRE General scores if the graduate program they are applying to requires them. GRE General Test scores cannot be more than five years previous to the date of the application. The University of Dallas code for TOEFL, IELTS, and GRE scores is 6868. International students should be aware that the university has no special funds for them. Federal loan funds are restricted to U.S. citizens.

Fees, Expenses and Financial Policies

For general information on university fees, expenses, and financial policies see the Fees and Expenses section.

Financial Aid

Students may apply for a variety of scholarships and low-interest loans. To do so, a student must complete the Free Application for Federal Student Aid (https://studentaid.gov/). The university will determine students' eligibility for loans and scholarships based on the information provided on this application. Students must enroll in at least half-time credits towards their degree to be eligible. Additional information about Title IV eligibility is available from the Financial Aid Office.

After the financial aid application process has been completed, the Financial Aid Office will notify students via email that their financial aid can be viewed through

BannerWeb. Summer applications should be completed by April 1, fall applications by August 1 and spring applications by December 1.

Satisfactory Academic Progress
Graduate students must be making Satisfactory Academic Progress (SAP) to be eligible for any federal or state financial aid. The requirements follow:

1) A cumulative GPA of 3.0 is required along with a cumulative pace towards graduation of at least 66% (.66). Pace will be evaluated by dividing all earned hours by all attempted hours. Transfer hours will be used in this calculation. Withdrawal from classes can affect a student's pace and will be included as attempted credits.
2) Graduate students must earn at least 4.5 credit hours each term towards their degree.
3) Complete all work within the time limit set by their program.
4) An Incomplete or a Temporary grade does not count as an earned credit and will affect eligibility until credit is earned. SAP cannot be reviewed until a grade has been posted for all classes completed. Once a grade has been posted to replace an incomplete grade, a student should contact the Office of Financial Aid to have his or her SAP reviewed. A student is not eligible for financial aid until SAP status has been determined.
5) Cumulative GPA and pace are reviewed at the end of each term (fall, spring and summer).
6) If the student is not making SAP, he or she will be notified of a Financial Aid Warning for one semester. During the warning semester, the student must complete the semester meeting all SAP requirements, including at least 4.5 credit hours earned towards his or her degree, cumulative pace of at least 66% and a cumulative GPA of 3.0 or higher. If these requirements are not met at the end of the semester, the student will lose his or her financial aid for the next semester, known as Financial Aid Suspension. A student can regain his or her financial aid when all SAP requirements are met at the end of a subsequent semester, (4.5 credits earned towards one's degree, a cumulative pace of at least 66% and a cumulative GPA of 3.0 or higher).
7) A student who does not meet Satisfactory Academic Progress at the end of the Financial Aid Warning period is placed on Financial Aid Suspension but can make a formal written appeal to the Director of Financial Aid for the reinstatement of financial aid for one semester. An appeal can be made in the event of the death of a student's relative, injury or illness of the student, or other special circumstances. If an appeal is granted, a student will be put on Financial Aid Probation and will receive financial aid for one additional semester. A student on Financial Aid Probation must reach 66% pace and a 3.0 cumulative GPA by the end of the probationary semester or meet other academic standards set by the Director of Financial Aid (called an Academic Plan) in order to have his or her financial aid reinstated. A student on suspension can regain eligibility for aid upon meeting all requirements listed above.
8) For information about withdrawing and Return of Title IV funds please refer to the information in the Fees and Expenses section or udallas.edu/finaid/gradsap.

Enrollment Status Definitions
Regular students are those who have been admitted for the purpose of obtaining a degree. Students enrolling in less than 4.5 hours in any term must contact their Financial Aid counselor to determine aid eligibility.

Term	Enrollment	Minimum Credits
Fall, Spring, or Summer	Full-time	9
	Half-time	4.5

Students enrolled in Dissertation or Thesis Research, Doctoral, MFA, or Graduate Reading are considered to be enrolled full-time.

Housing
While on-campus housing is not available for graduate students, apartments and houses in all price ranges are plentiful off-campus.

Graduate School Policies

The Graduate School sets minimum standards for all graduate degrees. Each program establishes rules and requirements that supplement those of the Graduate School. Students are responsible for knowing all rules and requirements pertaining to the degree sought. Policies and procedures described in the undergraduate section of this bulletin apply to graduate programs and students unless otherwise noted in this section or in the handbooks or bulletins of the various graduate programs.

The Graduate School reserves the right to dismiss at any time students whose academic standing, financial indebtedness to the university, or conduct it finds undesirable.

Class Attendance
Students are expected to attend all scheduled classes and to satisfy all course requirements within the time limits established by their professors, unless prevented from doing so by extraordinary circumstances such as serious illness or unavoidable travel. A professor who deems that a student has been excessively absent during the first half of the semester may recommend that the student withdraw from the course. If students have been excessively absent throughout the entire semester, the professor may withhold permission to take the final examination and, depending on the students' academic performance, assign a grade of F or FA (failure due to absence).

Grade Average and Reports
The minimum grade point average required for graduation is 3.0. Exceptions for particular programs are indicated under particular departments. In courses in which a grade lower than a "C" (2.0 points) is given, the grade will count for determining the grade point average, but will not satisfy course requirements. Grades earned for language courses will be recorded on the transcript but will not be included in determining the grade point average. The only exception will be for those upper-level language courses that may be counted for course credit towards the graduate degree. A grade of "B" or better is required to fulfill a language requirement. At the end of each semester reports of final grades are available to students online.

A grade of C-, D+, D, D-, F or FA signifies that the course was failed and that the student must retake the course and obtain a grade of C or higher. The failing grade remains on the student's permanent record and is included on any transcript, but it is not used in computing the final GPA or credit hours toward graduation. A failing grade earned in a core course that has been discontinued may be repeated successfully by earning a grade of B- or higher in the current core course that the graduate director deems equivalent. If a failing grade is earned in an elective course, the student may either retake the course, (in which case the failing grade will not be included in the GPA) or enroll in another course which will satisfy the elective requirement (in which case the failing grade will be included in the GPA). If a course has been failed more than once, only a single failing grade is excluded from the GPA. Failed courses may only be repeated once for grade replacement.

Student Load
The normal full-time load is 9 credits per semester.

Course Numbers
Courses carrying graduate credit are those numbered in the 5301 to 9999 range. Courses numbered 5301 to 5310 are reserved for undergraduate courses taken for graduate credit. Most programs except for the graduate program in Humanities limit the number of these courses their students can take. Consult the graduate director of your program for your program's limits. Appropriate additional work is assigned for graduate students.

6V99 (Graduate Reading), 7V99 (MFA Reading) and 8V99 (Doctoral Reading) are used to indicate that, although not taking credit courses, students are involved full-time in work required for completion of the degree. With permission of the Dean and upon payment of a matriculation fee, these numbers may be repeated.

Transfer Credit - Braniff Graduate School
Credits are transferable only from accredited institutions and must have been taken within the six years prior to acceptance in the program. Transfer of graduate credits earned at other institutions is not automatic. Some programs with special curricula rarely approve transfer petitions. Only courses with a grade of "B" (3.0) or better may be considered for transfer. When petitions are honored, no more than six hours may be transferred into a Master's program. No more than nine credit hours may be transferred into the doctoral program. Students who have already entered a Master's program at the university must get prior approval from the Graduate Dean before taking courses at another institution for transfer of credits. Those who have earned graduate credits as "non-degree seeking" students in the Braniff Graduate School and who later apply for degree status in one of the graduate programs may count only nine of these hours toward their graduate degree. Art students may not count courses taken as non-degree seeking students toward the MA/MFA degrees.

In a program requiring one year of course work (24 credits, not counting the thesis or its equivalents) the transfer petition should be made before pre-registering for the second semester. In programs of a longer duration, the petition may be made any time after one full-time semester at the university or after completing nine credit hours, whichever comes first. All Master's students must take a minimum of 15 credit hours of course work at UD, with the exception of graduate students in the Humanities program who must take at least 18 credit hours. The request for transfer credit should be made to the program director and requires the approval of the Graduate Dean.

T and I Grades
Faculty members may give a "T" (temporary) grade in a class if an extended time period for the completion of the course work (larger paper, project or thesis) is a planned part of the course as approved by the curriculum process of the university. All "T" grades for a given semester must be removed before the first day of regular registration for the next semester. A "T" grade for the Master's thesis, Doctoral dissertation, or equivalent requirement is an exception to this rule. When work is submitted by the due date, a "T" grade is completely removed from the student's record.

The letter "I" denotes an Incomplete and is given only when a valid emergency prevents completion of course work. For an Incomplete grade to be considered, the student must have completed a substantial part of the course requirement with a grade for that work. The student must perform whatever academic tasks the granting faculty member deems necessary before the Incomplete will be changed to a letter grade. An Incomplete Grade Contract must be completed by the student and the professor specifying the work required and a date for completion. The **Incomplete**

Grade Contract must be submitted to the appropriate Dean for final approval and a copy will remain on file in the Office of the Registrar. Upon submission of the required work, the professor assigns a grade and submits a grade change form to the Office of the Registrar. If an Incomplete is not changed by the deadline specified within the contract, the grade indicated in the contract will be assigned. If required work is submitted by the due date the final grade is placed after a slash next to the "I" (the "I" is not removed).

Academic Honesty
The policies governing academic discipline parallel for the most part those of the Constantin College of Liberal Arts. Plagiarism and cheating are extremely serious offenses. All students are responsible for familiarizing themselves with the policy on Academic Honesty as detailed in the undergraduate section of this Bulletin.

Time Limit
In a program requiring 36 or fewer credit hours (including thesis or project seminars), the time limit for completing the degree is six years, counting the years from the first semester in which students were admitted to the program. In a program requiring more than 36 credit hours, the time limit is specified in the Bulletin's program description.

Withdrawal
Withdrawal from courses or from the university must be with written permission of the Graduate Dean.

Readings Courses
Graduate Readings and Doctoral Readings courses serve several purposes: they enable students to maintain full-time status when they near the end of their studies, defer loans, maintain use of the library, and, above all, enable the student to be recognized as a student when it is time to graduate. Students who are not enrolled in regular courses are required to be enrolled at least in Graduate or Doctoral Readings (if not in Thesis or Dissertation Research courses). Readings courses indicate to the Braniff Graduate School that the student still intends to graduate. When students discontinue enrolling in Readings courses and seek to restart their studies, they will be required to re-apply with a special fee.

Continuance in a Program
Continuance in a graduate program requires that the cumulative grade point average be high enough for students to be able to earn the required GPA by the time they have completed all the course work needed for the degree. At the end of each semester the Graduate Director of each program reviews the records of graduate students in his or her respective program. The records of students, whose cumulative or semester GPA is below the required standard, are presented to the Graduate Dean and, in the case of doctoral students, to the Director of the Institute of Philosophic Studies for recommendation as to continuance. If students' GPA falls below the minimum level needed for a degree to be awarded by the time they have completed all the courses required for their degree, they may take no more than two additional courses for an M.A. and no more than four for a Ph.D. in an attempt to raise their GPA to the minimum level.

Academic Review Policy
Satisfactory status will be granted if all admission requirements have been met, a minimum grade point average of 3.000 has been attained (unless otherwise stated on your admission agreement) and required coursework has been successfully completed.
N.B., Student GPA and grades will be checked to determine status at the end of every semester. The Dean may place a limit on the number of courses a student is able to

enroll in each semester if a student's grades or GPA warrant this. Notification regarding warning, probation, or dismissal will be sent to a student's UD email account.
Warning status will be assigned to those students after their first term of enrollment who meet one or more of the following:

- Earn two or more grades of B- or below
- Have a cumulative GPA below 3.000

Probation and dismissal criteria have precedence over warning status.
Probation will be assigned to students who meet one or more of the following:

- Earn three grades of C+ or below
- Earn one failing grade (C- and below)
- Have a cumulative GPA between 2.500 and 3.000
- A student is allowed 6 credit hours to clear probation. If after completing 6 credit hours, the situation has not been resolved, then the student shall be **dismissed**.

Students who are on probation may not apply for graduation or take a Capstone or Practicum course until probationary status has been cleared. Probation and dismissal criteria have precedence over warning status.

Students who meet one or more of the following will be subject to **dismissal**:

- Two or more failing grades (C- and below)
- Four or more grades of C+ or below
- Two or more grades of C+ or below and one failing grade (C- and below)
- A cumulative GPA of 2.499 or below

Dismissal criteria have precedence over probationary status. For example, if a student receives two grades of C+ or below and one failing grade he or she is subject to dismissal without a probationary period.

Academic Dismissal Appeal Process
Students have the right to appeal an academic dismissal by means of a hearing before the Braniff Dean, their program director, and a second Braniff program director appointed by the Braniff Dean. Such requests must be filed within seven (7) business days of the date of the dismissal notice.

In order to appeal a dismissal, a student must submit a dated letter to the Dean and Program Director that contains:

- full name
- explanation of academic performance (please note that valid reasons for an appeal are as follows: access to course or course resources or other circumstances that caused extraordinary impediment to student performance)
- attach supporting documentation, if necessary (only documentation submitted with this form will be accepted for the appeal; later submissions will not be accepted)

The student will be contacted to schedule a time to appear before the Dean and Program Directors who comprise the Appeals Board. If possible, the student should arrange to attend the meeting. The Program Director will recommend a course of action to the Dean who may either accept or reject the recommendation. The Dean's decision is final.

Should a student be dismissed for a second time then that dismissal is final with no option to appeal unless there has been an alleged violation of the student's right to due process in grading or course participation or breach of published university policies or procedures.

Diploma Application
Students must file diploma applications in the Graduate Office within the first two weeks of the semester in which they plan to receive the degree.

Awarding of Degrees
Degrees are granted by the Board of Trustees upon recommendation of the Graduate Faculty and the Council of Deans and Chairs.

Master's Programs in the Braniff Graduate School

According to the university's concept of education, the master's degree is a professional degree. Completion of a set number of hours of course work is not a sufficient achievement for receiving the degree; an acceptable proficiency in the discipline or profession as demonstrated in a comprehensive examination constitutes a further criterion for the degree. A minimum of 30 credits is required for the master's degree, including the thesis or its equivalent where required. Most master's programs also require demonstrated proficiency in at least one foreign language. The Master's Student Handbook and specific departmental requirements must be consulted for each program.

The Braniff Graduate School of Liberal Arts offers the Master of Arts in: Art, Classics, English, Humanities, Philosophy, Politics, Psychology and Theology. These programs require the writing of a thesis and proficiency in at least one foreign language. For the M.A. in Art the exhibition substitutes for these requirements.

Other master's programs include: Master of American Studies, Classics, English, Humanities, Leadership, Politics, Psychology and Theology. These programs require additional course work or projects in lieu of a thesis and language.

The Master of Fine Arts degree in studio art is also offered. It is an advanced terminal degree beyond the level of the M.A. in art.

4+1 Program
The 4+1 program permits undergraduate students of the University of Dallas to continue their studies, earning a master's degree in a shorter period of time by meeting certain requirements during senior year. The 4+1 program is currently available for selected master's degrees in Education, English, Philosophy, Politics, Psychology and Theology. Check the undergraduate entries for each program to learn more.

Admission to Candidacy
In the Master of Arts programs (except Art) students become degree candidates after passing the comprehensive examinations. In Art, students apply for candidacy and formal acceptance into the program after completion of nine-twelve credit hours. Consult the Master's Handbook and this Bulletin.

Language Requirement
Most Master of Arts programs require that students demonstrate proficiency in at least one language other than English. Individual departments, however, may require more than one language for the degree. The purpose of the language requirement is to assure that students are capable of effective use of primary sources. A grade of "B" or better is required to fulfill a language requirement.

The language requirement must be satisfied before enrolling in the thesis seminar. For the various ways in which this requirement may be fulfilled, consult the handbooks for the master's and doctoral programs.

Comprehensive Examination
At the completion of course work, all candidates for the master's degree must pass a comprehensive examination. The examination must be taken by the end of the semester following the satisfactory completion of all course requirements.

Thesis Requirement
Candidates for a Master of Arts degree enroll in Thesis Research after completion of all course work, fulfillment of the foreign language requirement and approval of a proposed thesis topic. The appropriate program director recommends to the Graduate Dean the acceptance of the topic and the appointment of a suitable committee. Instead of the thesis, some master's programs require the completion of a major project or exhibition. In others it is satisfied by taking six or more additional credit hours. Consult the Bulletin for the specifics in each program.

Institute of Philosophic Studies Master of Arts
Students in the Institute may apply for a Master of Arts in their concentration upon successful completion of forty-two credit hours (12 of which must be in the Core), fulfillment of one language requirement, and the successful completion of the Qualifying Examination. Proper distribution of credit hours involves at least thirty hours in the concentration, to which appropriate Core courses and other courses approved by the Concentration Director as part of the degree plan may apply.

The Institute of Philosophic Studies Doctoral Program

The Institute of Philosophic Studies offers a program leading to the Ph.D. degree. The Institute has as its purpose the renewal of the tradition of philosophic discourse and the recovery of the Christian intellectual tradition. The students' course of study includes a set of core courses established by the Institute and an area of concentration, which students develop in consultation with a faculty adviser. The areas of concentration currently offered are in literature, philosophy and politics.

The Ph.D. degree, under the general rules and procedures of the Braniff Graduate School, requires the successful completion of 66 credit hours of course work in the Institute, any independent study the faculty deems advisable for a given candidate, an acceptable performance on a qualifying and comprehensive examination, reading mastery in two foreign languages and a dissertation of substance and originality. A full description of all policies, procedures and requirements is found in the *Institute of Philosophic Studies Handbook*.

General Information

Admission Requirements

Applicants must possess a bachelor's degree. They should have an undergraduate major or equivalent evidence of suitable background for entering the proposed field. Applications and all supporting documentation for the doctoral IPS program must be received by February 15. Applications are accepted for the fall semester only. The completed application file includes the application form, two letters of recommendation, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work and GRE General Test scores not more than five years previous to the date of the application. Decisions regarding admission are made by the committee of IPS directors, who draw a composite assessment of the applicant from the submitted materials and evaluate the file against the pool of competing applicants in view of the limited number of positions available.

Degrees

In accord with the unified character of the program, the Institute grants only one doctoral degree. However, the transcript will indicate the area of concentration for each student. En route to the doctorate, students may apply for the Institute of Philosophic Studies Master of Arts degree after the qualifying examination.

Residence

Three academic years of full-time course work beyond the bachelor's degree are normally required. Students are strongly encouraged to spend at least one continuous academic year on campus as full-time graduate students. Institute scholarships generally require full-time enrollment.

Transfer of Credit

Some credit from earlier graduate work may be transferred after students have successfully passed the qualifying examination. Credits are transferable from accredited institutions and must have been taken within the six years prior to acceptance in the program. Courses are transferable only if strictly equivalent to Institute courses. Students should submit syllabi of all courses they wish to transfer. No more than

nine hours may be transferred. Upon recommendation of the concentration director, transfer credit must be approved by the Graduate Dean.

Language
Proficiency in two languages, Greek or Latin and (usually) French or German, must be demonstrated by all candidates. The *IPS Handbook* describes the three ways of satisfying the requirement.

Qualifying Examination
Students must take the Qualifying Examination after the first three semesters of full time course work. The IPS Handbook describes the examination and the times it is administered. The performance on the examination must satisfy the examining committee that the student is capable of continuing doctoral studies.

Comprehensive Examination
Students normally take the Comprehensive Examination in the semester following completion of all course work. The examination is based upon a Core Reading List and a Concentration Reading List. Students must demonstrate to the examining committee that they have a comprehensive grasp of the issues and texts covered in their core and concentration course of studies. The IPS Handbook describes the examination and the times it is administered. Reading lists are published in the handbook.

Dissertation
Dissertations of suitable quality and magnitude shall be submitted by all candidates. After they are completed and approved, a defense of the dissertation, open to the graduate faculty, must be made by the candidates. Information concerning the formal requirements for preparation and filing of dissertations is in "After Comprehensives," a handbook provided by the Braniff Graduate Office. Dissertation credit is in addition to course credit.

Time Limit
Unless otherwise approved, requirements for the Ph.D. degree must be met within ten years from the time students begin course work in the program or they will be deemed to have withdrawn from it.

Courses of the Institute
Students take 21 credit hours in the Institute's core curriculum and 45 credit hours in their area of concentration, nine of which may be in a related discipline (with the approval of the concentration director).

The Institute core courses are meant to provide students with a solid foundation in the Western tradition — poetic, philosophic and theological. These courses will concentrate on significant texts of this tradition, including such authors, for example, as Homer and Vergil; Plato and Aristotle; Augustine and Aquinas; Dante and Milton; Hobbes and Rousseau; Hegel, Nietzsche and Dostoevski. A seventh required core course will have as its principal text the Bible.

The area of concentration allows students to read in a discipline in which they expect to teach and write. The specific requirements for individual students are worked out in consultation with the faculty adviser and with the approval of the IPS Director. The description of each of the areas of concentration presently offered in the Institute is given below.

Courses designated as "core courses" are listed in the particular semester schedule with the prefix IPS (Institute of Philosophic Studies). Those in the area of concentration carry the appropriate departmental designation.

Core Courses of the Institute

8311. Homer and Vergil. A study of the *Iliad* and the *Odyssey* of Homer and Vergil's *Aeneid*.

8316. The Bible. A reading of select writings from the Old and New Testaments as vehicles for understanding the nature and claims of revelation.

8321. Plato and Aristotle. Careful reading of seminal texts by two thinkers who laid the foundations of Western philosophy.

8326. Augustine and Aquinas. A study of the two giant Christian thinkers. Readings include *Confessions*, *City of God* and the *Summa Theologiae*.

8341. Dante and Milton. A reading of Dante's *The Divine Comedy* and Milton's *Paradise Lost*.

8342. Hobbes and Rousseau. A study of the *Leviathan* and *Emile* contrasting their positions on modernity.

8352. Hegel, Nietzsche and Dostoevski. A study of three thinkers in transition between modernity and postmodernity.

8357. Independent Study. In cases of scheduling problems, students may be given permission by the Graduate Dean to take a required Core course as a tutorial.

8V98. Teaching Practicum. International IPS students who wish to teach college-level courses must enroll in this non-credit course in order to receive employment authorization from the International Student Services Office. Concurrent enrollment in Doctoral Readings (see 8V99) is required and enrollment is limited to four semesters. See the ISO office for details. Special restrictions apply. Enrollment does not make students eligible for federal financial aid or for deferment of loans. The fee for the course is the same as the Doctoral Readings Fee.

8V99. Doctoral Readings. Registration for this course indicates that the student is involved full time in studies necessary for degree completion. At the end of each course the student must demonstrate progress toward completion of requirements. Registration requires the approval of the Graduate Dean. A matriculation fee is required. It entitles the student to the use of the library and other services.

9697. Dissertation Research I. (Dissertation Prep Seminar) Full time research and writing of the doctoral dissertation under the guidance of an approved director. A grade of T is assigned for this six-credit-hour course, which remains until after the defense of the dissertation. Prerequisite: Completion of comprehensive examination and at least one language requirement.

9698. Dissertation Research II. Full time in the research and writing of the doctoral dissertation under the guidance of an approved director. A grade of T is assigned for this six-credit-hour course, which remains until after the defense of the dissertation. Prerequisite: Approved proposal.

Areas of Concentration

Literature

Director and Associate Professor Osborn

The philosophic character of literary study within the Institute is reflected in a concentration upon major authors whose work can claim philosophical scope and penetration. The approach to these works is also philosophic. Students inquire

into the issues treated by great writers considering the literary treatment as one voice in a conversation within which philosophers, theologians and political thinkers also participate. The poet seeks to supplant opinion with knowledge by means of constructing a coherent vision of reality just as the philosopher seeks the same end through dialectic. The aim of study therefore is to share in the poet's wisdom concerning a reality already constituted before imagination sets to work on it but imperfectly known until illuminated and ordered by art. Courses focus upon literature as a distinct way of knowing irreducible to other modes of knowledge but best understood and assessed when studied in company with other modes of discourse directed to common subjects. Institute students join teachers dedicated to grasping in what manner poetic art can provide knowledge of reality and to discerning what that knowledge may be.

Students learn to apprehend the form of literary art by attending to the qualities of poetic speech and by studying the kinds of poetry. They investigate such constants of the arts as myth, symbol, analogy and figure, image, prosody and style. In the process they come to appreciate the notable congruence of particularity with generality that characterizes the poetic mode of being and that has led thinkers to define a poem as a "concrete universal." The kinds of poetry — the perennial genres — need not be taken as prescriptions arbitrarily imposed, for they can be understood as the natural shapes literature displays when it envisions different human actions.

Neither the constants of poetic speech nor the continuities of genre sufficiently specify the particular purchase upon human issues offered by any great poem. To bring this meaning into sharper resolution requires the final act of literary understanding, interpretation of individual poems, an undertaking in which the comparison of poem with poem has its instructive part. Critical interpretation entails the most careful and sustained attentiveness to elucidating meaning and culminates in critical judgment of the contribution of that meaning to one's grasp of the truth.

The interpretive dimension of the program is reflected in courses that find their formal object sometimes in a genre (Epic, Lyric, Tragedy/Comedy, Menippean Satire, or Russian Novel), sometimes in a literary movement (Renaissance Drama, Romantic/Victorian Literature, Augustan Literature, American Literature, Southern Literature, Twentieth Century Literature), sometimes in major authors (Dante, Chaucer, Spenser/Milton, Shakespeare, Dostoevski, Faulkner, Hawthorne/Melville/James). Students confront the claims of classical, Christian and modern poets. They thereby enter into the issues that cause the Western tradition to be a tradition of controversies.

Courses in Literature

5301–5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned. See undergraduate English for description of 5000-level courses listed below.

5315: Introduction to Literary Study. An introduction to arts and questions that constitute the discipline of literary studies through the study of one or more great literary works. Students will write in genres that characterize the profession such as the review, the annotated bibliography, the abstract, the conference paper, and the article. Fall.

5318. Tragedy/Comedy. Consideration of two alternate but constantly recurring vantages upon human life beginning with Greek drama and Aristotle's *Poetics*, continuing with Elizabethan-Jacobean drama and concluding with an assessment of the fortunes of tragedy in the modern era. Reflection upon the relationship between the dramatic form and the human action embodied in that form and upon epochal

changes in conception of what constitutes tragic limitation and comic fulfillment. Spring.

5319. Classical Epic. Studies in the *Iliad, Odyssey* and *Aeneid* with a view to understanding epic poetry as the most comprehensive form of literary art. Concentration upon the elaboration of a classical conception of the nature of heroism, divinity and social order in the poems of Homer and Vergil. Reflection upon continuity and divergence in the epic poets' various renderings of cosmic order, the city, divine providence and human excellence.

5320. Arthurian Romance. An approach to medieval genre—romance—and a medieval theme—fin' amors—through the study of major literary manifestations of the medieval legend of Arthur. Authors and texts studied may vary, but as a rule special emphasis is given to the twelfth century verse romances of Chrétien de Troyes and Sir Thomas Malory's fifteenth century "reduction" of the legend into English prose.

5321. Modern Irish Literature. Readings from the literature of 20th Century Ireland. The course may focus on prose fiction, drama, or lyric, or consider works of multiple genres. Authors may include Wilde, Shaw, Yeats, Synge, Joyce, Kavanagh, Beckett, MacNeice, O'Brien, Friel, Heaney, Longley, Mahon, Boland, Muldoon, Ní Dhomhnaill, and Tóibín.

5322. Menippean Satire. Studies in a distinguished but relatively unexplored family of literary works focusing upon Rabelais, Cervantes, Swift, Sterne, Byron, Lewis Carroll, Joyce, John Barth. Emphasis upon the preponderance in these works of authorial digression over the more usual emphasis of fiction upon human character and action.

5323. Modern Southern Literature. Principal participants in the Southern Literary Renaissance and its heirs: Davidson, Ransom, Tate, Warren, Lytle, Porter, Welty, Gordon, O'Connor, Taylor. Includes the major achievements of the Southern writer in verse, prose fiction, literary and social criticism. Emphasis is given to the consideration of the relation between the Southern writer and culture of the South.

5324. Dante. Study of the works of Dante with emphasis upon *The Divine Comedy* and Dante as the greatest poetic exponent of medieval Christendom's understanding of the analogical character of being.

5325. Augustan Literature. Considers works that represent the rich varieties of genre, style, authorial stance, and subject matter in English literature throughout the eighteenth century, showing the period at both its most traditional and its most innovative. Particular emphasis on eighteenth-century writers' adaptations of literary conventions in response to the political, social, religious, and aesthetic conditions of their own age, and on their complicated relationship with the classical inheritance. Genres discussed may include the essay, the novel, the drama, lyric, satirical, pastoral, georgic, and mock-epic poetry, and historical narrative; authors may include Addison, Steele, Swift, Pope, Johnson, Congreve, Goldsmith, Cowper, Smollett, Fielding, and Hume.

5326. Waugh and the Post-War West. The study of some of the novels of Evelyn Waugh, focusing on his response and those of three other English novelists, E.M. Forster, Henry Green, and Graham Greene, to the pervading sense of gloom about the future of Western Civilization following World War I.

5357. Poetry by the Book. Lyric poems considered within their published collections. Seminars may be organized by theme or period: e.g., Modernism (Frost's *North of Boston*, Eliot's *Prufrock and Other Observations*, Stevens's *Harmonium*, Williams's *Spring and All*, Moore's *Observations*, Yeats's *The Tower*, Auden's *Another Time*, and Brooks's *A Street in Bronzeville*).

6313. Chaucer I: Early Works to Troilus. A consideration of Chaucer's early career up to and including *Troilus and Criseyde*, including *The Book of the Duchess*, *The House of Fame*, the *Parliament of Fowls*, and others. Subjects may include Chaucer's creative interaction with his inherited literary tradition; the development of his distinctive poetic voice and vision; the challenges of, and to, the genres and modes of medieval literature; his growing sense of a poetic career; and the power and limitations of language.

6314. Chaucer II: The Canterbury Tales. A study of Chaucer's second masterpiece, *The Canterbury Tales*. Topics might include poetic inheritance; philosophic reflections on language; the aesthetic, moral, and social role of the poet; the capacities and limitations of narrative; ernest and game as poles of literary effort and reading.

6315. Classical Rhetorical Theory. Treats major Greek and Roman thinkers who were the first in the West to seek an understanding of the power of human speech (logos) and its proper management in poetry, philosophy and oratory. Texts of Gorgias, Plato, Aristotle and Cicero are studied and comparisons are made between them and selected representatives of medieval (e.g. Augustine), modern and postmodern rhetorical theory (e.g. Nietzsche and Derrida).

6316. Pastoral Poetry. Examination of the influence of classical forms in English Literature through the tradition of pastoral poetry. After noting the Greek origins of the form, most especially in Theocritus, a close study of Vergil's *Eclogues* as a precursor to study of English examples. Primary focus is the blending of the classical and Biblical in Spenser's *The Shepheardes Calendar*. Exploration of the continuation of the tradition in Jonson, Milton, Wordsworth and Arnold and in twentieth-century poetry.

6325. Special Topics in Shakespeare. This course may be taken multiple times by students desiring to focus on different elements of the Bard's oeuvre. Specific topics are dependent on the choice of the faculty member leading the discussion and range from Shakespeare's comedies or Shakespeare's romances to the narrative poems. Critical approaches to Shakespeare's works may also be featured.

6332. Spenser. Examination of the major writing of Edmund Spenser, focusing upon his effort to synthesize classical humanism and Christian ideals. Works considered include *The Faerie Queen*, *The Shepheardes Calendar* and lyric poetry.

6333. Milton. Study of the major writing of John Milton, considering his effort to synthesize and to extend the range of Classical and Christian literary traditions. A treatment of *Paradise Lost*, *Paradise Regained*, *Comus*, *Samson Agonistes* and major lyric poetry.

6334. Jonson and the Tribe of Ben. A study of the major comedies of Ben Jonson and those of some of his theatrical rivals, such as Dekker, Marston, and Shakespeare, focusing in particular on their arguments about the nature and purposes of comedy, and of his lyric poetry and that of the other Cavalier poets.

6336. Thomas More. The major writings of Thomas More and the important literary accounts of his life. Special attention is given to More's indebtedness to the classical world and to the Church Fathers, especially in *Utopia*, *The History of Richard III* and his humanist writings.

6337. Pope, Swift, and Their Circle. Concentrates on the major narrative, polemical, and satirical works of Alexander Pope and Jonathan Swift, the two defining literary figures of the first half of the eighteenth century, as well as selected works by Arbuthnot, Gay, Bolingbroke, and Fielding, their close friends and associates within

two overlapping contexts: the Scriblerus Club formed to satirize abuses of learning, and the political Opposition to the longstanding government of Sir Robert Walpole.

6338. The Age of Johnson. Considers the achievement of Samuel Johnson and the influence of both his life and his art within the milieu of late eighteenth-century Britain. Approaches Johnson within the many literary roles which he practiced and helped to invent, including moral essayist and fabulist, biographer, lexicographer, literary critic, polemicist, poet, conversationalist, and travel writer. Compares his achievement in these genres with that of the contemporaries whom he aided, inspired, and debated, including Boswell, Burke, Gibbon, Goldsmith, and Fanny Burney.

6354. Jane Austen. The major writings of Jane Austen as models of the possibilities of prose narrative, with a focus on narrative and dialogic technique as well as Austen's role as a moral realist in response to Romanticism and the Age of Enlightenment. May also include studies of the juvenilia and unfinished fiction.

6355. Russian Novel. Readings in Gogol, Turgenev and Tolstoi, focusing chiefly on the major writings of Dostoevski as the novelist who incorporated the Russian myth into the Western tradition at a time of crisis and by so doing defined the limits of the novel: *Dead Souls, Fathers and Sons, Anna Karenina, The Idiot, The Possessed* and *The Brothers Karamazov.*

6357. Victorian Literature. Study of fiction, essays and poetry of the Victorian era in England. Writers of all modes confronted questions relating to realism, the conflicting claims of religion and science, the development of participatory democracy, the Industrial Revolution and the re-direction of the artist within society. Authors studied include Dickens, Thackeray, Eliot, Tennyson, Browning, Arnold, Carlyle and J.S. Mill.

6360. Literary Criticism and Theory. Examination of major documents of Western literary criticism, with special emphasis upon twentieth-century critics and theorists—New Criticism and the subsequent development of structuralist and post-structuralist approaches. Focus on key texts and issues, with an eye to exploring options for future developments and practical applications to the study and teaching of literature.

6361. Faulkner. Examination of Faulkner as the most thoughtful recent novelist formed in the great tradition and as a writer uncommonly perceptive of the challenges posed to the continuation of that tradition by contemporary erosions.

6362. Hawthorne and Melville. The two most prominent literary figures of America's "classic era" both responded positively to the call for a distinctly national literary movement. Their response provides the focus of inquiry for this course: What is timeless in the imaginative works of Hawthorne and Melville? What is distinctly American in their writing? Readings include short fiction of Hawthorne with two of his major novels, and Melville's poems with two of his major novels.

6364. Liberty in Literature. Human beings may be distinguished as species by their capacity for exercising freedom. Yet the nature of this liberty has been variously defined and by some thinkers dismissed as illusory. Imaginative literature often depicts actions that pose the question whether human beings are free agents and, if so, what is the nature of their liberty, what is its extent, conditions and limits. This course inquires into such issues as they appear in narratives and dramas, ancient, Renaissance, nineteenth century. Typical readings: the *Book of Genesis*, plays of Aeschylus and Sophocles, Shakespeare's *Julius Caesar* and *Richard II*, Milton's *Paradise Lost* and *Paradise Regained*, Hawthorne's short stories, Melville's *Billy Budd*.

6369. Henry James. After study of representative selections from his short fiction, a close reading of two or three novels from among the acknowledged masterworks: *The Portrait of a Lady, The Ambassadors, The Wings of the Dove* & *The Golden Bowl.*

6370. Conrad. A consideration of Conrad as a unique voice bridging the old world of maritime and cultural traditions and the new world of political and literary modernisms. Works studied include the major novels (*Nostromo, The Secret Agent, Lord Jim*), as well as collections of stories and critical essays.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

6395. Studies in the Novel. Consideration of the relatedness of form to the subject of the one literary mode practiced almost exclusively by modern authors. Of special concern, the various novelists' portrayals of large social developments in counterpoint to their presentation of the fate of a central character. Authors most frequently included: Richardson, Defoe, Fielding, Austen, Flaubert, Stendahl, E. Bronte, Dickens, Trollope, Hardy, Gogol, Tolstoy, Turgenev, Twain.

6V99. Graduate Reading. Registration for this course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. The matriculation fee required entitles the student to the use of the library and other basic services.

7312. The English Renaissance. Literature written under the Tudors and Stuarts. Artistic accomplishment amid conflicting perspectives upon the individual and society, the Church, the relation between Christianity and rediscovered classical ideals and emerging new science. Authors usually read include Erasmus, More, Spenser, Shakespeare, Jonson, Bacon, Webster, Middleton, Sidney, Marlowe, Castiglione, Machiavelli and other influential Continental authors.

7314. Shakespeare's Tragedies. Drawing upon a variety of sources--the Bible, Plutarch, Roman tragedy, the Medieval morality play, and English Renaissance tragedy--to explore the human being in extremis, when things go terribly wrong and almost everything is destroyed, Shakespeare wrote tragedies throughout his career to ask this question: Are we destroyed by our own character and choice, other people's actions, fated circumstance, nature, chance, and/or divine providence (just, indifferent or malicious)? What is the distinct instruction and pleasure of Shakespearean tragedy? This course addresses that exploration in plays such as *Romeo and Juliet, Julius Caesar, Hamlet, Othello, King Lear, Macbeth, Anthony and Cleopatra,* and *Coriolanus*.

7315. Shakespeare's Comedies. A study of Shakespeare's comedies, from early ones based on Roman models to so-called "problem comedies" to the late plays or "romances." Among topics that may be considered are Shakespeare's appropriation of earlier comedic forms, his continuing interest in marriage and the possibility of transformation, and comedy as a genre. Works studied will include plays such as *The Taming of the Shrew, A Midsummer Night's Dream, The Merchant of Venice, As You Like It, Twelfth Night, Measure for Measure, Pericles, Cymbeline, The Winter's Tale*, and *The Tempest*.

7316. Shakespeare's Histories. Studies Shakespeare's art and dramatization of English history, attentive to such questions as these: What is Shakespeare's perspective on England? What are the principal questions he poses about his own country and its traditions? What strengths and weaknesses of England and its leaders does he identify? Works studied will include a selection from the following plays: Shakespeare's first and second tetralogies (the *Henry VI* plays and *Richard III*; *Richard II*, the *Henry IV* plays, *Henry V*), *King John*, and *Henry VIII*.

7317. Shakespeare's Sonnets and Narrative Poems. A study of Shakespeare's non-dramatic works, his sonnet sequence and two narrative poems: Shakespeare's Sonnets, *Venus and Adonis* and *The Rape of Lucrece*.

7335. Seventeenth-Century Lyric. This course focuses on the later English Renaissance, usually considering the works of Donne, Jonson, Herbert, Crashaw, Marvell, and Milton. Under scrutiny will be concern with language, metaphysical wit and the use of the conceit but death, love, the afterlife, and truth. The course includes instruction in seventeenth-century approaches to meter and the use of figures of speech, complicated in England by the rising preeminence of the plain style and the rejection of multivalence in Scripture. Reading these poets teaches the student how to attend to language, meter, form, and content.

7351. Directed Readings and Research. Special programs of inquiry, by mutual consent of student and professor with the approval of the Program Director in consultation with the Departmental Chair.

7352. English Romanticism. A study of the primary writing (poetry and prose) of the major British Romantic poets (Blake, Wordsworth, Coleridge, Shelley, Byron and Keats), emphasizing the character of the romantic understanding of poetic imagination, the artist's relation to society, the conception of religious, moral and political ends. Context may be provided by a discussion of continental and English philosophy and of German Romanticism.

7365. Modern Poetry. A consideration of major British and American poets of the first half of the twentieth-century, in the light of theoretical articulations of modernist poetry, as well as the poetic experimentation that accompanied them. The historical contexts of modernism – the two World Wars and the profound cultural upheavals surrounding them – are also elements of critical reflection. Pound and Eliot are foremost in this generation as theorists and innovators, but other poets participate distinctively in a heightened self-consciousness of language and form – Yeats, Frost, Williams, Moore, H.D., Stevens, Lawrence, and Auden.

7366. Modern Fiction. Exploration of literary modernism as it emerged in British and American prose fiction in the early twentieth-century – its forms, claims, contexts, and development in subsequent decades. Authors frequently included: Conrad, Joyce, Woolf, Nabokov, Ellison, Rushdie, Morrison, O'Brien, Munro.

7678. Thesis Research. A six credit-hour course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned for this course which remains until the thesis has been approved.

8310-15. Special Topic Seminars. Focused, intense examination of a subject in a small seminar setting for advanced doctoral students. Courses might be organized by author, subject, theme, history, or other structure, and may involve intense research, writing, and presentation. IPS students only.

Philosophy

Director and Professor Parens

The aim of philosophy at the university is to recover the possibility of a wisdom dealing with those "first things" which ground and locate human experience within the whole of being. Philosophy is impelled by reference to the totality that is distinctive of human existence. It analyzes the frameworks within which other human endeavors occur and recommends ways in which they might be situated so as to throw light on the character of the totality. Such illumination, in turn, affects those other human endeavors by giving them perspective. By reason of its location in a Catholic institution, the Department is particularly interested in the ways Revelation

has led to developments within a properly philosophic wisdom available to believers and nonbelievers alike.

The major tool of philosophic research lies in the careful study of classical texts from Plato and Aristotle to Heidegger and Wittgenstein. The cultivation of competence in logic and facility in at least one classical and one modern language are viewed as indispensable auxiliaries in the project. The underlying conviction is that texts which have continually drawn the readership of reflective minds throughout the centuries contain profound insights into the fundamental issues of being and thought and that we neglect such insights at our own peril, especially since they have been instrumental in the formation of our own mental horizon. Hence polemical reaction takes second place to sympathetic dialogue. Not so much "Where do they go wrong?" as "What did they see?" governs the approach. Such an approach does not aim at the indifferent cataloguing of historical positions. Rather, it aims at understanding "the things themselves" through dialogue with the masters. The aim is to see the same things in different ways and thereby learn to assess the value and limitations of the differing ways with a view toward an ever-deepening wisdom of the whole.

The curriculum is divided into historical and topical courses. The historical courses (with 6000 numbers) deal with an epoch or an individual thinker; the topical courses (offered at the 7000 level) with an area (e.g. ethics or metaphysics) or an issue (e.g. immortality or potentiality). But both types of courses are, in different ways, historical and topical. The topical courses draw from the entire textual history while the historical courses engage the issues through the thinker or thinkers studied. The research seminars, which are listed at the 8000 level, are the most advanced courses. Their themes typically reflect the faculty's own current research.

Courses in Philosophy

5100. Proseminar. A ten-week seminar concerning many of the professional skills required for success as graduate students and future professors and scholars. Topics to be covered include resources for research; research and writing strategies; scholarly etiquette, norms and ethics; career planning; and professional organizations for philosophers. Required of Ph.D. and Master's students in Philosophy within the first year of study. Graded Pass/No Pass. Fall.

5301–5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned.

See M.A. Philosophy for description of 5000-level courses listed below.

5311. Philosophy of Law.

5321. Philosophy of History.

5332. Philosophy of Technology.

5341. Asian Thought.

5361. Scholastic Tradition.

5371. Phenomenological Tradition.

5381. Senior/Graduate Elective.

Historical Sequence

631X–636X are offered sequentially in a three-year cycle in order to give students the opportunity to acquaint themselves with the entire history of Western philosophy.

631X. Text Seminar: Antiquity. A focused reading of one or more major works from antiquity. Most often covers Plato or Aristotle, but may also include the Presocratics or one or more of the major Hellenistic schools (Epicureanism, Stoicism, Pyrrhonian and Academic Skepticism, Middle Platonism).

632X. Text Seminar: Late Antiquity and the Early Middle Ages. A focused reading of one or more major works from the early development of Christian philosophy and/or its most immediate pagan antecedents. Most often covers Neoplatonism (from Plotinus through Anselm), but may include other historical threads such as the tradition of commentaries on Aristotle, or Stoic influence on medieval philosophy.

633X. Text Seminar: The Later Middle Ages. A focused reading of one or more major works from the Aristotelian period of later medieval philosophy. May cover Aquinas, Scotus, Avicenna, Averroës, Maimonides, or others.

634X. Text Seminar: Early Modernity. A focused reading of one or more major works from the period of the Scientific Revolution (Descartes through Berkeley). May include some consideration of late medieval nominalism or of Renaissance thinkers in their bearing on early modern thought.

635X. Text Seminar: Later Modernity. A focused reading of one or more major works from the Enlightenment and the nineteenth century (Hume through Nietzsche).

636X. Text Seminar: Postmodernity. A focused reading of one or more major works from the twentieth century or beyond. May focus on the linguistic turn and subsequent Anglo-American philosophy, or on Continental traditions such as phenomenology and existentialism.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

Topical Courses

Topical courses are devoted to reflection in some of the fundamental areas of philosophical inquiry. Building on readings from the tradition of Western philosophy, they are aimed not merely at textual exegesis, but at understanding the "things themselves."

7310. Epistemology. Study of the theory of knowledge. What is knowledge? Why do we value it? What are its sources, kinds and limits? What is the role of trust and other virtues in our epistemic lives? What place do epistemic goods have in a well-lived life?

7320. Ethics. Examination of philosophical ethics. Inquiry into such matters as duty, virtue, right, justice, obligation, conscience, practical reason, pleasure, happiness, friendship, moral education, non-cognitivism, pluralism and relativism.

7330. Philosophical Anthropology. A philosophical investigation of the fundamental aspects and elements of being human. Topics such as the psychophysiological constitution of the human being; animal and rational powers (including locomotion, sensation, imagination, memory, rationality, affect, volition and freedom); natality and mortality; personhood; the spiritual character of human being and the prospect of immortality; the variety of approaches to studying human being.

7340. Philosophy of God. A metaphysical study of the highest knowable reality, God. Topics such as arguments for the existence of God; ways of approaching God in thought (e.g., the ways of causality, negation and eminence); attributes of God;

the relationship between God and the world; language suitable for speaking about God; historical factors contributing to the development of human thinking about God; objections to the existence of God, especially in relation to naturalism and the problem of evil.

7350. Metaphysics. The investigation of the principles of being. Topics such as the difference between being and beings; the one and the many; necessity and possibility; substance, spirit and matter/energy; cause and effect; act and potency; essence and existence, eternity and time; the existence of a First Being; and the very possibility of metaphysical inquiry itself.

7360. The Nature of Tradition. The Nature of Tradition reflects on the role of tradition in the quest for philosophical truth. Is "tradition" simply a name for the present's relationship to the past, or is it a special kind of relationship? What has been constitutive of what we call the "Western Tradition"? What is the role of classic texts and works in a tradition? Is modernity by its nature opposed to tradition? Does it make sense in the West to speak of a single tradition, or must we talk about a plurality of them? Can any significant continuity with the past be reestablished once it has been broken (should it be)? The course may include consideration of works from any discipline and any time period relevant to this questioning.

7377, 7378, 7379. Special Studies. Unlisted courses offered according to student interest and faculty availability. As needed.

7381. Directed Readings and Research. Special programs of inquiry, by mutual consent of student and professor with the approval of the Program Director in consultation with the Departmental Chair.

Research Seminars

The Research Seminars are advanced courses usually restricted to doctoral students. They reflect current faculty research, both on particular thinkers and on specialized topics.

8310. Plato. An advanced seminar on one or more texts (such as *Theaetetus*/*Sophist*/*Statesman*, *Philebus*, *Timaeus*/*Critias*) or themes (such as Socrates's forms or ideas, his philosophers [Socrates, Eleatic Stranger, Athenian Stranger]). Close reading of primary texts will be complemented by discussions of recent scholarly literature and of student research. There will be an emphasis on writing for publication and students will get to know the various scholarly communities that read and write about Plato, with a view to refining their own scholarly aspirations.

8315. Aristotle. An advanced seminar on one or more texts (such as *On the Soul*, *Metaphysics*, or *Nicomachean Ethics*) or themes (such as the Aristotle's teleology or his concept of nature). Close reading of primary texts will be complemented by discussions of recent scholarly literature and of student research. There will be an emphasis on writing for publication and students will get to know the various scholarly communities that read and write about Aristotle (and the history of philosophy more generally), with a view to refining their own scholarly aspirations.

8320. Cicero and Augustine in Dialogue. A discussion-based course with a reading of three dialogues by Cicero (*Tusculan Disputations V*, *Academica*, *De natura deorum*) followed by a reading of Augustine's Cassiciacum Dialogues, which correlate topically with Cicero's dialogues. Goals of the course include the following: understanding Cicero's and Augustine's positions concerning foundational moral, epistemological and metaphysical issues; becoming familiar with the schools of

thought in Rome during Cicero's time (i.e., Epicureanism, Stoicism, Peripateticism and Skepticism); considering Augustine's reliance on and distinction from Cicero as a philosopher; contemplating how belief in Christ may change one's philosophical approach and positions, as exemplified in Augustine.

8325. Maimonides. An advanced seminar on Maimonides's *Guide of the Perplexed*, with collateral reading in his *Commentary on the Mishnah* and *Mishneh Torah* (*Code of Law*) as well as in the broader intellectual tradition of Jewish and Islamic theology and philosophy to which Maimonides is responding. Close reading of the primary texts will be complemented by discussions of recent scholarly literature.

8330. Descartes's Thinking. This course examines not just Descartes's thought (i.e., his philosophy) but also his way and conception of thinking (*cogitatio*, *pensée*). Far from being a textbook rationalist, he was a man as steeped in Renaissance humanism and medieval meditative techniques as in the methods of modern mathematical and mechanical science. The course explores this Descartes on the basis of his writings and letters from his earliest notebooks to the masque he wrote for performance at the court of Queen Christina of Sweden.

8335. Spinoza. An advanced seminar on Spinoza's *Ethics*, with collateral reading in his *Theologico-Political Treatise*, *Emendation of the Intellect*, or *Short Treatise*. Close reading of primary texts will be complemented by discussions of recent scholarly literature and of student research. There will be an emphasis on writing for publication and students will get to know the various scholarly communities that read and write about Spinoza, with a view to refining their own scholarly aspirations.

8340. Hegel's *Encyclopaedia*: Logic, Nature, Spirit. This is the only place where Hegel's system is presented in its entirety, though largely in outline form. The central questions of Hegel's thought are, What is human rationality? What are the cultural conditions for its maximal flourishing? What kind of universe is required for such existence? Logic in the broad sense presents the interlocking conditions for answering such questions. Its general form is found in Nature operating in the principle of externality and in human Spirit, in terms of the principle of identity-in-difference between Spirit and embodiment, between individual and community, between man and God and within God Himself.

8346. Wittgenstein. Exploration of the thought of Ludwig Wittgenstein through study of his *Tractatus Logico-Philosophicus* and *Philosophical Investigations*. Exploration of problems dealt with in the Tractatus, including logical atomism, realism about language, the picture theory and the philosophical significance of solipsism. Treatment in the Investigations of such topics as the first person, other minds, sensation, private language, skepticism, meaning and understanding, being guided, thinking and intending.

8347. Gadamer. This course focuses on the work of Hans-Georg Gadamer and examines not only his development of philosophical hermeneutics in his magnum opus, *Truth and Method*, but also his reflections on art, poetry, friendship, and solidarity, as well as his writings devoted to Plato, Aristotle, Hegel, and Heidegger.

8350. Lonergan's *Insight*. Bernard Lonergan's *Insight* is a major work which some think is the most important contribution to epistemology in the twentieth century. *Insight* explores human knowing as a complexus of essentially different acts by which we understand, judge and affirm our very acts of understanding, judging and affirming. The seminar will include parallel readings from Lonergan's Halifax Lectures, *Verbum* articles and background materials from Newman's *Grammar of Assent*.

8355. Christianity and Postmodernism. A study of thinkers and works at the intersection of contemporary Continental philosophy and the Christian intellectual tradition. Possible topics include the writings of John Caputo, Jean-Luc Marion and the representatives of Radical Orthodoxy; the treatment of Augustine's *Confessions* by Jacques Derrida, Jean-François Lyotard and Jean-Luc Marion; the role of St. Paul in Alain Badiou and Giorgio Agamben; etc.

8360. The Notion of Being. What first arises within human awareness is the question of Being that orients us toward the Whole. It is this orientation that makes intellection and volition possible. This orientation has typically been conceived intellectually, but more recently in terms of the relation of full humanness to the underlying mystery of Being. Readings in Parmenides, Plato and Aristotle; Avicenna and Aquinas; Spinoza, Hegel and Heidegger.

8365. Metaphysical Themes. Historical and critical considerations of selected metaphysical themes, including: univocity and analogy, individuals and universals, nature and person.

8370. Themes in Social and Political Philosophy. Historical and critical consideration of selected notions basic to social and political philosophy, including: common good, subsidiarity, solidarity, law and natural law, marriage and family, person.

8380. Philosophy of Imagination. At least since Plato identified the human ability to apprehend images as such in Book VI of the *Republic*, imagination in its various forms has been considered an essential psychological power. For Aristotle no thinking could take place without images; for neo-Platonism it allowed higher things to be glimpsed through material ones, but was also a fundamental source of error. Both rationalists and empiricists tried to domesticate it and in Kant, Idealism and Romanticism it turned into a power that allowed what is intelligible to appear (for example, through art) and in some cases even superseded reason. This course not only reviews the history of imagination, but also addresses what it is and how it is intrinsically related not just to sensation and reason but also feeling, emotion and will and is therefore omnipresent in the normal and extraordinary functions of human life.

Politics

Director and Professor Dougherty

The study of politics at the university comprises all human things. If the *polis* is the association whose purpose is the complete human life, then politics includes all the activities whose end is the complete human life. In reflecting upon these activities, politics becomes philosophic. Indeed, it is only political philosophy, whose founder was Socrates, which takes seriously the possibility of the best regime as the standard whereby every other polity is to be judged. Political philosophy, according to Aristotle, is an inquiry into the soul. For it is ultimately the proper order of the human soul that determines the proper order of constitutions.

The modern difficulty is that we no longer think of politics as concerned with all human things. The state has replaced the *polis* and that means that we now understand politics as concerned only with the external conditions for human existence. The Institute's politics program attempts to show the student that the great texts of political philosophy are not meant to be systematic treatises with propositions which are to be memorized as true statements, but are instead indications, suggestions, openings, into existence. It is only in conversation—in the exchange between the texts, the students and the teacher (who is but a more experienced student)—that the texts come alive. These works do not so much state what the nature of things is as reproduce a journey of the soul toward seeing or intellecting both the principles

and ends of existence. Thus a different kind of reading and scholarship is required, one which is able to reproduce this journey of the soul.

The program also means to restore the importance of the rhetorical tradition. We wish to restore the understanding that the word has a power over the soul. The tendency in political thought today is to interpret human actions as caused by some impersonal force, whether mode of production, the market place, sexual or biological forces, or the mysterious dispensations of History. Political thought becomes an epiphenomenon, a mere reflection or deceptive rationalization of true hidden causes. Thus not rhetoric but a science of economics, of behavior, or of the history of being is said to be of primary importance.

Courses in contemporary politics are an integral part of the program. Just as Aristotle's *Politics* contains careful political analyses of the ancient Greek cities, so today the philosophic study of politics must provide an account of contemporary political life. In any program focusing on great texts there is always a danger of self-forgetful immersion in the past. The study of the present reminds us that political philosophy is intended not merely to understand political life but also to guide it—in light of its ultimate goal, the good society.

Through the program in politics, the Institute hopes to help form students who will be able to bring to the sempiternal political questions understanding shaped by the centuries of discourse on such questions. Students are asked to read the works of the tradition with a seriousness which, in the past two centuries, has too often been lacking. Such seriousness requires not only native intelligence and good character, but also a great capacity for work and a willingness to acquire all the tools necessary for such a task. One of these tools is a knowledge of the languages in which these works were originally written. Students must obtain a working knowledge of at least two of the languages of the philosophic tradition, one ancient and one modern. Those who do not have adequate preparation in political philosophy may be required to take courses in the major curriculum in the Constantin College.

Courses in Politics

See M.A. Politics for description of other courses.

6372. Plato's *Republic*. The implications of the form in which the seminal book in Western political philosophy is written are considered; the political and philosophic alternatives rejected by Socratic-Platonic teaching are also discussed.

6376. Aristotle's *Ethics*. The ethical basis of political life investigated through a study of the Nicomachean Ethics.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

6381. Machiavelli. The thought of this seminal thinker of modernity investigated through a reading of the Discourses on Livy. Other works, especially The Prince, are consulted to establish the broader context of Machiavelli's political teaching.

6384. Hobbes. The founding of modern political science was accomplished by Hobbes. The Leviathan and On the Citizen are read. Attention to the connection between modern science and political science.

6387. Locke. The political philosophy of John Locke, including the *Two Treatises of Government* and the *Essays on the Law of Nature*. Locke's criticism and reinterpretation of traditional natural law and the importance of his teaching for understanding modern liberal regimes, are examined.

6388. Rousseau. The first thoroughgoing critique of modernity was made by Rousseau, giving a new direction to philosophical thought. Texts: the Emile, the First and Second Discourses and The Social Contact.

7351. Directed Readings and Research. Special programs of inquiry, by mutual consent of student and professor with the approval of the Program Director in consultation with the Departmental Chair.

7370. Herodotus.

7371. Xenophon. The Memorabilia Oeconomicus, the Hiero and Cyropaedia. The work of Xenophon as essential for the understanding of Socrates' teaching.

7374. Dialogues of Plato. To be selected by the instructor.

7376. Aristotle's Politics. Study of Aristotle's Politics as an introduction to the classical understanding of man and society. Emphasis on the dialogical or tentative character of Aristotelian teaching.

7380. Medieval Political Philosophy. The confrontation of Greek Philosophy with the revealed religions (Christianity, Judaism and Islam) posed the need for a new expression of the classical teaching. Authors: Thomas Aquinas, Avicenna, Maimonides and Alfarabi.

7388. American Regime. A study of the principles and structure of the American political order

7394. Nietzsche. Nietzsche's mature thought studied through a reading of Beyond Good and Evil and the third part of Genealogy of Morals. Nietzsche's relation to his historicist precursors and existentialist successors emphasized.

8385. Spinoza. The political writings of Spinoza, including the Theologico-Political Treatise and the Political Treatise. The relation of politics and religion is discussed, as well as the grounds for the first philosophic recommendation of free speech and democracy.

8396. Shakespeare Seminar. Shakespeare's understanding of politics and the question of the relationship between poetry, philosophy and political thought. Does Shakespeare present a history of Western civilization from Athens to England?

American Studies

FACULTY
Director and Affiliate Assistant Professor Peterson; and Participating Faculty

At its founding America created a new political order, one dedicated to fostering a life of ordered liberty in accord with "laws of Nature and Nature's God." Novel though it was, the project thus begun has sought to realize conceptions of the best life for human beings as that understanding has emerged over the course of Western civilization. Coming to grasp and to assess that project, therefore, requires investigating a tradition of thought and experience extending far back in time, a tradition that has been transmitted through works of moral and political philosophy, through imaginative literature, and from historical experience of statesmanship, revolution, and constitution making.

The Master's program in American Studies provides opportunity to consider Americans' revolutionary enterprise in the light of precedents extending back to classical antiquity. It investigates the understanding of human nature, political order and justice underlying American institutions through the study of political philosophers, European and American statesmen and imaginative writers of the Old World as well as the New. Master's candidates will also examine challenges to those ideas posed by dissenters resulting in transformation of some of those institutions with the Civil War and in recent times. Students will compare the present self-understanding of Americans with earlier expressions of self-definition in an effort to reestablish connections between this nation's self-understanding and a Western tradition that has drawn guidance from reason, biblical revelation, and aspirations toward responsible freedom.

The program is designed for teachers or those interested in teaching careers on either the secondary or college level and for those interested in preparing for positions of leadership in public affairs.

Admission Requirements

Application for admission includes a complete application form, two letters of reference, a statement of purpose and an intellectual autobiography, a sample of academic writing and official transcripts of previous college work. Completion of a bachelor's degree is a prerequisite to entrance.

Degree Requirements

The Master of American Studies requires 30 hours of course work selected from the following list of courses and a comprehensive examination. Students are advised (and will be actively advised by the American Studies graduate director) to take a broad array of courses both with respect to department or discipline and temporally. Students may petition to have additional courses from English, History, and Politics, as well as from other departments such as Art, Classics, Economics, Theology, and Philosophy, counted toward their American Studies degree. No thesis or foreign language is required.

English courses:

English 5319. Classical Epic.

English 5352. Augustan Literature.

English 5323. Modern Southern Literature.

English 6333. Milton.

English 6336. Thomas More.

English 6337. Pope, Swift, and Their Circle.

English 6338. The Age of Johnson.

English 6361. Faulkner.

English 6362. Hawthorne and Melville.

English 6364. Liberty in Literature.

English 6369. Henry James.

English 6370. Conrad.

English 7316. Shakespeare's Histories.

English 7352. English Romanticism.

English 7366. Modern Fiction.

History courses, all 5300-level courses:

History. Seventeenth-Century America.

History. Eighteenth-Century America.

History. The Scottish Enlightenment.

History. American Military History.

History. Age of Jefferson.

History. Jacksonian Era.

History. The Civil War.

History. Texas History.

History. The American West.

History. America 1880–1920.

History. America since 1920.

History. American Catholic I & II.

History. American South.

History. American Intellectual History.

History. American Women's History.

Politics courses:

Politics 530X. The Enlightenment and Liberal Democracy.

Politics 530X. The American Founding.

Politics 530X. Politics and Parties.

Politics 530X. Hobbes, Locke, Rousseau.

Politics 530X. Progressivism.

Politics 530X. 20th Century Political Thought and Policy.

Politics 530X. Modernity and Post-Modernity.

Politics 7376. Aristotle's Politics.

Politics 6312. Plutarch, Augustine, Machiavelli.

Politics 6321. Lincoln.

Politics 6323. Constitutional Law.

Politics 6326. The Presidency.

Politics 6327. Civil Rights.

Politics 6328. Congress.

Politics 6377. Federalist/ Anti-Federalist.

Courses in American Studies

6351. Directed Reading.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved full-time in studies necessary for the completion of degree requirements. At the end of each course the student must demonstrate progress. A matriculation fee is required. This fee entitles the student to the use of the library and other basic services.

7095. American Studies Comprehensive Exam.

Art

FACULTY
Director and Assistant Professor O'Briant; Professor Shore; Associate Professor Foutch; Assistant Professor Caesar; Affiliate Assistant Professor Nahm; Distinguished Emeriti Professors Hammett, Novinski and Strunck

Admission Requirements

Applicants for the graduate programs in art must submit all materials by February 15 to be considered for regular admission into the next fall semester. No candidates will be considered for admission into the spring semester. The art faculty reserves the right to refuse any applications received after the February 15 deadline.

An application for admission has to include a completed application form, two letters of reference, a statement of purpose, a portfolio of at least ten representative works and official transcripts of all previous college work. Possession of a bachelor's degree is prerequisite for entering the Master of Arts in Art program.

Students are awarded a full tuition scholarship on a competitive basis for the course work needed to complete the program. Part-time study is not possible. Scholarship holders are expected to be available for departmental tasks upon request, not to exceed five hours per week.

Studio/research/grading assistantships are awarded in areas of art history, ceramics, painting, printmaking and sculpture. Teaching assistantships are rare and depend on the needs of the department.

The Master of Arts in Art

The Master of Arts in Art is the intermediate level graduate program for students, who may specialize in painting, printmaking, ceramics and sculpture. It allows for concentrated study over an extended period of time under personal and intensive guidance of the graduate Art faculty and with an assigned major professor. Students and faculty members are engaged in critical interaction through studio critiques and a formal review. The purpose of the program is to present students with theoretical and practical knowledge to make art approaching professional quality.

The M.A. in Art is offered for students who are intent on pursuing a terminal degree in art such as the M.F.A. It also aims to meet the needs of art teachers in secondary schools who wish to deepen their knowledge of their field.

The M.A. requires a minimum of thirty credits, of which fourteen credits must be earned in the following: two consecutive semesters of the M.A. Seminar, a course in both modern and contemporary art and the M.A. Exhibition course. Studio courses can be selected by the student with the approval of the major professor. After the completion of nine to fifteen hours of course work students must apply for candidacy. In the candidacy review the full graduate art faculty examines the student's work and knowledge and grants or denies candidacy. The examination may be repeated only once, within the period of one semester. At ten credits per semester, completion of the program normally takes three semesters (including independent study during the summer). The program culminates in a thesis exhibition and an oral defense of the exhibition. The thesis exhibition is presented on campus. Full documentation of the exhibition is required before the degree is granted.

The Master of Fine Arts

The Master of Fine Arts is the accepted terminal degree for studio artists. It is the purpose of the M.F.A. program to develop students who have superior competence in their studio area, knowledge of a spectrum of studio procedures, proficiency in the history of art and an understanding of the responsibilities of the artist or the artist-teacher.

The program is designed for students of high qualifications who wish to prepare themselves as professional artists and for positions in senior institutions. It requires the completion of the Master of Arts program from the university or other colleges and acceptance by the full graduate art faculty.

The program requires a minimum of thirty hours beyond the Master of Arts. The following courses are required: two consecutive semesters of M.F.A. Seminar, two graduate courses in art history and the M.F.A. Exhibition course. All other courses are selected with the approval of the major professor. At ten credit hours per semester, completion of the program normally takes three semesters as well as two summers of independent study. It is completed by the M.F.A. Exhibition, a professional exhibition on or off campus and by an oral examination by the full graduate art faculty. Students entering the program with an M.A. from another institution have their work and knowledge examined by the faculty after completion of nine to fifteen hours of study. Presentation of full documentation of the exhibition including an artist statement is required for the granting of the degree.

Graduate Courses in Art

Course Numbering. The "V" designation in the course number indicates the possibility of variable credit. Per semester courses may range from one to five credits. ***MA and MFA studio courses may be repeated for up to five credits under each number.**

ART HISTORY COURSES

5342. Ancient Art. A history of the art and architecture of Greece and/or Rome. The instructor may choose to emphasize a particular aspect of ancient art.

5354. History of American Art. From the colonial period to the present.

5356. Art of the Italian Renaissance. A history of the art of the Renaissance in Italy, Giotto to Mannerism.

5357. Special Studies in Art History. Focus on a special topic, period, or artist according to the discretion of the professor.

5365. Medieval Art. A history of art and architecture of the Romanesque and/or Gothic periods. The instructor may choose to emphasize a particular aspect.

5367. Northern Renaissance. Late Gothic and Renaissance art in Europe outside Italy, with emphasis on Flemish and German painting.

5368. Baroque to Neoclassical. The history of European art and architecture of the Baroque, Rococo and/or Neoclassical periods. The instructor may choose to focus on any aspect of Northern or Southern Baroque, Rococo, or Neoclassicism.

5397. Nineteenth Century Art. A survey of art and architecture in the nineteenth century, from Romanticism to Impressionism.

5398. Modern Art. A survey of early and mid-twentieth century art and architecture.

5399. Contemporary Art. A survey and analysis of the art and architecture of the mid-to-late twentieth-century and the twenty-first century.

6351. Directed Readings. Readings in art history and criticism focusing on a particular period, theme, or artist.

6V77, 6V78, 6V79. Special Studies in Art History.

SEMINAR COURSES

7293–7294. M.A. Seminar. Provides a variety of topics relevant to the graduate studio artist, including exhibit issues, professional practices, art historical study and the history of display. Fall and Spring.

8293–8294. M.F.A. Seminar. Provides a variety of topics relevant to the graduate studio artist, including exhibit issues, professional practices, art historical study and the history of display. Fall and Spring.

MA STUDIO COURSES

6V59. Graduate Drawing. Variable credit. Fall and Spring.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for degree completion. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to two Reading courses. The fee required entitles the student to the use of the library and other services.

7495. M.A. Exhibition. A "T" grade is assigned until completion.

7V59. M.A. Drawing. Fall and Spring.

7V72–7V73. M.A. Sculpture. Fall and Spring.*

7V74–7V75. M.A. Painting. Fall and Spring.*

7V76–7V77. M.A. Ceramics. Fall and Spring.*

7V78–7V79. M.A. Printmaking. Fall and Spring.*

7V91. Graduate Problems. Theoretical or Studio Research. Prior to registration, students present a brief proposal in writing to their professor. Variable credit. Fall and Spring. Not generally permitted in the first semester.*

MFA STUDIO COURSES

7V99. M.F.A. Reading. Registration for this non-credit course indicates that the student is involved full time in studies necessary for degree completion. At the end of each course the student must demonstrate progress. Normally, M.F.A. students are limited to four Reading courses. The fee required entitles the student to the use of the library and other services.

8899. M.F.A. Exhibition. A "T" grade is assigned until completion.

8V59. M.F.A. Drawing. Fall and Spring.

8V72–8V73. M.F.A. Sculpture. Fall and Spring.*

8V74–8V75. M.F.A. Painting. Fall and Spring.*

8V76–8V77. M.F.A. Ceramics. Fall and Spring.*

8V78–8V79. M.F.A. Printmaking. Fall and Spring.*

8V91. Graduate Problems. Fall and Spring.*

***MA and MFA studio courses may be repeated for up to five credits under each number.**

Classics

FACULTY
Director and Associate Professor Sweet; Professor Hatlie; Associate Professor Davies; Assistant Professors Danze and Robinson; Affiliate Assistant Professor Kosch

In recent decades there has been a renewed and welcome demand for the re-entry of Greek and Latin into all stages of education, from primary schools to universities. The master's program in Classics is the university's response to this demand at the post-baccalaureate level. The program aims to satisfy the needs of a variety of potential students by offering study in one or both languages for those who have done none in either language or a little or even a substantial amount in one or both. The more knowledge students bring with them the further they can progress. Some may earn the degree in order to apply for a Ph.D. in Classics elsewhere. Others will use it to teach in primary and secondary schools. Still others will simply want to fill some lacunae in their education. Because of the different needs of entering students, the program is designed to be as flexible as possible. It includes an opportunity to take courses outside of those taught by the Classics Department, courses wherein the reading is done in English, but which are appropriate for students who want to expand their acquaintance with classical texts. The program recognizes that in quantity more of the great works of antiquity can be read in translation than in the original languages. In the interest of breadth, therefore, at least three such courses may be made part of the degree, with the understanding, however, that depth comes most assuredly through reading the texts in Greek and Latin. At least five courses, therefore, must be at the graduate level in one or both of the languages. In consultation with an advisor, students will construct degree plans that best meet their individual needs. Plans will vary depending upon these needs and the amount of the languages students bring with them, even including none of either. It is never too late to start.

Degree Requirements

The program offers two degrees:

Master of Arts in Classics
1) 24 credit hours of course work at the 5000 level or above (at least 15 hours must be in Greek or Latin courses or both; 9 may be in related fields where the reading is done in translation)
2) 6 credit hours for a Master's thesis
3) Reading knowledge of one or both languages sufficient to do work at the 5000 level
4) A comprehensive exam to be passed before submitting a thesis proposal

Master of Classics
1) 30 credit hours of course work at the 5000 level or above (at least 15 hours must be in Greek or Latin courses or both; 15 may be in related fields wherein the reading is done in translation)
2) Reading knowledge of one or both languages sufficient to do work at the 5000 level
3) A comprehensive exam to be passed in the final semester before the degree is granted

Additional Stipulations

1) Time limit: all requirements ordinarily must be met within six years of a student's initial registration in course work, excluding leaves of absence.
2) Transfer credits: refer to "Graduate School Policies" in the "Braniff Graduate School of Liberal Arts" section for transfer credit information.
3) For students with no prior knowledge of a classical language, completion of the elementary and intermediate courses in at least one language will be necessary. The Summer Classical Languages Institute is designed to enable students to meet this requirement quickly.

Admission Requirements

Application for admission to the master's programs in Classics requires a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, and official transcripts of previous college work. Possession of a bachelor's degree is prerequisite to matriculating, but not necessarily one in the humanities. Non-degree seeking students are welcome to participate after consulting with the Graduate Director in Classics.

Nota bene: Knowledge of Latin or Greek is not a prerequisite for admission to the program.

Courses in Classics

Consult the entry for the Classics Department in the undergraduate section of the Bulletin. All courses listed there at the 3000 or 4000 levels may be taken for graduate credit at the 5000 level with the addition of supplementary work, typically a longer list of assigned readings and/or a longer paper.

6351. Directed Readings.

6377, 6378, 6379. Special Studies.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

7095. Classics Comprehensive Exam.

7678. Thesis Research. A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned, which remains until the thesis has been approved.

Courses in Related Fields

A few examples of courses that may be taken for credit in other departments of the humanities are:

English

5318. Tragedy/Comedy.

5319. Classical Epic.

History

530X (3303). Ancient Greece.

530X (3304). The Roman Republic.

530X (3305). The Roman Empire.

Philosophy

530X (3343). From Ancient to Medieval Philosophy.

Politics

530X (3331). Plato's Republic.

530X (3332). Aristotle's Politics.

530X (4311). Thucydides: Justice, War, and Necessity.

530X (4350). Aristotle's Ethics.

Education

FACULTY
Director and Assistant Professor Newstreet; Associate Professors Boazman and Sarker; Assistant Professor Nakazawa; Affiliate Instructor Khirallah

CERTIFICATION OFFICER
T. Cooper

Alternative Teacher Certification

Admission Requirements
The following information must be submitted when applying for entrance to the Alternative Certification Program:

1) A completed online application for admittance to the Braniff Graduate School and University of Dallas Educator Preparation Program.
2) Statement of Purpose (a personal statement addressing why you want to be a teacher)
3) Writing sample
4) Two letters of recommendation (The Education Department uses a recommendation form. Please contact the Education Department to obtain.)
5) All official college transcripts sent directly to the Braniff Graduate Office and the Certification Officer in the Department of Education from each college or university attended by the applicant (even if no credit or degree was earned). Applicants must have at least a 2.75 GPA, verifiable by their transcripts. They must also have a Bachelor's Degree with a minimum overall GPA of 2.75 and 2.75 in teaching field courses. (For Core Subjects EC-6 courses in English, Math, Science, Social Studies (History/Politics/Economics) and Fine Arts (Art/Music/Theatre Arts, Health & Physical Education) are used to calculate the grade point average in the teaching field courses.
6) Candidates must have earned a minimum of 12 hours in core subjects: English, Math, Science, Social Studies (History/Politics/Economics), and Fine Arts (Art, Music, Theatre Arts, Health, or Physical Education) or complete a total of 24 hours in teaching field, 18 hours of which are upper division coursework.
7) Pass the Pre-Admission Content Test (PACT) through a Texas Education Agency (TEA) approved testing vendor.

International Student Applicants: A foreign credential evaluator that has been recognized by the State of Texas must evaluate all foreign transcripts. In addition, all student applicants whose native language is not English or who did not complete an undergraduate degree in the United States must submit a score report from the TOEFL. The minimum score, effective October 22, 2017, in Speaking of 24, in Listening of 22, in Reading of 22, and in Writing of 22 (within 2 years from date of testing) is also a requirement for issuance of a probationary certificate and for a standard certificate. All scores must not be older than two years.

Students may pursue one of the two certificate options:

A. Elementary (EC-6) Teacher Certification (24 credit hours required): Students seeking the Elementary Teacher Certificate are required to complete the following course:

EDU 5326 Philosophy of Education

EDU 5343 Elementary Principles of Teaching, Learning, Assessment

EDU 5344 Literacy Instruction, Assessment, and Practice

EDU 5377 Human Growth & Development

EDU 6327 Elementary Math and Science Teaching and Practice.

EDU 6350 Instructional Strategies Across the Curriculum

EDU 5379/5380. Internship in Education.

B. Secondary (7-12) Teacher Certification (24 credit hours required): Students seeking Secondary Teacher Certificate are required to complete the following courses:

EDU 5323. Reading in Secondary Schools

EDU 5326 Philosophy of Education

EDU 5346 Best Practices for Secondary Curriculum and Instruction

EDU 5351 History of American Education

EDU 5352 Education Evaluation

EDU 5377 Human Growth & Development

EDU 5379/5380 Internship in Education

Catholic Teacher Certificate

The Catholic Teacher Certificate Program is designed for teachers already teaching in Catholic schools, newly hired by a Catholic school, as well as those interested in teaching in Catholic schools who wish to develop, support, and enhance their pedagogical skills and commitment to Catholic education. The certificate program offers not only distinctive professional development in education but also emphasis on the integration of faith into teaching and learning. Teachers and prospective teachers enrolled in the program will gain foundational knowledge, methodology, and practical experience in the field of Catholic education. In particular, students will develop skills and learn strategies for integrating Catholic values into the curriculum. Although the Catholic Teacher Certificate program is designed to meet the needs of Catholic school teachers across the nation, a University of Dallas Catholic Teacher Certificate allows a teacher or prospective teacher to not only meet but also exceed the Texas Catholic Conference Education Department pedagogy requirements to teach in Texas Catholic Diocesan schools. In addition, courses earned toward the certificate may be used to satisfy some of the Texas Education Agency (TEA) and Texas State Board of Educator Certification (SBEC) requirements for full Texas public school teacher certification.

Eligibility Requirements

1) Bachelor's Degree with a minimum overall GPA of 2.75, or 2.75 in the last 60 hours
2) Commitment to Catholic education

3) Verbal Proficiency (To be assessed during the application process)
4) Writing Proficiency (To be assessed during the application process)

Admission Requirements

The following information must be submitted when applying to the Catholic Teacher Certificate Program:

1) A completed online application for admittance to the Braniff Graduate School
2) Statement of Purpose (a personal statement addressing why you want to be a teacher)
3) Writing sample
4) All official college transcripts sent directly to the Braniff Graduate Office from each college or university attended by the applicant (even if no credit or degree was earned). Applicants must have at least a 2.75 GPA, verifiable by their transcripts.

Tuition

The University of Dallas offers Catholic school teachers reduced cohort pricing. Catholic school teachers and/or prospective Catholic school teachers who are accepted into the Catholic Teacher Certificate Program will be identified as members of the Catholic Education Cohort.

Outline of the Program

The Catholic Teacher Certificate Program is designed to meet the needs of those interested in teaching in the elementary, middle school, or high school grades in Catholic schools. It requires a student to complete 18 credit hours. The courses required for the certificate vary depending on the level (elementary or secondary) of Catholic teacher certification sought.

All students seeking Catholic Teacher Certification are required to take the following 12 credit hours:

EDU 5342. Foundations of Catholic Education.

EDU 5352. Educational Evaluation/Assessment.

EDU 5377. Human Growth and Development.

PLUS one of the following:

NSOM 6375. Catechetics and the Development of Faith.
OR
An approved NSOM elective from the School of Ministry

Students may pursue one of the two certificate options:

A. Catholic Teacher Certification with Elementary Education Emphasis (6 credit hours required): Students seeking the Catholic Elementary Teacher Certificate with an interest in teaching at the elementary level (grades K-6) are required to complete the following additional courses:

EDU 6333. Foundations of Literacy Learning. (Clinical practice in a Catholic school classroom is required of all students seeking the Catholic Teacher Certificate. For teachers employed by Catholic schools, the clinical practice can be completed while on the job.)

PLUS one of the following:

EDU 6324. Teaching Elementary Mathematics. (Clinical practice in a Catholic school classroom is required of all students seeking the Catholic Teacher Certificate. For teachers employed by Catholic schools, the clinical practice can be completed while on the job.)

EDU 6325. Teaching Elementary Science. (Clinical practice in a Catholic school classroom is required of all students seeking the Catholic Teacher Certificate. For teachers employed by Catholic schools, the clinical practice can be completed while on the job.)

B. Catholic Teacher Certification with Secondary Education Emphasis (6 credit hours required): Students seeking the Catholic Secondary Teacher Certificate with an interest in teaching at the secondary level (grades 6-12) would be required to complete the following additional courses:

EDU 5323. Reading in the Secondary Schools. (Clinical practice in a Catholic school classroom is required of all students seeking the Catholic Teacher Certificate. For teachers employed by Catholic schools, the clinical practice can be completed while on the job.)

EDU Elective. Choose one approved graduate education 3 credit hour elective.

The Master of Arts in Teaching 4+1 Program

The Master of Arts in Teaching (M.A.T.) focuses on the advancement of teaching as a career and is designed to offer current University of Dallas undergraduate students the opportunity to earn a Master's degree in five years, in conjunction with baccalaureate studies. The 4+1 M.A.T. offers education majors, as well as students majoring in subjects other than education, the opportunity to earn a Master's degree with Texas teacher certification. Theology majors are prepared to teach in Catholic elementary or secondary education settings. UD students can expect to gain hands-on teaching experience and to work directly with elementary or secondary students and practitioners in the field. The M.A.T. will provide in-depth knowledge of teaching coupled with extensive experiences in the classroom as a clinical teacher under the direct supervision of university faculty and accomplished classroom teachers.

Admission Requirements

The following information must be submitted when applying for entrance to the *Master of Arts in Teaching 4+1 Program:

1) A completed online application for admittance to the Braniff Graduate School
2) Statement of Purpose (a personal statement addressing why you want to be a teacher)
3) Writing sample
4) Two letters of recommendation (The Education Department uses a recommendation form. Please contact the Education Department to obtain this form)
5) All official college transcripts sent directly to the Braniff Graduate Office from each college or university attended by the applicant (even if no credit or degree was earned). Applicants must have at least a 2.75 GPA, verifiable by their transcripts.

Additional requirements

1) A completed application for admission to the University of Dallas Educator Preparation Program. (Contact the Education Department for information regarding the educator preparation application process).
2) An overall grade point average of 2.75 (on a 4.0 scale) and 2.75 in pedagogical and teaching field courses, verifiable by your transcripts
3) Resume
4) Demonstrated proficiency in *each* of the basic skills of reading, writing, math, critical thinking and oral communication in English. A student can demonstrate proficiency of basic skills by submitting current (within the last five years) passing scores on approved standardized tests or contact the Certification Officer to see if an exemption applies. Approved standardized tests and minimum passing scores are:

Texas Success Initiative: Math minimum of 350, Reading minimum of 351, Writing minimum of 340, Essay minimum of 4

- ACT: Composite minimum of 23, Math minimum of 19, English/Reading minimum of 19
- SAT: Math minimum of 530, English/Reading/Writing minimum of 480

5) Degree/Certification Plan (completed in conjunction with education advisor)

International Student Applicants: A foreign credential evaluator that has been recognized by the State of Texas must evaluate all foreign transcripts. In addition, all student applicants whose native language is not English or who did not complete an undergraduate degree in the United States must submit a score report from the TOEFL. The minimum score, effective October 22, 2017, in Speaking of 24, in Listening of 22, in Reading of 22, and in Writing of 21 (within 2 years from date of testing) is also a requirement for issuance of a probationary certificate and for a standard certificate. All scores must not be older than two years.

Program Requirements

The Master of Arts in Teaching offers three distinct options:

1) M.A.T. with Texas Elementary Public School Certification,
2) M.A.T. with Texas Secondary Public School Certification, or
3) M.A.T. with Secondary Texas Catholic Conference Certification.

Outline of the Program. The M.A.T. will require a student to complete a fifth year of work, in conjunction with their undergraduate coursework. Students will successfully complete 24-30 undergraduate credit hours in EDU courses, depending on whether a student is interested in teaching at the secondary level (grades 7-12) or at the elementary level (grades EC-6).

All students seeking the M.A.T. are required to take two 3-credit hour graduate education courses, outside of their undergraduate education degree requirements, as undergraduates.

A. M.A.T. with Elementary State Certification to teach (30 credit hours required): Interdisciplinary Studies students seeking certification to teach at the elementary level (grades EC-6) will be required to complete the following undergraduate courses before the fifth year:

EDU 3147, 3148. Reflective Teaching. (2 semesters required)

EDU 3305. Computer Problem Solving.

EDU 3322. Child and Young Adult Literature.

EDU 3323, 3102. Developmental Reading with Field Based Experience.

EDU 3324. Diagnostic and Corrective Reading.

EDU 3325, 3101. Mathematics Concepts for Elementary Teachers with Field Based Experience.

EDU 3326, 3103. Science in the Elementary School with Field Based Experience.

EDU 3327. Child Growth and Development.

EDU 3330. Integrated Curriculum.

EDU 4343. Principles of Elementary Education.

EDU 5351. History of American Education.

EDU 5352. Education Evaluation.

PHI 3335. Philosophy of Education.

2 Graduate Level EDU Electives.

During the fifth year of the 4+1 M.A.T. program, students will be required to complete the following additional graduate coursework:

EDU 5355. Foundations of ESL Instruction. Spring.

EDU 6147. Graduate Clinical Teaching Seminar. Fall.

EDU 6148. Graduate Clinical Teaching Seminar. Spring.

EDU 6802. Early Childhood School (Grades K-3) Clinical Teaching.
AND
EDU 6806. Intermediate School (Grades 4-6) Clinical Teaching.
OR
EDU 6805. M.A.T. Internship
OR
EDU 6810. M.A.T. Internship

1 Education Elective.

Education Elective Choices
EDU 5337. Gifted Learners: Nature and Needs. Spring.

EDU 5342. Foundations of Catholic Education. Fall.

EDU 5354. Language Acquisition/Linguistics. Fall, odd years.

EDU 5356. Educational Research Design. Spring.

EDU 5357. Sociology of Education. Fall.

EDU 6333. Foundations of Literacy Learning. Fall, even years.

Sequence of Courses

YEAR 5 (FALL)		**YEAR 5 (SPRING)**	
EDU 6806, Clinical Teaching*		EDU 6802, Clinical Teaching	
OR		OR	
EDU 6805 M.A.T. Internship	8	EDU 6810 M.A.T. Internship	8
EDU 6147, Graduate C.T. Seminar	1	EDU 6148, Graduate C.T. Seminar	1
Education Elective	3	EDU 5335 Foundations of ESL	3

*Or 9 credit hours of approved EDU electives, if you completed one semester of Clinical Teaching as an undergraduate.

B. M.A.T. with Secondary State Certification to teach (30 credit hours required): Students seeking certification to teach at the secondary level (grades 7-12) will be required to complete the following additional courses before the fifth year:

EDU 4346. 3111, 3112 Principles of Secondary Education with Education Field Based Experience (Middle School & High School).

EDU 3147 or 3148. Reflective Teaching.

EDU 3305. Computer Problem Solving.

EDU 5323. Reading in the Secondary Schools.

EDU 5351. History of American Education.

EDU 5352. Education Evaluation.

EDU 5377. Human Growth and Development.
OR
EDU 3327. Child Growth and Development.

PHI 3335. Philosophy of Education.

2 Graduate Level EDU Electives

During the fifth year of the 4+1 M.A.T. program, students will be required to complete the following additional graduate coursework:

EDU 5355. Foundations of ESL Instruction.

EDU 6147. Graduate Clinical Teaching Seminar.

EDU 6148. Graduate Clinical Teaching Seminar.

EDU 6808. Middle School Clinical Teaching.
AND
EDU 6812. High School Clinical Teaching.
OR
EDU 6805. M.A.T. Internship.
OR
EDU 6810. M.A.T. Internship.

1 Education Elective

Education Elective Choices or other approved elective by department chair
EDU 5337. Gifted Learners: Nature and Needs. Spring.

EDU 5342. Foundations of Catholic Education. Fall.

EDU 5354. Language Acquisition/Linguistics. Fall, odd years.

EDU 5356. Educational Research Design. Spring.

EDU 5357. Sociology of Education. Fall.

EDU 6333. Foundations of Literacy Learning. Fall, even years.

Sequence of Courses

YEAR 5 (FALL)		**YEAR 5 (SPRING)**	
EDU 6806, Clinical Teaching		EDU 6812, Clinical Teaching	
OR		OR	
EDU 6805 M.A.T. Internship	8	EDU 6810 M.A.T. Internship	8
EDU 6147, Graduate C.T. Seminar	1	EDU 6148, Graduate C.T. Seminar	1
EDU Elective	3	EDU Elective	3

*Or 9 credit hours of approved EDU electives, if you completed one semester of Clinical Teaching as an undergraduate.

C. M.A.T. with Secondary Texas Catholic Conference Certification to teach (30 credit hours required): Students seeking certification to teach Theology at the secondary level (grades 6–12) will be required to complete the following undergraduate courses before the fifth year:

EDU 4346. 3111, 3112 Principles of Secondary Education with Education Field Based Experience (Middle School & High School).

EDU 5323. Reading in the Secondary Schools.

EDU 5351. History of American Education.

EDU 5352. Education Evaluation.

EDU 5377. Human Growth and Development.
OR
EDU 3327. Child Growth and Development.

PHI 3335. Philosophy of Education.

NSOM 6375. Catechetics & the Development of Faith.

During the fifth year of the program, 4+1 M.A.T. students will be required to complete the following additional graduate coursework:

EDU 6147. Graduate Clinical Teaching Seminar.

EDU 6148. Graduate Clinical Teaching Seminar.

EDU 6808. Middle School Clinical Teaching.
AND
EDU 6812. High School Clinical Teaching.
OR
EDU 6805. M.A.T. Internship.
OR
EDU 6810. M.A.T. Internship.

2 Education Electives.

Education Elective Choices or other approved elective by department chair.
EDU 5337. Gifted Learners: Nature and Needs. Spring.

EDU 5342. Foundations of Catholic Education. Fall.

EDU 5354. Language Acquisition/Linguistics. Fall, odd years.

EDU 5355. Foundations of ESL Instruction. Spring.

EDU 5356. Educational Research Design. Spring.

EDU 5357. Sociology of Education. Fall

EDU 6333. Foundations of Literacy Learning. Fall, even years.

Sequence of Courses

YEAR 5 (FALL)		**YEAR 5 (SPRING)**	
EDU 6806, Clinical Teaching		EDU 6812, Clinical Teaching	
OR		OR	
EDU 6805 M.A.T. Internship	8	EDU 6810 M.A.T. Internship	8
EDU 6147, Graduate C.T. Seminar	1	EDU 6148, Graduate C.T. Seminar	1
Education Elective	3	EDU Elective	3

Courses in Education

5323. Reading in the Secondary Schools. This course extends the student's knowledge and skill in order to provide literacy instruction that improves learning in secondary school Content areas. Within a collaborative environment, students explore relevant research and theory and engage in teaching an applying proven principles and strategies related to literacy instruction. Topics include, but are not limited to, TEKS, ELPs. Reading and writing as processes, linguistics, text structure, fluency comprehension, Dyslexia, vocabulary development and assessments. Spring.

5326. Philosophy of Education. Consideration of themes such as the nature of the student and of the teacher, goals of education, curriculum and methodology, the nature and division of knowledge, education and the common good. Inquiry is cast in the light of fundamental considerations of the nature of the human person, of mind, of being and of the good, chiefly through study of classic texts of the Western philosophical tradition.

5337. Gifted and Talented: Nature and Needs. Gifted and Talented: Nature and Needs is an introductory course in the education of gifted, talented, and creative students. This course in education of gifted, talented, and creative students. This course provides an overview of the current and historical issues in the field. The intellectual, social, emotional, developmental, and educational characteristics of gifted students are introduced. Appropriate educational opportunities and programming are discussed. Issues in identification of the gifted, special gifted populations, and current research are reviewed. Spring.

5342. Foundations of Catholic Foundation. The purpose of this course is to increase the student's awareness, knowledge, and understanding of the many complex factors that shape education in Catholic schools. While reading and reflecting upon relevant primary and secondary sources and engaging in thoughtful, collegial discussion, the student will explore the history, mission, identity, and value of Catholic Schools. Students will review relevant Church documents, scholarly texts, and research to evaluate the health of Catholic schools, the effects of Catholic education, and the values (both promises and perils) of Catholic education in 21st century America. Special attention will be given to examining trends related to teaching and learning in Catholic Environment's, infusing Catholic identity into education practice, and constructing a thoughtful, personal philosophy of education. At the end of the course, students will be expected to submit a Catholic Education Portfolio. Fall.

5343. Elementary Principles of Teaching, Learning, Assessment. An overview of elementary education, addressing classroom management, teaching methodology,

curriculum planning, and educational evaluation as they have evolved and relate to both the classroom teacher and the student. Special populations and appropriate differentiation strategies are explored. An examination of assessment through reflective practice offers insight into the selection, construction, and implementation of assessments. This course explores what I means to assess in the content of teaching. Five hours of field based experience (observation) required. This course is offered through our Alternative Certification Program

5344. Literacy, Instruction, Assessment, and Practice. This course addresses the major components of literacy programs form early childhood through 8th grade. The theoretical foundations of literacy are discussed as well as the interrelated components of literacy across all developmental stages of oral and written language. Current, research-based literacy development knowledge and strategies are explored, along with appropriate literacy assessment methods, commensurate with state requirements for students and teachers. Candidates will investigate essential literacy components of oral language, phonological awareness, phonics, the alphabetic principle, word analysis, fluency, vocabulary, comprehension and written language. Ten hours of field based experience (observation) required. This course is offered through our Alternative Certification Program.

5346. Best Practices for Secondary Curriculum and Instruction. Students connect learning from observations in secondary school classrooms with instruction that involves active participation, readings, and presentations about pedagogical theory, research, and best practice. Topics include the qualities of effective teachers, standards and lesson planning, classroom management, differentiated instruction, special populations, instructional strategies, activities, resources, and technology integration. 30 hours of field based experience (classroom observation) required (via video and/or in person). This course is offered through our Alternative Certification Program

5351. History of American Education. Students acquire knowledge and keener insight into the present and future promises and perils of America's schools while exploring the historical events and the multifarious factors that have shaped this quintessential, evolving American enterprise form the 18th to the 21st centuries. While reading primary and secondary sources, engaging in classroom discussion, viewing videos and making presentations, students learn the historical, philosophical, social, political and economic forces that have influenced education in America. Fall and Spring.

5352. Education Evaluation. An examination of assessment through reflective practice offers insight into the selection, construction and implementation of assessments. Offers preserve and in-service teachers a responsive/interactive environment in which to explore what it means to assess in the context of teaching. Fall and Spring.

5354. Language Acquisitions/Linguistics. Language is central to everything and it, more than any other characteristic, distinguishes mankind from other living creatures. The nature of language, phonology, morphology and syntax, structural and transformational grammar, social variations and dialects of English and kinesics and proxemics are topics studied. Fall, even years.

5355. Foundations of ESL Instructions. Designed for students pursuing teacher certification with an emphasis on supporting English language learners (ELLs) from early childhood through grade six, this capstone class offers a more in-depth examination of topics introduced in EDU 3222, 3323, 3102 and the required reading elective. Students develop deeper, more critical insight into the seven areas of

effective ESL instruction and transform that insight into effective, research-based units of instruction. Spring.

5356. Educational Research Design. Study of research methods, including historical, descriptive and experiment types, emphasizing research proposal and report writing. Major topics in statistics, hypothesis-testing, statistical inference, correlation, analysis and validity. Types of designs studied are CRD, factorial, nested, repeated measures, Latin square, and incomplete block. Spring, even years.

5357. Sociology of Education.

5377. Human Growth & Development. Exploration of the physical, mental, social, and moral growth across the lifespan. Students examine significant theories of development with emphasis on the work of Piaget, Erikson, Kohlberg, and Vygotsky. Students discuss and questions significant topics of development that reflect on the issue of "nature v. nurture." A research project requires students to examine areas of human growth and development in light of developmental theories. Fall, even years.

5379/5380. Internship in Education. A full-time teaching experience in an area elementary, middle, or high school under the supervision of a university field supervisor from the Department of Education. The Internship in Education is accomplished as an Alternative Certification in the Braniff Graduate School Educator Preparation Program. Two semester are required. Graded course. Fall and Spring.

6147. Graduate Clinical Teaching Seminar. Weekly one-hour seminars concurrent with Clinical teaching offer in-depth discussion and reflection on the experience of teaching and topics that include, but are not limited to, the TExES, Code of Ethics, legal issues, personnel hiring practices, administrator expectations, special education and bilingual and ESL programs. Students receive instruction/guidance from departmental faculty/staff and educators from area school districts and complete a Teacher Placement File. Fall.

6148. Graduate Clinical Teaching Seminar. Weekly one-hour seminars concurrent with Clinical teaching offer in-depth discussion and reflection on the experience of teaching and topics that include, but are not limited to, the TExES, Code of Ethics, legal issues, personnel hiring practices, administrator expectations, special education and bilingual and ESL programs. Students receive instruction/guidance from departmental faculty/staff and educators from area school districts and complete a Teacher Placement File. Spring.

6324. Teaching Elementary Mathematics.

6325. Teaching Elementary Science.

6327 Elementary Math and Science Teaching and Practice. The course develops candidate's pedagogical content knowledge appropriate for elementary school math and science instruction. Attention is directed to developmentally appropriate practices for teaching math and science. Candidates will explore inquiry methods in both math and science, including utilization of a laboratory approach and concrete manipulatives. Ten hours of field based experience (classroom observation) required. This course is offered through our Alternative Certification Program

6333. Foundations of Literacy Learning. The theoretical and historical foundations of literacy instruction are discussed as well as the interrelated components of literacy across all developmental stages of oral and written language. Current, research-based literacy development knowledge and strategies are explored, commensurate with state requirements for students and teachers. Students will analyze best practices in various key areas of literacy instruction such as phonological aware-

ness, phonics, vocabulary, comprehension, fluency, writing, literature integration, and other components of a comprehensive literacy program from pre-kindergarten through grade 12. Fall, odd years.

6350 Instructional Strategies Across the Curriculum. The course will explore effective curriculum integration and instructional strategies across social studies content areas. The course also explores the scope of literature for children and young adults and the principles necessary for a successful and fruitful literature program. The course intents to create a love for fine writing and a sensitivity to and appreciation for the relationships among art, music, drama, and literature in a multicultural setting. Five hours of field based experience (classroom observation) required. This course is offered through our Alternative Certification Program

6802. Early Childhood Clinical Teaching. The capstone course in the M.A.T. teacher preparation program (K-3). Students actively participate in the complex, multifaceted world of teaching and learning while teaching all day for 14 weeks in an accredited elementary school. The clinical teacher is supervised by a certified cooperating classroom teacher and a university supervisor. Students working toward a M.A.T. in elementary education must complete two semesters of clinical teaching, one at the primary school level, and one at the intermediate school level. Fall and Spring.

6805. M.A.T. Internship. A full-time teaching experience in the area elementary, middle, or high school under the supervision of a university field supervisor from the Department of Education. The Internship in Education is accomplished as a Post-Baccalaureate Certification in the Braniff Graduate School Educator Preparation Program. Fall.

6806. Intermediate School Clinical Teaching. The capstone course in the M.A.T. teacher preparation program (grades 4–6). Students actively participate in the complex, multifaceted world of teaching and learning while teaching all day for 14 weeks in an accredited elementary school. The clinical teacher is supervised by a certified cooperating teacher and a university supervisor. Students working toward a M.A.T. in elementary education must complete two semesters of clinical teaching, one at the primary school level, and one at the intermediate school level. Fall and Spring.

6808. Middle School Clinical Teaching. The capstone course in the M.A.T. teacher preparation program (grade 4-8). Students actively participate in the complex, multifaceted world of teaching and learning while teaching all day for 14 weeks in an accredited elementary school. The Clinical teacher is supervised by a certified cooperating classroom teacher and a university field supervisor. Students working toward a M.A.T. in secondary education must complete two semesters of clinical teaching, one at the middle school level and one at the high school level. Fall and Spring.

6810. M.A.T. Internship. A full-time teaching experience in the area elementary, middle, or high school under the supervision of a university field supervisor from the Department of Education. The Internship in Education is accomplished as a Post-Baccalaureate Certification in the Braniff Graduate School Educator Preparation Program. Spring.

6812. High School Clinical Teaching. The capstone course in the M.A.T. teacher preparation program (grade 4–8). Students actively participate in the complex, multifaceted world of teaching and learning while teaching all day for 14 weeks in an accredited elementary school. The Clinical teacher is supervised by a certified cooperating classroom teacher and a university field supervisor. Students working toward a M.A.T. in secondary education must complete two semesters of clinical

teaching, one at the middle school level and one at the high school level. Fall and Spring.

7095. Education Comprehensive Exam.

Graduate Course Offered in the Neuhoff School of Ministry in Cooperation with the Braniff Graduate School and Department of Education for the Catholic Teacher Certificate:

NSOM 6375. Catechetics and the Development of Faith. Introduction to the history, theology and practice of catechesis. Including the methods, content and curriculum of contemporary catechesis, with particular focus on age-appropriateness and faith and its maturation in people.

English

FACULTY
Director and Associate Professor Osborn; Professors Crider, Dupree, and Wegemer; Associate Professors Bourbon, Kenney, Moran, Romanick Baldwin, Roper and Waterman Ward; Assistant Professors Berry and Davis

Overview

The Master's program in English at the University of Dallas is intended for those who wish to pursue the advanced study of Literature in English within the context of the Western tradition of culture and thought. The goal of our program is to develop and perfect a student's capacities for sophisticated and independent thinking about literature, through which one can reach wisdom about the human condition.

The Master's program is focused on the humanities, broadly understood. This combination allows students to achieve an unusual depth and breadth of understanding. Students are encouraged to integrate their literary studies within the broader traditions of thought and culture represented by the core curriculum. These traditions, however, are not constituted simply by the history of English literature. They consist of a set of overlapping and integrated traditions of philosophy, politics, and culture.

The program leading to a Master's in English is designed for those interested in deepening their knowledge and competence in the analysis of and the writing about literature. Our program appeals to a select audience, including students who may not have earned a Bachelor's degree in English Literature but who want to increase their knowledge of the English Literary tradition and the philosophy and theory of art. The Master's program, in addition to its general focus on human knowledge and understanding, prepares students to pursue careers in teaching, journalism, law, and business, and is an excellent preparation for students wishing to pursue a Doctorate at any university, in any number of programs in the humanities.

Summary of Program Requirements

1) **Registration:** a minimum of one year enrollment

2) **Advising:** 2 meetings per semester with assigned advisor

3) **Coursework and requirements:**

Master of Arts (M.A.)
- Eight courses (24 credits) and Eng 7678 Thesis Research (6 credits), with a GPA of 3.0 or higher.
- Submission of Master's Thesis, approximately 40 pages of original critical work
- Demonstrated proficiency in a foreign language.

Master of English (M.E.)
- Ten courses (30 credits), with a GPA of 3.0 or higher.
- No thesis or foreign language requirement

For either program, the courses must include the following:

- ENG 5315: Introduction to Literary Study, taught each Fall term
- Five graduate level seminars in English Literature.

4) A positive evaluation on the **comprehensive examination.**

5) Completion of above requirements **within 6 years of matriculation** at the University of Dallas

Notes:

- Transfer Credits: Refer to "Graduate School Policies" in the "Braniff Graduate School of Liberal Arts" section for transfer credit information.
- Language Proficiency: Before beginning the M.A. thesis the candidate will demonstrate a reading competency in Greek, Latin, French, German, Spanish, or Italian. The language requirement may be met by completing an upper level language course with a grade of B or better or by passing an examination in translation.

Application:

- Completed application form
- Statement of purpose (750 word max)
- Intellectual Autobiography (750 word max)
- Official transcripts of previous college work
- General GRE test scores (from within the last five years)
- Two letters of recommendation
- A sample of academic writing
- Applications will be evaluated regardless of undergraduate major.

Courses in Literature

See Institute of Philosophic Studies for course descriptions.

5301–5310. Cross-listed Courses.
5315: Introduction to Literary Study.
5318. Tragedy/Comedy.
5319. Classical Epic.
5320. Arthurian Romance.
5321. Modern Irish Literature.
5322. Menippean Satire.
5323. Modern Southern Literature.
5324. Dante.
5325. Augustan Literature.
5326. Waugh and the Post-War West.
5375. Special Studies.
6313. Chaucer I: Early Works to Troilus.
6314. Chaucer II: The Canterbury Tales.
6315. Classical Rhetorical Theory.
6316. Pastoral Poetry.
6325. Special Topics in Shakespeare.
6332. Spenser.
6333. Milton.
6334. Jonson and the Tribe of Ben.
6336. Thomas More.
6337. Pope, Swift, and Their Circle.
6338. The Age of Johnson.
6354. Jane Austen.
6355. Russian Novel.
6357. Victorian Literature.
6360. Literary Criticism and Theory.
6361. Faulkner.

6362. Hawthorne and Melville.
6364. Liberty in Literature.
6369. Henry James.
6370. Conrad.
6377, 6378, 6379. Special Studies.
6395. Studies in the Novel.
6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. A matriculation fee is required. It entitles the student to the use of the library and other basic services.
7095. English Comprehensive Exam.
7312. The English Renaissance.
7314. Shakespeare's Tragedies.
7315. Shakespeare's Comedies.
7316. Shakespeare's Histories.
7317. Shakespeare's Sonnets and Narrative Poems.
7335. Seventeenth-Century Lyric.
7351. Directed Readings and Research.
7352. English Romanticism.
7365. Modern Poetry.
7366. Modern Fiction.
7678. Thesis Research. A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned, which remains until the thesis has been approved.

Humanities

FACULTY
Director and Affiliate Assistant Professor L. Eidt; Professor B. Cowan; Assistant Professor Post; Participating Faculty and DIHC adjunct faculty

The Master's Program in Humanities is designed to make available the wide range of graduate courses in the humanities that are offered by the various departments of the university. The intention of the program is, first, to give students the opportunity to pursue their interests in different fields without committing themselves to earning a degree in any one field alone and, second, to encourage the careful reading of a limited number of great works of Western thought. To promote both aims, those of flexibility and careful reading, students design their own curricula, in consultation with the director, around a core of three special courses. To this core students add courses, according to their interests, either in one or two concentrations, or in one or two historical periods. The program requires 36 units of credit and leads to either a Master of Arts in Humanities or a Master of Humanities. Specifically designated courses from the Teachers' Academy at the Dallas Institute of Humanities and Culture (DIHC) may be available as part of the Humanities program. Candidates may also earn Texas State Alternative Certification at the elementary or secondary level as part of this program.

Structure of the Program

The core of the program consists of a sequence of six special courses (each student must take three) that are called the Great Works Courses and are devoted to studying certain principal works in the tradition of Western thought. The Great Works Courses are: Great Works of the Ancient World, Great Works of the Middle Ages, Great Works of the Renaissance and Baroque, and Great Works of the Modern World.

In support of the core (a minimum of nine credit hours), the remainder of the program will be oriented around either one or two "concentrations" (15-18 credit hours), or one or two "periods" (15-18 credit hours) and "related courses" (6-9 credit hours).

The concentrations are: American Studies, Classics, History, Literature, Philosophy, Politics, Psychology and Theology. The periods are: Ancient, Medieval, Renaissance, Baroque, Modern, Recent.

The related courses may be drawn from any of the above concentrations as well as from such fields as art history, drama, economics, education and foreign languages (Greek, Latin, French, German, Italian, Spanish).

Admission Requirements

Application for admission to the master's programs in Humanities includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing and official transcripts of previous college work. Possession of a bachelor's degree is prerequisite to matriculating but not necessarily one in the humanities. Non-degree seeking students are welcome to participate after consulting with the Director.

Degree Requirements

Master of Arts in Humanities

1) Thirty units of course work at the 5000 level or above.
2) Three Great Works courses.
3) Six units for a Master's thesis.
4) A reading knowledge of one foreign language. This requirement may be satisfied by meeting the standards set forth in the M.A. handbook.
5) A comprehensive, written examination on three questions that professors write, based on three general topic areas that students previously discuss with their professors. Topics may not be identical to students' final paper topics in any of their classes.

Master of Arts in Humanities with Alternative Certification
Complete the above requirements and see additional requirements for Alternative Certification.

Master of Humanities

1) Thirty-six units of course work at the 5000 level or above.
2) Three Great Works courses.
3) A comprehensive, written examination of the kind described in 5 above.

Master of Humanities with Alternative Certification
Complete the above requirements and see additional requirements for Alternative Certification.

Additional Stipulations

1) Time limit: all requirements ordinarily must be met within six years of a student's initial registration in course work, excluding leaves of absence.
2) Transfer credits: refer to "Graduate School Policies" in the "Braniff Graduate School of Liberal Arts" section for transfer credit information.
3) Students who enroll in the Humanities program to earn pre-requisites to enter another Master's program in Braniff cannot transfer programs any later than after earning 15 credit hours in the program into which they intend to transfer.
4) University undergraduates may count Humanities Great Works Courses as part of a Humanities graduate degree only if they have taken them at the 6000 level and have not counted them toward the undergraduate degree.
5) No more than 12 hours taken at the Dallas Institute of Humanities and Culture may count toward the degree. Students who take 12 hours at the DIHC may request that a member of the DIHC faculty be one of their thesis readers.
6) All DIHC transfers must take at least 18 hours of course work in the regular university program.

Courses in Humanities

6325. Great Works of the Ancient World. The thought and art of Greece and Rome from 800 B.C. to 400 A.D. Assigned works may range from those of Homer and the Greek tragedians to those of Vergil and the Roman historians.

6326. Great Works of the Middle Ages. The thought and art of the Middle Ages from the fifth to the 15th century. Assigned works may range from those of Augustine to Malory's *Le Morte d'Arthur*.

6331. Great Works of the Renaissance and Baroque. The thought and art of Europe from the 14th to the late 18th century. Assigned works may range from those of Petrarch, Dürer, and Montaigne to those of Diderot and Voltaire.

6333. Great Works of the Modern World. The thought and art of the West from the late 18th century to the present. Assigned works may range from those of Beethoven, Kant, Goethe, and Goya to those of Solzhenitsyn, Foucault, Achebe, and García Márquez.

6351. Directed Readings.

6V77, 6V78, 6V79. Special Studies. Courses offered according to student interest and faculty availability.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the degree. At the end of each course the student must demonstrate progress. The matriculation fee required entitles the student to the use of the library and other basic services.

7095. Humanities Comprehensive Exam.

7678. Thesis Research. A six credit course designed for the student writing the M.A. thesis under the guidance of the thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned until the thesis has been approved.

Humanities with Classical Education Concentration

FACULTY
Director and Professor J. Lehman; Associate Dean and Assistant Professor M. Post; Affiliate Assistant Professor J. Peterson; Participating Faculty

In the United States, the classics of the Western canon were once considered the indispensable foundation for the moral, intellectual, civic, and aesthetic formation of prudent, engaged citizens. Today, diocesan schools, private schools, charter schools and homeschoolers are returning to the great works of the tradition to restore this education to its proper place in American life.

The Classical Education program gives K–12 teachers and administrators the opportunity to deepen their understanding of liberal education, ancient and modern, as well as of the literary works that shaped that tradition and the philosophical insights that grounded it. Students of the program will study the traditional trivium and quadrivium, confront the perennial dilemmas of education through the works of thinkers like Plato and Rousseau, and critically engage the history of liberal arts education. At the same time, students may acquire knowledge in areas of specialization, in which they teach or are interested. Teachers can gain up to nine credits through a mentored apprenticeship, teaching at a classical school.

Students may choose between a Master of Arts or Master of Humanities with Classical Education Concentration and a Certificate in Classical Learning.

Admission Requirements

Applicants should possess a bachelor's degree, but it is not necessary that it be in the humanities or related fields. Applications will be considered once the following items have been submitted:

- Online application form
- Application fee
- Statement of purpose (max. 750 words)
- Intellectual autobiography (max. 750 words)
- Sample of academic writing (max. 6000 words)*
- Two letters of reference
- Official transcripts of previous college work

* Note: Students who do not have recent academic work are welcome to submit syllabi, lesson plans, or other written work which demonstrates the applicant's thoughtfulness and suitability for graduate study.

Degree Requirements

Certificate in Classical Learning (18 credits)

1) **Required Coursework:** Nine credit hours of graduate-level courses are required. The following courses comprise the "core" of the *Certificate in Classical Learning*. Each course is three credit hours.

   - Trivium
   - Quadrivium
   - Philosophy of Education

2) **Elective Coursework:** Nine credit hours of graduate-level elective courses from across the disciplines may be chosen. These include, but are not limited to, the following courses. Each course is three credit hours.

   - Great Works Courses (Ancient, Medieval, Renaissance/Baroque, Modern)
   - Courses crafted specifically for our program in classical education, such as Master Teachers in the Western Tradition, History of Liberal Arts Education, Plato and Socratic Conversation, Augustine the Teacher, Aquinas on the Virtues, Teaching Great American Speeches, Teaching Classical Children's Literature, etc.
   - With the graduate director's approval, students may complete pertinent graduate-level courses from a variety of disciplines, including art, classics, drama, economics, education, English and other European literary traditions (French, German, Italian, or Spanish), history, politics, psychology, philosophy, and theology.
   - Practicum (apprenticeship) courses: Among their elective credit hours, students may choose to complete up to *two* practicum courses; students may complete one such three-credit practicum course per semester at a local classical school for a combined total of at most *six* credit hours.

Master of Humanities with Classical Education Concentration (36 credits, no thesis)

1) **Required Coursework:** Fifteen credit hours of graduate-level courses are required. The following courses comprise the "core" of the Master of Humanities with Classical Education Concentration. Each course is three credit hours.

   - Trivium
   - Quadrivium
   - Philosophy of Education
   - Classical Pedagogy, Ancient and Modern
   - One of the Great Works courses (Ancient, Medieval, Renaissance/Baroque, or Modern)

2) **Elective Coursework:** Twenty-one credit hours of graduate-level elective courses from across the disciplines may be chosen. These include, but are not limited to, the following courses. Each course is three credit hours.

   - Additional Great Works Courses (Ancient, Medieval, Renaissance/Baroque, Modern)
   - Courses crafted specifically for our program in classical education, such as Master Teachers in the Western Tradition, History of Liberal Arts Education, Plato and Socratic Conversation, Augustine the Teacher, Aquinas on the Virtues, Teaching Great American Speeches, Teaching Classical Children's Literature, etc.
   - With the graduate director's approval, students may complete pertinent graduate-level courses from a variety of disciplines, including art, classics, drama, economics, education, English and other European literary traditions (French, German, Italian, or Spanish), history, politics, psychology, philosophy, and theology.
   - Practicum (apprenticeship) courses: Among their elective credit hours, students may choose to complete up to *three* practicum courses; students may complete one such three-credit practicum course per semester at a local classical school for a combined total of at most *nine* credit hours.

3) **Comprehensive Exam:** Every student must successfully pass a comprehensive, written examination on a series of questions that will be prepared in advance and determined for each student on the basis of the curriculum pursued.

Master of Arts in Humanities with Classical Education Concentration (30 credits plus six-credit thesis)

1) **Required Coursework:** Fifteen credit hours of graduate-level courses are required. The following courses comprise the "core" of the *Master of Arts in Humanities with Classical Education Concentration*. Each course is three credit hours.

   - Trivium
   - Quadrivium
   - Philosophy of Education
   - Classical Pedagogy, Ancient and Modern
   - One of the Great Works courses (Ancient, Medieval, Renaissance/Baroque, or Modern)

2) **Elective Coursework:** Fifteen credit hours of graduate-level elective courses from across the disciplines may be chosen. These include, but are not limited to, the following courses. Each course is three credit hours.

   - Additional Great Works Courses (Ancient, Medieval, Renaissance/Baroque, Modern)
   - Courses crafted specifically for our program in classical education, such as Master Teachers in the Western Tradition, History of Liberal Arts Education, Plato and Socratic Conversation, Augustine the Teacher, Aquinas on the Virtues, Teaching Great American Speeches, Teaching Classical Children's Literature, etc.
   - With the graduate director's approval, students may complete pertinent graduate-level courses from a variety of disciplines, including art, classics, drama, economics, education, English and other European literary traditions (French, German, Italian, or Spanish), history, politics, psychology, philosophy, and theology.
   - Practicum (apprenticeship) courses: Among their elective credit hours, students may choose to complete up to *three* practicum courses; students may complete one such three-credit practicum course per semester at a local classical school for a combined total of at most *nine* credit hours.

3) **Comprehensive Exam:** Every student must successfully pass a comprehensive, written examination on a series of questions that will be prepared in advance and determined for each student on the basis of the curriculum pursued.

4) **Foreign Language Requirement:** Before beginning the M.A. thesis, the candidate must demonstrate reading competency in either ancient Greek or Latin or modern Italian, French, or German. For any of these languages, the requirement may be met by completing a graduate level language course (approved by the graduate director) with a grade of B or above, or by passing an examination in translation. For modern languages, students may fulfill this requirement by passing the two-course, graduate-level "Reading Knowledge" sequence for the language (e.g., Italian for Reading Knowledge I, Italian for Reading Knowledge II).

   Please note that undergraduate-level courses, even when taken to develop reading proficiency in a foreign language, do not count toward degree completion. Graduate level foreign language courses may count toward degree completion as electives. As with all such electives, you should obtain guidance and approval from the graduate director.

5) **Thesis:** While completing the thesis, students register for a six-credit thesis course. Well before registering for the course (at least one semester, but preferably two or more), the student must consult with an academic advisor to determine a suitable thesis topic and appropriate criteria, and then begin the research process in earnest. While the six-credit thesis course is completed in one semester, it is expected that the student will do a significant amount of preparatory work on the thesis before taking this course. For more information, contact your academic advisor. *NB: The comprehensive examination must be completed prior to submitting a thesis proposal.*

Texas State Alternative Teacher Certification

Interested students may complete the Alternative Teacher Certification program, at the elementary or secondary levels, alongside the Master of Arts or Master of Humanities with Classical Education Concentration. Please note, however, that in order to do so, *students must be admitted into the Alternative Teacher Certification program separately* (please see the Bulletin entry for the Alternative Teacher Certification program for details). Moreover, note that while it is possible to complete the Alternative Teacher Certification program plus the Master of Humanities with Classical Education Concentration with 36 credits, provided the student takes *only* the core requirements in both programs, combining Alternative Teacher Certification with the Master of Arts program will require at least 42 credits. Students who successfully acquire Texas State Teacher Certification may transfer their credential to states that have reciprocity agreements with Texas.

Apprenticeship/Practicum

An apprenticeship, or practicum, involves a mentored teaching experience and is conducted in conjunction with the student's school of employment or homeschooling consortium. Students must find their own employment or consortium for the purposes of the apprenticeship/practicum.

Additional Stipulations

1) Under normal circumstances, all program track requirements must be met within six years of a student's initial registration in coursework, excluding leaves of absence.
2) Regarding transfer credits, please refer to "Graduate School Policies" in the "Braniff Graduate School of Liberal Arts" section for pertinent information.
3) University undergraduates may count Humanities Great Works courses as part of a Humanities graduate degree only if they have taken them at the 6000 level and have not counted them toward the undergraduate degree.
4) Teachers in classical Catholic schools may, in consultation with their academic advisor, take courses in the Catholic Teacher Certificate program.
5) Up to, but no more than, six credit hours taken at the Dallas Institute of Humanities and Culture may count toward the degree.

Long-Distance Learning

To accommodate the work and living situations of teachers and school administrators, we offer many courses online. All coursework in our degree and certificate programs can be completed entirely online. In addition, under normal circumstances we offer many of our core courses face-to-face on campus during the summer semesters. Room and board are available. Please contact classical_ed@udallas.edu for more details.

Courses

Great Works Courses

Great Works Courses are devoted to studying certain principal works in the tradition of Western thought. Each course focuses on a specific epoch: Ancient, Medieval, Renaissance/Baroque, and Modern. Please see the entry for the regular Humanities program for further details about these courses.

Classical Education Courses

Classical Education courses are open to all students eligible to take graduate level courses. Even so, these courses have been designed with a view to the needs of educators studying in the Classical Education program.

HUM 6340. Trivium. This course focuses on the *trivium*—the three arts of symbol, thought and communication—and its purpose is practical and philosophical: Students will master the arts of English (not Latin) grammar, traditional (not symbolic) logic and classical (not sophistic) rhetoric to have the tools of learning. The argument of the course is that the arts of language are essential—necessary, even if not sufficient—for liberal education itself.

HUM 6344. Quadrivium. In this course, students read classic works in each of the four mathematical arts known as the *quadrivium*—arithmetic, geometry, music, and astronomy—and discover the foundational role that these arts have in a liberal education. Among the great works studied are Plato's *Timaeus*, Euclid's *Elements*, Boethius's *On Music*, and Kepler's *Astronomia Nova*. Special emphasis is placed upon the division and methods of the sciences and upon the unity and integrity of all knowledge.

HUM 6348. Classical Pedagogy, Ancient and Modern. Through a combination of contemporary texts on pedagogical methods with classical texts on the relationship between education and rule, this course addresses the topic of pedagogy both philosophically and practically, asking teachers to consider themselves as rulers or as representatives of a rule. Students reflect on the practical implications of classical principles of liberal education for modern classroom management, student-teacher interaction, instructional methods, assessment, and other aspects of the contemporary school setting, and in each of these compare classical pedagogy to the present alternatives.

HUM 6353. Teaching Great American Speeches. This course connects the trivium to American history through engagement with the American rhetorical tradition, focusing especially on the equality principle in the Declaration of Independence. It involves close reading and rhetorical analysis of great and influential speeches and documents from the Founding, Lincoln, and the twentieth century, and addresses both different theoretical approaches to American history and the history of American rhetoric, and practical approaches to teaching American history and rhetoric in the classroom.

HUM 6355. History of Liberal Arts Education. This course is a survey of authors including selections from Isocrates, Quintilian, Cicero, Hugh of St. Victor, Petrarch, Newman, and many others, examining the history of the liberal arts through the ages, from the ancients up to the present, to see how we got where we are, and to better understand where we stand in today's landscape of liberal and other forms of education. Rather than focusing on the practice of the arts, as do Trivium and Quadrivium, it explores their curricular development and various reformulations, from Greece to Rome, from the early Middle Ages to the medieval university, and from the Renaissance to the rise of the modern research university.

HUM 6358. Master Teachers in the Western Tradition. This course focuses on the works of master teachers in the Western tradition, attending to what these works teach as well as how they teach. The course explores the variety of methods employed for teaching and learning and considers these methods in light of the perennial pursuit of truth, goodness, and beauty. Students will read from classic works across the disciplines and discover the enduring significance of these works in the Western tradition of liberal education.

HUM 6359. Teaching Classical Children's Literature. This course explores various works of classical children's literature from classical fairy tales to Astrid Lindgren, focusing on different kinds of adult-child interactions. We will investigate the changing historical concepts of children and childhood, as well as the moral and educational functions, the values, and the role models provided by these classics not only for elementary school children but also for their teachers or parents. Throughout, we will discuss how to teach these works meaningfully and with maximum efficacy so that children improve their comprehension skills, their active vocabulary and oral expression, as well as their writing skills. Particular emphasis will be given to learning how to teach with the Socratic Method, to involve children in the learning process, and to stimulate reflecting about and analyzing literature.

HUM 6360. Augustine the Teacher. In this course we explore the life and writings of St. Augustine of Hippo, one of the greatest teachers in the Western tradition. The course is structured around three of his most influential works: *Confessions*, *City of God,* and *On the Trinity*. Along the way, we also read several other works that address various aspects of teaching and learning: *Against the Academicians*, *On the Teacher,* and *On Christian Doctrine*, among others. Throughout the course, we discuss questions central to Augustine's philosophy and theology of education, including the role and significance of the liberal arts, the relation of faith and reason, and the nature of happiness.

HUM 6362. Plato and Socratic Conversation. This course explores Plato's Socratic dialogues and the influence of "Socratic conversation" on teaching and learning in the Western tradition of liberal education. Central to these dialogues is a vision of philosophy and the philosophical way of life, a vision embodied by Plato's character, Socrates. We also consider the legacy of Socratic conversation in the Western tradition through the philosophical dialogues of several authors who were influenced in one way or another by Plato and his Socratic dialogues, including Augustine, Boethius, Anselm, Thomas More, and David Hume.

HUM 6364. Aquinas on the Virtues. This course explores Thomas Aquinas's teaching on the virtues, placing special emphasis on the cardinal ("hinge") virtues—prudence, justice, fortitude, and temperance—and the theological virtues—faith, hope, and charity (love). With Aquinas's *Summa theologiae* as the principal text, we consider the nature of dispositions, habits, passions, and virtues; various ways of dividing

the virtues (e.g., moral/intellectual, acquired/infused, etc.); a detailed treatment of the seven virtues mentioned above; and Aquinas's account of human happiness, in light of his teachings on virtue.

HUM 7090. Humanities with Classical Education Comprehensive Exam.

PHI 5381. Philosophy of Education. Consideration of themes such as the nature of the student and of the teacher, the goals of education, curriculum and methodology, the nature and division of knowledge, education and the common good. Inquiry is cast in the light of more fundamental considerations such as the nature of the human person, of mind, of being and of the good, chiefly through the study of classical texts of the Western philosophical tradition (e.g., Plato's *Republic* and Rousseau's *Émile*). Attention is given to contemporary issues in education in light of these prior inquiries.

Specific Content Courses

As a part of their electives, students may also take graduate courses in any area of specialization open to normal Humanities students. Students enjoy considerable flexibility in selecting electives and should consult with the graduate director of the program to determine what courses to take.

Leadership

FACULTY
Director and Associate Professor Sullivan (History); Associate Professor Bourbon (English); Professor Whittington (Business); and Participating Faculty.

The Master of Leadership is a multidisciplinary program that brings together principles of the liberal arts, history and social sciences, and business with such courses as The Craft of Leadership, Critical and Strategic Thinking, Social Psychology, Story-telling as a Mode of Thinking, and Business and Society. The program is designed for executives and leaders at all levels and in various kinds of organizations, including private industry, public enterprise, schools, and non-profit organizations and groups. The degree requires 30 credits, including a 3-credit capstone project class.

The program's mission is to provide the essential tools and strategic understanding to succeed as a leader in various kinds of organizations, including private industry, public enterprise, schools, and non-profit organizations and groups. With a focus on ethics, strategic insight, and clarity in communication, the Master of Leadership develops leaders who lead with integrity and innovate with vision. It is designed to acquaint students with "the virtues of mind and heart which are constitutive of excellence in their life's work" as leaders.

Admission Requirements

Application for admission includes a completed online application form, one or two letters of recommendation, a personal and professional goals essay, a résumé and official transcripts sent directly to the Braniff Graduate Office from each college or university attended by the applicant (even if no credit or degree was earned). Completion of a bachelor's degree is a prerequisite to admission.

Degree Requirements

The Master of Leadership
The Master of Leadership requires 30 credit hours, including 27 hours of course work and a 3-hour capstone class. The 27 hours of course work consists of 15 hours of required core classes and 12 hours of electives. Electives listed below are drawn primarily from Leadership, English, History, Politics, and Business courses. Students may petition the graduate director to have additional courses counted toward their Leadership degree from these programs, or from programs such as Classics, Economics, and Philosophy, or from the Neuhoff School of Ministry (for example, Pastoral Administration). No thesis or foreign language is required.

Certificate of Leadership
Students may also earn a Certificate of Leadership. The 12 hours of course work consist of

1) Two required core classes: LDRS 5320 The Craft of Leadership and *either* LDRS 6320 Critical and Strategic Thinking *or* MANA 8310 Strategic Management

2) Two courses from either other Leadership courses – LDRS 5330 The Ethics of Leadership, LDRS 5340 Thinking in Time, LDRS 5350 Storytelling as a Mode of Thinking, LDRS 6310 Leading through Adaptive Challenges, LDRS 6360 Spiritual Leadership, BUAD 6305 The Effective Leaders, or MANA 7395 Ethical Dimension of Leadership – or from Specific Content electives approved for the University's program in Leadership – for example, ENG 5313 Thomas More, HIS 5309 American Military History, PHIL 5301 Business Ethics, POL 6381 Machiavelli, or PSY 6338 Social Psychology.

CORE COURSES: 15 CREDITS

LDRS 5320. The Craft of Leadership. This course introduces the fundamentals of leadership, both its challenges and opportunities. We will study key examples of good and bad leadership.

LDRS 5350. Story-telling as a Mode of Thinking. We think using stories. We plan and strategize using stories. We understand ourselves and others using stories. But stories can also mislead, obscure, and confuse. Stories are not simply entertainment. They provide the substance of our cognitive efforts and our social lives. In this course, students will learn how to create powerful stories of different kinds, for various purposes. The focus will be on story-telling as a tool in business. This will include its role in marketing, branding, and group dynamics. The most fundamental concern, however, will be with how to use stories to think strategically. Thinking strategically requires that you think critically, and so students will also learn how to see through and resist false and distorting narratives. By the end of this course, students will have begun to master the art of story-telling as a primary mode of thinking in both business and everyday life.

LDRS 6320. Critical and Strategic Thinking. This course investigates the practices of effective problem-solving, tactical judgement, critical communication and strategic thinking.

MANA 6307. Managing Complex Organizations. An employee-centered analysis of organizational value creation through the leadership of human resources. The intersection of organizational theory, behavior, development and change serves as the context in which students are challenged to develop knowledge, skills and ability necessary to plan, evaluate, implement and improve human resource initiatives. Emphasis is placed on critically evaluating multi-dimensional value creation perspectives. Prerequisite: LDRS 6320 or BUAD 6305.

BUAD 6305. The Effective Leader. Facilitates the development of interpersonal and team skills leaders need to function effectively. Focus is on the integrated behavioral competencies that organizations value today; self-awareness, communication, collaboration, and relationship-building. Students will plan and implement new behaviors relevant to individuals who hold leadership positions, as well as those who informally assume leadership roles as they work with others to achieve business goals.

CAPSTONE CLASS: 3 CREDITS

LDRS 8350. Capstone: Final Leadership Project. Taken in the last semester of the program, this course will enable students to utilize their leadership course work in the exploration of a real world problem. Projects might include interviewing business leaders, assessing leadership and organizational cultures, or developing a strategic leadership case-study of a specific company or business scenario. Students may work individually or in teams under the supervision of a professor. Leadership capstone approval is required to enroll. Prerequisites: completion of 24 hours of Leadership

courses. Students may enroll in the Leadership Capstone concurrently with another course with prior approval.

ELECTIVES: 9 CREDITS

HIS 5309. American Military History. Surveys U.S. military history from the colonial Period to the present including the American Revolution, War of 1812, U.S. Mexican War, Civil War, Spanish-American War, World Wars I & II, Korean and Vietnam Wars, and the Gulf Wars. Additional topics include the development of a profession of arms, civil-military relations, warfare in the nuclear age, terrorism/counter-insurgency, and the impact of war upon American culture.

LDRS 5340. Thinking in Time: The Uses of History for Decision Makers. When faced with complex decisions, leaders often reach for analogous historical precedents to guide them. Leaders often make inferences from their own and other's experiences. While history may provide useful templates, historical reasoning is often flawed. This course is designed to help decision-makers become more attentive to the proper "uses of history" by reviewing the common traps in historical reasoning in order to help leaders prevent these pitfalls, while strengthening the ability to analyze particular situations and contexts. The course uses historical events to develop and utilize seven systematic methods for the proper use of history in decision-making.

LDRS 6310. Leading Through Adaptive Challenges. This is an advanced course that is designed to stimulate creative and critical thinking about leadership and strategic change initiatives in a new reality that is volatile, uncertain, chaotic, and ambiguous (VUCA). The course materials are selected to prompt thinking about the complexity of modern organizations from a wide variety of perspectives. The course is also an applied leadership course. Students will be expected to apply a variety of models of the organizational change process to an actual change process in their organizations. Thus, the major deliverable in this course is a comprehensive strategic change plan.

LDRS 6360. Spiritual Leadership. This course examines the important role of spirituality in the life of a leader. Attention will be given to the development and integration of the leader's spirituality in the practice of leadership. The course will emphasize images of leadership developed in the Christian scriptures. In addition, the course will focus on the lives and leadership processes used by several biblical leaders including Moses, Joshua, Nehemiah, David, and Paul. Particular emphasis will be placed on the life and ministry of Jesus as a model of servant-shepherd leadership. Students will be invited to use biblical images of leadership and the biographies of leaders as presented in scripture to explore their own motives, gifts, and approaches for leadership in a variety of contexts.

LDRS 6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

MANA 7395. Ethical Dimensions of Leadership. This course is an advanced seminar designed to examine the ethical aspects of the leader - follower relationship. Specific attention will be given to the ethics of the individual leader, the ethics of the leader's means, and the ethical evaluation of the outcomes of the leader's actions. The moral responsibility of followers will also be examined.

MANA 8310. Strategic Management. Strategic management is the process of analyzing a firm's environment; determining a desired direction in the light of this analysis; and creating, formulating, and implementing strategy and structure designed to move the organization in a desired direction. This course explores the

historic evolution of key competitive strategies, allowing the student to discover the dynamic interactions of strategies as they have developed.

BUAD 8310. Business and Society. (prerequisite MANA 5F50 or equivalent)

HIS 3334. The Civil War.

ENG 5313. Thomas More.

ENG 6322. Shakespeare on Leadership.

ENG 6364. Liberty and Literature.

PHI 5301. Business Ethics

POL 6321. Lincoln.

POL 6326. The Presidency.

POL 6381. Machiavelli.

POL 7376. Aristotle's Politics.

PSY 6338. Social Psychology.

Philosophy

FACULTY
Director and Professor Parens; Professors Engelland, W. Frank, T. Hibbs, Sanford and Sepper; Associate Professors Knobel, Lehrberger, Mirus, Nielsen, Simmons and Walz; Distinguished Emeritus Professor Wood

The Department of Philosophy offers three graduate programs in philosophy, one leading to the Ph.D. and the other two to the Master of Philosophy and the Master of Arts in Philosophy.

The Doctoral Program with Concentration in Philosophy

For a description of this interdisciplinary program see the Institute of Philosophic Studies.

The Master's Programs

The program leading to the Master's or Master of Arts in Philosophy is designed to prepare students to pursue careers in non-college teaching professions or for doctoral study in Philosophy. The program engages students in a serious and thorough study of the Western philosophic tradition. Although this study involves a close examination of historical authors and doctrines, students should hope above all to recover the best of the philosophic tradition by rethinking the past in light of fundamental questions, new and old.

Admission Requirements
Application for admission includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work and GRE General Test scores that are not more than five years previous to the date of application. Possession of a bachelor's degree is prerequisite to matriculating in the program. Ordinarily candidates should have attained a bachelor's degree in the discipline. However, at least 15 credit hours of course work that covers classical metaphysics, ethics and the history of philosophy is prerequisite to graduate studies in philosophy.

Master of Arts in Philosophy (M.A.)
1) Eight graduate courses in philosophy (24 credits).
2) Master's thesis (six credits).
3) Proficiency in at least one foreign language pertinent to the field of thesis research.
4) A comprehensive examination demonstrating critical mastery of a number of philosophical texts specified by the Department.

Master of Philosophy (M.Phil.)
1) Ten graduate courses in philosophy (30 credits).
2) A comprehensive examination demonstrating critical mastery of a number of philosophical texts specified by the Department.

Courses in Philosophy

5100. Proseminar. A ten-week seminar concerning many of the professional skills required for success as graduate students and future professors and scholars. Topics to be covered include resources for research; research and writing strategies; scholarly etiquette, norms and ethics; career planning; and professional organizations for philosophers. Required of Ph.D. and Master's students in Philosophy within the first year of study. Graded Pass/No Pass. Fall.

5301–5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned.

5311. Philosophy of Law. The concept of right and its different kinds; the moral law and its ground; the positive law of the state and the authority on which it is based; the a *priori* foundations of civil law; legal and moral punishment.

5321. Philosophy of History. The nature of historical knowledge and the problem of historical interpretation. Great theories of history, both classic and contemporary. Christian and pagan views.

5332. Philosophy of Technology. Since the advent of industrialization it has become clear that modern technology is not simply tools and instruments, nor merely the application of scientific principles to human practice and production in fundamental ways. This course examines the nature and scope of technology with the aim of understanding its contemporary manifestations and their causes.

5341. Asian Thought. A study of three leading traditions of Asian thought: Hinduism, Chinese thought and Buddhism. Texts selected from Hinduism may include the *Rig Veda*, the *Upanishads*, the *Bhagavad Gita;* from Chinese thought works of Confucius, Mencius, Lao-tzu; and from Buddhism selections from the Hinayana and Mahanaya traditions. The role of Asian thought in thinkers like Nietzsche and Heidegger.

5361. Scholastic Tradition. An overview of Scholastic thought with a study of selected major figures and works from the medieval to the contemporary world.

5371. Phenomenological Tradition. The origins of phenomenology and the achievement of Husserl; the ideal of returning to the "things themselves"; the great division between realist and transcendental phenomenology; the relation of phenomenology to the Western tradition of metaphysics.

5381. Senior/Graduate Elective. Offered according to the interests of professors and the needs of students. Enrollment is open to advanced undergraduate and beginning graduate students, with the approval of the chairman.

Historical Sequence

631X–636X are offered sequentially in a three-year cycle in order to give students the opportunity to acquaint themselves with the entire history of Western philosophy.

See Institute of Philosophic Studies for course descriptions.

631X Text Seminar. Antiquity.

632X Text Seminar. Late Antiquity and the Early Middle Ages.

633X Text Seminar. The Later Middle Ages.

634X Text Seminar. Early Modernity.

635X Text Seminar. Later Modernity.

636X Text Seminar. Postmodernity.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

Topical Courses

Topical courses are devoted to reflection in some of the fundamental areas of philosophical inquiry. Building on readings from the tradition of Western philosophy, they are aimed not merely at textual exegesis, but at understanding the "things themselves." ***See Institute of Philosophic Studies for course descriptions.***

7095. Philosophy Comprehensive Exam.

7310. Epistemology.

7320. Ethics.

7330. Philosophical Anthropology.

7340. Philosophy of God.

7350. Metaphysics.

7360. The Nature of Tradition.

7377, 7378, 7379. Special Studies. Unlisted courses offered according to student interest and faculty availability. As needed.

7381. Directed Readings and Research. Special programs of inquiry, by mutual consent of student and professor with the approval of the program director.

7678. Thesis Research. A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned, which remains until the thesis has been approved.

Research Seminars

The Research Seminars are advanced courses usually restricted to doctoral students. They reflect current faculty research, both on particular thinkers and on specialized topics.

See Institute of Philosophic Studies for course descriptions.

8310. Plato.

8315. Aristotle.

8320. Cicero and Augustine in Dialogue.

8325. Maimonides.

8330. Descartes's Thinking.

8335. Spinoza.

8340. Hegel's *Encyclopaedia*: Logic, Nature, Spirit.

8346. Wittgenstein.

8350. Lonergan's *Insight*.

8355. Christianity and Postmodernism.
8360. The Notion of Being.
8365. Metaphysical Themes.
8370. Themes in Social and Political Philosophy.
8375. *Res extensa*.
8380. Philosophy of Imagination.

Politics

FACULTY
Director and Professor Dougherty; Professors Parens (Philosophy) and Distinguished Affiliate Wolfe; Associate Professors Burns, Culp, Miller and Upham; Assistant Professor Pappin; Distinguished Emeritus Professor de Alvarez

The highest mission of the Department of Politics is to teach students to examine politics from the comprehensive perspective of political philosophy. Through its course of study, it also seeks to educate its students for leadership in public affairs. The graduate programs of the Department reflect these dual emphases. It offers a Ph.D., through the Willmoore Kendall Program in Politics of the Institute of Philosophic Studies and either a Master of Arts in Politics or a Master of Politics.

The Doctoral Program with Concentration in Politics

For a description of this interdisciplinary program see the Institute of Philosophic Studies.

The Master's Programs

The program leading to the Master's or Master of Arts in Politics is a concentrated course of study in political philosophy designed especially for students who intend to pursue careers in law, journalism, business, government, or other non-college teaching professions. It aims to develop and solidify the capacity of students for truly independent and rigorous thinking about political and moral questions.

The course of study allows students to study political philosophy free of many extraneous requirements. Most of the small and informal seminars characteristic of the program involve a close reading of the texts of the Great Tradition of discourse on political order. The program is designed to enable the students to complete its requirements in a year of full-time study.

Admission Requirements
Application for admission to the Master's programs in Politics includes a completed application, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work and GRE General Test scores that are not more than five years previous to the date of application. Possession of a bachelor's degree is a prerequisite.

Master of Arts in Politics

1) Twenty-four credit hours of course work.
2) Six hours of Thesis.
3) A reading knowledge of one foreign language.
4) A comprehensive examination.

Master of Politics

1) Thirty hours of course work, six in advanced seminars with a substantial paper in each course.

2) A comprehensive examination.

The course of studies for each student in the program will be planned in consultation with the director. For information on transfer credits, please refer to "Graduate School Policies" in the "Braniff Graduate School of Liberal Arts" section.

Courses in Politics

When the following courses are under numbers **5301–5310** they contain a mixture of graduate and undergraduate students. Additional work for graduate students is assigned. At the **6000**-level or above, they are exclusively for graduate students. Consult the Politics and the Institute of Philosophic Studies sections for descriptions.

6311. Thucydides.

6312. Plutarch/Augustine/Machiavelli.

6321. Lincoln.

6323. Constitutional Law.

6324. Public Policy.

6325. American Foreign Policy.

6326. The Presidency.

6327. Civil Rights.

6328. Congress.

6334. Social Contract Theory.

6335. Kant/Hegel/Marx/Nietzsche.

6356. American Political Thought.

6357. U.S. Constitution.

6372. Plato's *Republic*.

6376. Aristotle's *Ethics*.

6377, 6378, 6379. Special Studies.

6381. Machiavelli.

6384. Hobbes.

6387. Locke.

6388. Rousseau.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

7095. Politics Comprehensive Exam.

7351. Directed Readings and Research.

7370. Herodotus.

7371. Xenophon.

7374. Dialogues of Plato. To be selected by instructor.

7376. Aristotle's Politics.

7380. Medieval Political Philosophy.

7388. American Regime.

7394. Nietzsche.

7678. Thesis Research. A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned, which remains until the thesis has been approved.

8385. Spinoza.

8396. Shakespeare Seminar.

Psychology

FACULTY
Director and Associate Professor Garza; Professors Churchill and Kugelmann; Associate Professors Fisher-Smith and Swales; Assistant Professor Landrum

The graduate program in psychology is devoted to the recovery of some of the great traditions in 20th Century psychology, while preparing students for making contributions to psychology in the 21st Century. Offering an ongoing array of foundational courses in phenomenology, psychodiagnostics, psychotherapy, lifespan development and qualitative research, the Master's program in Psychology provides a range of special topics classes, including spirituality, sexuality, health psychology, multicultural studies, primatology and film. The distinguishing character of the program is its existential-phenomenological orientation, which draws upon the traditions of depth psychology, hermeneutics and humanistic psychology, as well as Continental thinking and feminism.

The "great books" of the aforementioned fields provide the backbone for the program; that is, primary sources such as Husserl, Heidegger, Sartre, Beauvoir, Merleau-Ponty and Levinas from the phenomenological tradition; Freud, Jung, Adler, Horney, Sullivan, Klein and Schafer from the psychodynamic tradition; Rogers, Allport, Murray, Maslow, May and Bugental from the tradition of American humanistic psychology; Binswanger, Boss, Buytendijk, Minkowski, van den Berg, Laing and Szasz from the European tradition of existential psychiatry; and figures like Giorgi, Colaizzi, von Eckartsberg and others from the Duquesne "school" of phenomenological research.

Bolstering its position as a program that represents and supports qualitative research as well as a broadly defined humanistic tradition in academic psychology, the department contributes editorially to the publication of the APA division journal The Humanistic Psychologist.

Admission Requirements

Application for admission includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work and GRE General Test scores that are not more than five years previous to the date of application. Possession of a bachelor's degree is prerequisite to matriculating in the program.

Admission as a graduate student in psychology is contingent upon an academic foundation in the discipline of psychology. This foundation can be demonstrated by the successful completion (a grade of B or better) of at least a three credit course in each, General Psychology and Statistics/Experimental Design, or other course offerings as determined by the program director.

Degrees and Requirements

Admission as a graduate student in psychology is contingent upon an academic foundation in the discipline of psychology. This foundation can be demonstrated by the successful completion (a grade of B or better) of at least a three credit course in each, General Psychology and Statistics/Experimental Design, or other course offerings as determined by the program director.

All master's degrees in psychology require a minimum of 30 credits. There are three degree options: the MPsy with or without clinical concentration and the MA.

While compliance with the State Licensing Boards' requirements is ultimately each student's responsibility, students seeking to qualify for LPC certification in Texas should pursue the 60 credit MPsy with Clinical Concentration.

The degree options and credit requirements for each are presented in the charts below.

Specific course requirements for the three degree plans are as follows:

30 credit MPsy

Graduate Psychology Core - 12 credits

6311. Phenomenological Foundations of Psychology.

6333. Foundations of Qualitative Research.

5322. Lifespan Development.

7331. Historical Foundations of Depth Psychology.

Electives - 18 credits

(PSY offerings approved by the Graduate Director, 5301 or higher)

30 credits total

60 credit MPsy (Clinical Concentration)

Graduate Psychology Core - 12 credits

6311. Phenomenological Foundations of Psychology.

6333. Foundations of Qualitative Research.

5322. Lifespan Development.

7331. Historical Foundations of Depth Psychology.

Pre-Practicum - 12 credits

5323. Professional Practice Ethics I.

6321. Introduction to Counseling Techniques.

6355. Psychopathology.

6324. Theories of Counseling.

Additional LPC Required Areas - 24 credits

6330. Principles of Therapeutic Practice.

6325. Principles of Group Counseling.

7340. Lifestyle and Career Development.

6360. Developmental Psychopathology.

6326. Addictions Counseling.

5373. Professional Practice Ethics II.

5337. Cultural and Multicultural Studies.

6340. Marriage and Family Therapy.

Appraisal or assessment techniques (choose 1)

7321. Cognitive Assessment. OR

7322. Psychodynamic Assessment. OR

7366. Rorschach Administration and Interpretation. OR

7311. Existential and Psychodynamic Approaches to Psychopathology.

Electives - 2 credits (PSY or other offerings approved by the Graduate Director, 5301 or higher)

Practicum* - 7 credits

5V57. Supervised Practicum. 300 supervised hours (1 credit per 50 documented supervised hours), to be completed in accordance with the Practicum Handbook. (6 credits)

6157 Group Consultation for Practicum. (1 credit)

*Students registered for practicum are required to take PSY 6157 at least one term concurrently with practicum.

60 credits total

48 credit MA Psychology

Graduate Psychology Core - 12 credits

6311. Phenomenological Foundations of Psychology.

6333. Foundations of Qualitative Research.

5322. Lifespan Development.

7331. Historical Foundations of Depth Psychology.

Electives - 30 credits

(PSY offerings approved by the Graduate Director, 5301 or higher)

Thesis - 6 credits

(Plus language requirement and pre-requisites)

48 credits total

Clinical Concentration

Students may elect to add courses in the area of clinical psychology to the Master of Psychology degree program (as illustrated above) so as to have a Clinical Concentration, drawing from such courses as health psychology, personality theory, clinical psychology, clinical assessment, depth psychology, psychodiagnostics, counseling and psychotherapy. Practicum placements at local mental health services are available.

Important Notices for Students Seeking LPC Licensure

The University of Dallas Master of Psychology with clinical concentration program is a psychology program, not a counseling program. Many students seek to satisfy the educational requirements for licensure in Texas as a Licensed Professional Counselor (LPC) through the completion of our 60 credit Master of Psychology with clinical concentration. Under the current requirements of the Texas State Board of Examiners of Professional Counselors (https://www.dshs.texas.gov/counselor/lpc_apply.shtm), graduates of psychology programs can apply for LPC licensure under the statutory recognition of psychology as a 'counseling-related field' (Texas Administrative Code §681.2).

Students should be aware that some Counseling professional organizations, including the American Counseling Association (ACA), the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the National Board of Certified Counselors (NBCC) have expressed their intent to restrict counseling licensure to graduates of counseling programs. At present, four states require that in order to be an LPC, an individual must have graduated from a CACREP-accredited institution. The psychology program at the University of Dallas is not CACREP-accredited. Students' eligibility for licensure as LPCs in Texas and other States may change as a result of these administrative and policy positions as well as legislative initiatives undertaken to implement them. Students are advised to keep abreast of the licensing boards' regulations in the jurisdictions in which they aim to reside and practice.

Comprehensive Exams

The Comprehensive Examination in the Psychology Graduate Program is "comprehensive" in the sense of transcending the limits of individual courses while requiring an integration or synthesis on the part of the student. Students are asked to demonstrate a command of material that would not have been expected at an earlier time in the program. The comprehensive exam thus requires a mastery of both methodological issues and content areas covered in the course work, as evidenced by writing that is compelling, clear and accurate. The exam questions, which are written by the faculty, are tailored to the individual student. Students are invited to suggest thematic areas around which their comps will be constructed, with the understanding that these areas will represent the breadth of their Masters level course work, including the required foundations track classes as well as some of the electives.

Typically, the comprehensive examination is administered after the completion of course work. Students are required to report their intention to take the comprehensive exam to the program director no later than the beginning of the semester in which they wish to take the exam. M.A. students must complete both the comprehensive examination and the language requirement before submitting the proposal for the thesis.

Courses in Psychology

5301–5310. Cross-listed Courses. Undergraduate courses taken for graduate credit. Additional work for graduate students is assigned. Note: These classes typically do not count toward the masters degree in Psychology but can be taken either as pre-requisites for further graduate study or for credit in the Humanities graduate program. Permission of the Program Director is required for graduate students in Psychology; permission of the Graduate Dean is required for students in Humanities.

5311. Humanistic Theories of Personality. Introduction to the writings of pioneers in humanistic psychology such as Carl Rogers, Abraham Maslow, Rollo May, Gordon Allport, George Kelly, Fritz Perls, Ken Wilber and other kindred thinkers like Alfred Adler, Karen Horney, Erich Fromm and Viktor Frankl. Primary sources such as these, who have developed implications for counseling and psychotherapy from their examination of the nature of the person "as a whole," are the foundation for the course.

5322. Lifespan Development. This course will critically examine contemporary understandings of psychological development as physical, cognitive, and social development and endeavor to place human development within the context of human possibility. It seeks to provide the student with a foundation in primary and secondary source material that presents human development in terms of the questions: what is development? What about us 'develops'? Is this development continuous or discontinuous? What about us remains the same throughout life and what changes? What is the meaning of our deaths in the context of our development? It seeks to strike a balance between in-depth treatment of various "stages" and a broad-based lifespan approach.

5323. Professional Practice Ethics I. This course provides an in-depth knowledge of the relevant professional codes of ethics and their application to practice. Students will gain experience in thinking through ethical dilemmas in clinical practice through exercises and readings on the topic. Legal aspects of practice, the role of diversity, and the role identity of clinicians will also be discussed.

5337. Cultural Psychology and Multicultural Studies. Study of psychological phenomena as embodied in institutions, social practices and artifacts; a consideration

of hermeneutics and social constructionism as approaches to the social world, with emphasis on the embodiment of human existence in both the perceptual appearance of the world and in shaping the world through human action. The multiple universes defined by gender, race, class, nationality and social geography are brought into dialogue with contemporary professional practice.

5339. Psychology and Religion. A study of various topics, such as the relationships between modern psychology and religion; the place of religious life in psychological health and illness; psychology as secularized religion.

5345. Motivation and Emotion. The dynamic and purposive character of action. Dynamic theories of personality; conceptions from philosophical tradition, e.g., faculty psychology, studies of the will, the passions.

5373. Professional Practice Ethics II. This course familiarizes students with the current Rules and Regulations of the Texas State Board of Examiners of Professional Counselors. Correspondingly, this course focuses on recommended practices for records management, Texas family law and its relevance for practice, and other legal and business methods appropriate to clinical practice. Prerequisite PSY 5323.

5V57. Supervised Practicum. In a meaningful, structured placement, and in a setting in which psychology is practiced or applied, with appropriate, approved supervision and developed with the approval of the practicum coordinator, students obtain the 300 required supervised hours of clinical practice (including a minimum of 150 direct client service hours) at a rate of one credit hour per 50 documented supervised hours. Students should follow guidelines for Practicum in the Graduate Program's Practicum Handbook. Prerequisite: approval by department in consultation with agency. (Pass/No-Pass)

5V61. Independent Studies. An opportunity for advanced students to conduct a special program of inquiry under the guidance of a faculty member. Credit varies from 1-3 hours. Approval of the graduate director and the supervising professor is required.

6122. APA Style.

6123. Professional Ethics.

6157. Group Consultation for Practicum. This course is intended as a complement to the practicum training students are in the process of undergoing. In it, students receive and provide group consultation to their clinical work. This will involve increasing students' ability to conceptualize and implement clinical work from our program's main theoretical perspectives—humanistic and psychodynamic—which are often underrepresented in practica placements. Students will have opportunities to address ethical issues in the therapy process as well as their own development as clinicians in a supportive group environment. Students take turns presenting current clinical cases to the group. (Pass/No-Pass, Repeatable.)

6311. Phenomenological Foundations of Psychology. An introduction to seminal texts in the field of phenomenological psychology, including both philosophical and psychological literature. Typically one author from the philosophical category is selected for close study (Husserl, Sartre, Merleau-Ponty, or Levinas) and supplementary readings in psychological applications of phenomenology are then woven into the syllabus in any particular semester. A course subtitle indicates on the transcript the particular focus of the class. (Repeatable)

6321. Introduction to Counseling Techniques. An introduction to the core therapeutic techniques and skills which are the foundations of counseling. These include

intentional therapeutic interviewing skills, clinical observation, reflection, empathic listening, and empathic confrontation. Completion of this course is required for the pre-practicum sequence.

6322. Seminar: Issues in Clinical Psychology. Primary source readings in Freud, Jaspers, Rorschach, Murray, Allport, Rogers, Sullivan, Leary as well as the DSM-IV Guidebook provide the basis for this seminar. Descriptive versus explanatory approaches to psychopathology are considered along with the current trend towards evidence-based practice. Psychodynamic and humanistic traditions are distinguished from their psychometric counterpart. The standard psychiatric nomenclature of the DSM-IV is presented along with its implications for the professional treatment of psychological "illness." Toward the end of the semester students examine critiques of existing systems of diagnostic classification and the psychopharmaceutical treatment of mental illness (Szasz, Laing, Keen).

6324. Theories of Counseling. Major theoretical approaches to the practice of counseling and psychotherapy are examined. The course places special emphasis on the key assumptions of various applied theories, the role of clinical assessment, the stages of therapy, the role of the therapeutic relationship and the goals and strategies to effect therapeutic change including the application of evidence based practice to psychotherapy.

6325. Principles of Group Counseling. This course provides an overview of the basic theory and practice of group psychotherapy. As such, students will explore topics including group development, group dynamics, group leadership, and mechanisms of therapeutic change. Furthermore, students will learn basic and advanced group psychotherapy methods and skills. Several different approaches to conducting group psychotherapy will be reviewed, with special emphases on existential, humanistic, and psychodynamic approaches to group psychotherapy. Students will participate in an experiential psychotherapy group, providing them with insight into group process as both a facilitator and a participant.

6326. Addictions Counseling. This course provides a foundation in different ways of theoretically conceptualizing addiction psychopathologies as well as working clinically with individuals with addictions. The latter includes discussion of individual and group treatment as well as in different levels of care (e.g., residential, halfway house, intensive outpatient, etc.). Although the existential-phenomenological and psychodynamic theories are emphasized as reflecting ways to understand the human person suffering from an addiction, other theoretical traditions such as motivational interviewing and 12-step approaches are also considered. Prerequisite, PSY 6321.

6330. Principles of Therapeutic Practice. Building on the foundation of PSY 6321, this course serves as an advanced course in individual counseling, deepening students' knowledge and ability to facilitate a therapeutic encounter via techniques and a therapeutic relationship. It will include a focus on case formulation (using transcripts of therapy sessions and students' own casework) and furthering students' understandings of client-centered and psychodynamic theory and practice. Prerequisite PSY 6321.

6331. History and Systems in Psychology. Seminar that will consider fundamental texts of the pre-modern and modern periods, or that will trace the history of significant ideas in the history of Western thinking pertaining to the "soul" or psychological life. The approach of this course informed in part by recent trends in historiography.

6333. Foundations of Qualitative Research. A conceptual introduction to the philosophic foundations, appropriate domains, strengths and limitations of qualitative research as distinct from quantitative research. Introduction to multiple methodologies within qualitative research including phenomenology and others such as grounded theory, narrative analysis discursive analysis among others. Students will read primary sources in qualitative research theory and practice and learn to develop, propose, evaluate and carry out and effectively present qualitative research.

6335. Mixed Methods Research. Casting a critical eye to the notion of approach with regard to quantitative and qualitative research, this course takes up an exploration of the boundaries and domains of qualitative and quantitative research methods. Special attention is paid to the role of approach in the assessment of the validity of both quantitative and qualitative research. By defining the domains, assumptions, guiding questions and knowledge claims of quantitative and qualitative research, students learn to propose, design and carry out mixed methods research that embraces the strengths and acknowledges the limitations of each approach and effectively present its results.

6336. Advanced Quantitative Research. To further enhance students' familiarity with quantitative research methodology and to facilitate higher levels of integration between quantitative and qualitative research, this course exposes students to advanced statistical designs including logistic regression, mediation and moderation effects, multivariate and factorial models and structural equation modeling. Students will become adept at reviewing literature using these advanced statistical techniques and in designing and carrying out research using these models.

6338. Social Psychology. Study of the individual's experience of the social world, including such topics as person perception, social cognition, attribution, conformity, obedience, interpersonal attraction, group psychology and other themes in contemporary social psychology (including social constructionism). Emphasis on the embodiment of existence in both the perceptual appearance of the world and in shaping of the world through human action.

6340. Marriage and Family Therapy. Grounded in considering human subjectivity from an existential-phenomenological standpoint, students will learn the history of marriage and family therapy alongside the major types of approaches to working with couples and families. This includes an application of family systems theory to the study of family dynamics with a focus on structural, strategic, and systems perspectives. The course will emphasize similarities and differences between marriage and family therapy and individual therapy as students gain a background in both the theory and clinical techniques of marriage and family therapy. Prerequisite, PSY 6321.

6345. Trauma and Crisis Intervention: Theories, Response Models, and Techniques. Grounded in considering human subjectivity from an existential-phenomenological standpoint, this course provides an introduction to the theories associated with trauma and crisis. Students will develop a foundation for assessing and treating post-traumatic reactions in adults along with an overview of trauma responses in children. This includes an examination of the psychosocial factors associated with trauma response as well as the cognitive, affective, and behavioral sequelae associated with trauma. Practice trends in post-trauma therapy will be reviewed as well as skills and techniques utilized in crisis intervention including assessment and triage, and safety and security concerns. Self-care strategies to prevent compassion fatigue among those who treat trauma will also be addressed. Prerequisite, PSY 6321.

6351. Directed Readings. A tutorial course arranged between the professor and the student. Prerequisite: written permission of the Program Director and the Graduate Dean.

6354. Health Psychology. Study of the relationships between health and illness, on the one hand and behavior, attitudes, ways of life, on the other. An exploration of the psychological concomitants of health and disease, as well as conventional and non-conventional forms of treatment for disease. The phenomenology of embodiment and of disease as a mode of existence is integral to the course. Other topics include the examination of the social and political meanings of our views of health and illness. The social construction of health and illness concepts, the limits of medicine and of medicalization, the arts of living, suffering and dying are discussed.

6355 Adult Psychopathology. A critical analysis of the classificatory systems of mental illness, including the current Diagnostic and Statistical Manual of Mental disorders, is conducted as well as an examination of the philosophical roots of the construct abnormality. Current empirical evidence and hypotheses regarding etiology of mental illness and the treatment of psychopathological behavior are reviewed. Psychopharmacological approaches that correspond to DSM diagnoses are also discussed.

6360. Developmental Psychopathology. Comprehensive overview of psychological disorders arising in children and adolescents including etiology, identification, standardized practices of diagnosis including DSM and ICD classifications, and intervention.

6V77, 6V78, 6V79. Special Studies. This course, conducted in a regular class setting, provides an opportunity to examine a special topic, problem, or work within the discipline. Content is determined by the Program Director in consultation with the faculty.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each Reading course the student must demonstrate progress. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

7095. Psychology Comprehensive Exam.

7179. Professional Writing. This course represents an opportunity for students to develop a manuscript for professional presentation or publication, with the guidance of a faculty mentor.

7311. Existential and Psychodynamic Approaches to Psychopathology. This course provides a foundation in some of the prominent existential as well as psychodynamic approaches to psychopathology by reading theoretical as well as clinical case material from primary and secondary sources. Similarities to and differences from psychopathology as presented in the Diagnostic and Statistical Manuals of Mental Disorders are discussed and critically evaluated.

7312. Hermeneutic Foundations of Psychological Research. Introduction to seminal texts in hermeneutics (Dilthey, Heidegger, Gadamer, Palmer) and in psychological applications of hermeneutic principles.

7321. Cognitive Assessment. Introduction to test construction and design as well as to administration and scoring of various tools of cognitive assessment (including intelligence tests, the Bender Gestalt Test). At the discretion of the instructor, students may also be introduced to the MMPI, 16PF and other psychometric inventories in personality assessment. Prerequisites PSY 6321, PSY 6355 or instructor's permission.

7322. Psychodynamic Assessment. This course introduces the student to several psychodynamic approaches to assessment. In contrast to the categorical nosological and atheoretical approach of the Diagnostic and Statistical Manual of Mental Disorders – Fifth Edition, psychodynamic approaches to diagnosis and assessment offer grounding in theory. Correspondingly, through instruction and practice regarding assessment methods, students will learn how a psychodynamic assessment points to certain directions for the treatment. Prerequisites PSY 6321, PSY 6355, PSY 7331 or instructor's permission.

7331. Historical Foundations of Depth Psychology. The psychodynamic tradition in Psychology is examined by careful reading of original sources, including Freud's case histories, lectures and theoretical works (including his "Project" and "Metapsychology Papers"), along with the writings of those who further developed and commented upon his work, such as Karen Horney, Harry Stack Sullivan, Erich Fromm, Erik Erikson and Bruno Bettelheim. Primary sources in psychoanalysis are supplemented with texts such as Henri Ellenberger's The Discovery of the Unconscious or more sophisticated philosophical treatments of Freud, such as those of Politzer, Merleau-Ponty, Ricoeur, or Lacan.

7340. Lifestyle and Career Development. Career development theories; current career trends, concerns, and programs/interventions for diverse client populations; career counseling strategies, tools, and resources; facilitation of client awareness, choice, and action with respect to career-related issues; integration of career counseling with mental health and addictions treatment. Emphasis is on developing a broad view of career as lifestyle, the mutual impact of career and cultures, and the practical application of theory and information in a professional counseling context.

7355. Embodiment and Sexuality. The Cartesian framework of Modern thought is presented through the writings of Sigmund Freud, who considered himself a "pioneer on the frontier between the psychic and the somatic." Sartre's dialectical phenomenology is then utilized to provide an alternative to the dualism of mind and body inherent in Western psychological traditions. Merleau-Ponty's "ontology of the flesh," informed by the later Husserl, provides a foundation for a reformulation of the problem of the body in Modern thought. Supplementary readings are drawn from Lacan, Beauvoir, Lingis, as well as feminist and postfeminist writers.

7366. Rorschach Administration and Interpretation. This course centers on the Rorschach, but also familiarizes the student with Murray's Thematic Apperception Test as well as with techniques of historical interest, such as the Szondi Test. Exner's "comprehensive system" provides the backbone for clinical training with the Rorschach. Students are required to read original texts from Hermann Rorschach as well as from the later developers of the Rorschach, including Klopfer, Piotrowski, Beck, Hertz, Schafer, Rappaport, Weiner and Exner. Schafer's psychoanalytic application is contrasted with Exner's more recent adaptation of the Rorschach to the interests of cognitive-behavioral assessment. Questions of reliability and validity of projective techniques are considered throughout the course. Prerequisites PSY 6321, PSY 6355 or instructor's permission.

7678. Thesis Research. A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned, which remains until the thesis has been approved.

Theology

FACULTY
Director and Associate Professor Glicksman; Associate Professors Goodwin, Malloy, Norris and Rombs; Assistant Professors Alexander and Esposito; Affiliate Assistant Professors Neenan and Van House

Theology is "faith in search of understanding," a faithful listening to and a systematic, methodical articulation of the message of the Word of God revealed by deeds and words first in Israel, culminating in Jesus Christ, himself both the mediator and sum total of Revelation and transmitted in the living tradition of the Church. The department's mission is the recovery and renewal of the Catholic theological tradition in harmony with the Magisterium and in dialogue with contemporary thought.

The Department of Theology offers three graduate degrees: a Master of Arts in Theology (M.A.) for students preparing for a career in college teaching and research, a Master in Theology (M.Th.), and a Master of Divinity (M.Div.). The Master of Divinity degree is the standard degree offered by Catholic seminaries and universities for the formation of candidates for ordination to the Roman Catholic priesthood; it is intended at the University of Dallas principally for the formation of the seminarians of Redemptoris Mater Seminary in Dallas.

Admission Requirements – Theology (Master and Master of Arts)

Application for admission includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography and official transcripts of previous college work. An applicant must submit both GRE General Test scores taken not more than five years previous to the date of application and a sample of academic writing. Possession of a bachelor's degree is a prerequisite.

Further requirements include:
Some background in philosophy and theology in the case of applicants for the M.Th.; a minimum of nine undergraduate credits in philosophy and a minimum of 6 undergraduate credits in the Catholic intellectual tradition for applicants for the M.A. At the discretion of the Chair, some supplemental background or coursework may be required, if the above prerequisites are not present.

Admission Requirements – Master of Divinity

1) A completed application form
2) Applicants must possess an undergraduate degree from a regionally accredited college/university or its equivalent.
3) Transcripts (including final semester, with degree posted) must be submitted directly to the University by the issuing institution.
4) Applicants must have attained a minimum undergraduate cumulative GPA of 2.50 on a 4.00 scale.
5) Applicants must have completed nine (9) hours of undergraduate theology and/or philosophy.
6) Two letters of recommendation one academic/professional and one personal

7) A statement of support from the applicant's faith community

8) Students seeking to enter the M.Div. program in partial fulfillment of the requirements for priestly ordination in the Roman Catholic Church are also expected to have met the Norms for the Admission of Candidates laid out in the Program for Priestly Formation (42–67).

Degree Requirements - Master of Arts in Theology

1) Thirty graduate credits in Theology including six credits for Thesis Research (THE 7678) and Master's thesis. A maximum of twelve credits may be earned in 5000 level, cross-listed courses (THE 5301–5310).

2) A reading knowledge of Greek, Latin, French or German.

3) Written and oral comprehensive examinations covering all areas of Theology.

Degree Requirements - Master of Theology

1) Thirty graduate credits in Theology. A maximum of twelve credits may be earned in 5000 level, cross-listed courses (THE 5301–5310).

2) Written and oral comprehensive examinations primarily covering course work.

Notes on Requirements

1) For information on transfer credits, please refer to "Graduate School Policies" in the "Braniff Graduate School of Liberal Arts" section.

2) The Master's program must be composed of four areas of theological knowledge, Scripture, History of Christian Doctrine, Systematic and Moral Theology.

3) M.A. students must choose a language that offers substantial scholarly literature relevant to the subject matter of the thesis. See the *M.A. Handbook*.

4) The Master's Thesis should be a scholarly paper of substantial length (50-100 pages) and of at least relative originality. See the *M.A. Handbook*.

5) The written and oral comprehensive examinations, required for both the M.A. and M.Th., are usually taken upon completion of the required course work. See "Directions for Comprehensive Examinations," Department of Theology.

Degree Requirements - Master of Divinity

The Master of Divinity degree requires a minimum of one hundred and twenty (120) credit hours with a minimum cumulative grade point average of 3.00 on a 4.00 scale. All students are required to establish proficiency in a modern language other than English for appropriate pastoral use. This can be accomplished through the completion of academic course work, participation in another language program, or by demonstrating proficiency by examination. Students will also be required to complete a formation portfolio and oral examination demonstrating proficiency and integration in the areas of human, spiritual, intellectual, and pastoral formation. The distribution of course requirements are as follows:

Sacred Scripture (21 credits)

THE 6320. Principles of Catholic Biblical Interpretation.
THE 6321. Pentateuch.
THE 6322. Old Testament Prophets.
THE 6323. Wisdom and Psalms.
THE 6324. Synoptic Gospels.
THE 6325. Johannine Literature.
THE 6326. Paul and Acts.

Historical Theology (12 credits)

THE 5311. Church History I.
THE 5312. Church History II (with an emphasis on the American Catholic Church).
THE 5315. Patristic and Byzantine Theology.
THE 5316. Medieval and Modern Theology.

Systematics (24 credits)

THE 5334. Apologetics.
THE 5356. Mariology.
THE 6332. Triune God.
THE 6333. Christology and Soteriology.
THE 6334. Ecclesiology.
THE 6338. Theological Anthropology.
THE 6339. Eschatology.
THE 6340. Faith and Science.

Moral Theology (12 credits)

THE 6341. Fundamental Moral Theology.
THE 6343. Catholic Social Thought.
THE 6344. The Marital Covenant (with an emphasis on sexual moral theology).
THE 6345. Bioethical Issues.

Liturgical and Sacraments (12 credits)

THE 6328. History and Theology of the Liturgy.
THE 6336. Sacramental Theology I.
THE 6337. Sacramental Theology II.
THE 6390. The Theology, Nature, and Mission of the Priesthood.

Practical Theology (27 credits)

NSOM 5380. Introduction to Pastoral Care.

NSOM 6332. Canon Law and Sacramental Ministry.

NSOM 6333. Pastoral Aspects of Canon Law.

NSOM 6371. Pastoral Administration.

NSOM 6373. Homiletics and Pastoral Proclamation.

NSOM 6374. RCIA for Pastoral Ministers.

NSOM 7373. Advanced Homiletics I.

NSOM 7374. Advanced Homiletics II.

THE 6346. Spiritual Theology.

Practicum (12 credits)

NSOM 7305. Pastoral Ministry Internship I.

NSOM 7306. Pastoral Ministry Internship II.

NSOM 7309. Clinical Pastoral Education.

NSOM 7360. Sacramental Ministry of the Priest and Deacon.

Biblical Hebrew
In addition to Latin, Greek, French, German, Spanish and Italian, the university may offer Biblical Hebrew, if there is a quorum of students who have particular interest in the study of Scripture. See Theology undergraduate course offerings for descriptions. As with the other languages, the language requirement may be met by completing the 3000 level course with a B or better or by passing the appropriate examination.

Courses in Theology

5301–5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Additional work for graduate students is assigned.

5311. Church History I. From the Apostolic community to the fourteenth century. Offered in a two-year cycle.

5312. Church History II. From the fourteenth century to the present. Offered in a two-year cycle.

5315. Patristic and Byzantine Theology. History of Christian doctrines—dogma and theology—from the Apostolic times to the twelfth century, including Byzantine theology. Offered in a two-year cycle.

5316. Medieval and Modern Theology. History of Christian doctrines— dogma and theology—from the beginnings of Scholasticism to the present, including the history of Protestant theology. Offered in a two-year cycle.

5317. Recent and Contemporary Theology. Introduction to some of the main trends, works and issues of the nineteenth and especially twentieth century Christian theology (Catholic and Protestant). Offered as needed.

5319. Philosophical Resources for Theology. Study of the philosophical resources available to and developed by Christian theology from both an historical and a systematic point of view. Offered regularly.

5333. Sources and Methods. Introductory notion of theology. Revelation, its transmission in Tradition and Scripture and its authentic interpretation by the Magisterium. Nature and method of theology as intellectus fidei. Regularly required for the Master's. Offered every two years.

5334. Apologetics. Also called "Fundamental" Theology, this course aims at a deeper (critical and systematic) understanding of the "why" of Christian Catholic faith, i.e. of the foundations for the credibility of Christianity. Offered in a two-year cycle.

5356. Mariology. An examination of the person of Mary, her role in salvation history and the theological implications thereof within the Catholic Tradition. Beginning with Scripture, the course surveys the history of Mariological theology, doctrine and dogma as it develops in the Catholic theological tradition.

6320. Principles of Catholic Biblical Interpretation. Examines the nature, methods and history of Catholic biblical interpretation. This course stands as a foundation for subsequent graduate-level studies in Scripture.

6321. Pentateuch. History of the formation of the first five books of the Hebrew Bible. Their literary genres and religious messages in the context of both ancient Near East literature and Yahweh's religious community. Methods applied and issues raised in their study. Exegesis of selected books and chapters. Two-year Old Testament cycle.

6322. Old Testament Prophets. History of the prophetic movement in ancient Israel. Literary forms and message in prophetic writings. Methods applied and issues raised. The messianic expectation in ancient Israel. Exegesis of selected prophetic books and chapters. Two-year Old Testament cycle.

6323. Wisdom and Psalms. Introduction to Wisdom Literature and Psalms. Literary Forms and contents. Purpose and expectations of Wisdom teaching and role of the Psalms in the religious community. Methods applied and questions raised. Exegesis of selected books and psalms. Two-year Old Testament cycle.

6324. Synoptic Gospels. Formation of synoptic material and the synoptic problem. Jesus of history and the apostolic proclamation of the gospel. The fulfillment of expectations. Structure and message of each gospel. Anti-Judaism and the gospels. Exegesis of selected chapters. Two-year New Testament cycle.

6325. Johannine Literature. Formation of the Fourth Gospel and history of the Johannine community. Distinctive literary and theological features of the Fourth Gospel in comparison with the synoptics. Occasion and message of the Johannine Letters. Exegesis of selected chapters of Johannine literature. Two-year New Testament cycle.

6326. Paul and Acts. History of early Christian community. Paul's background and missionary work. Historical sources for Paul's biography. Introduction to his letters. Exegesis of selected letters and chapters. Offered in a two-year New Testament cycle.

6327. Apocalyptic Literature. General introduction to Jewish and Christian apocalyptic writing. Origin and motivation of the apocalyptic movement. Apocalyptic literary genre and its message for today's readers. Values and limitations. Exegesis of selected passages of both canonical and non-canonical apocalyptic writings, such as the books of 1 Enoch, Daniel, Revelation and 2 Esdras. As needed.

6328. The History and Theology of the Liturgy. An examination of the history and theology of Catholic liturgy. Special emphasis is given to the liturgy of the Mass, the liturgy of the hours, and sacramental rites.

6332. Triune God. A systematic exploration of the doctrine of the immanent and economic Triune God, rooted in patristic tradition as well as in Scripture. It will examine the essential dogmatic components of the Trinity and the medieval synthesis, as well as ecumenical issues such as the filioque. Finally, it will explore key texts from prominent 20th century thinkers in search of responses to pressing questions about the soteriological significance of the doctrine.

6333. Christology and Soteriology. Jesus Christ in the New Testament: the problem of the historical Jesus, the evolution of the kerygma of the Apostolic Church, the Christology of Paul and John. The Old Testament as prophecy of Christ. Development of the Christological dogma in the Patristic Age. Systematic formulation of the ontological, psychological and existential aspects of the mystery of the Incarnation. Soteriology: historical survey and synthesis. Samples of Protestant Christologies. Offered in a two-year cycle.

6334. Ecclesiology. Historical survey of ecclesiology with special emphasis on the ecclesiology of Vatican II. Systematic ecclesiology: the Church as People of God and Body of Christ; the hierarchical structure of the Church; the role of laymen in the Church. The ecclesial reality of non-Catholic Churches and communities. Salvation and Church. The Church and the World. Offered in a two-year cycle.

6336. Sacramental Theology I. The sacraments in general— a study of the ontic nature of the sacramental order, its origin in nature, its transformation in the sacred history of Israel and its ultimate transignification in the Christ event and in the life of the Church. Sacraments in the churches separated from Rome. The Sacraments of Initiation: Baptism, Confirmation, Eucharist. Offered in a two-year cycle.

6337. Sacramental Theology II. The Sacrament of Reconciliation. Anointing of the Sick. The Sacrament of Orders. The Sacrament of Marriage. Offered in a two-year cycle.

6338. Theological Anthropology. Systematic theological inquiry and reflection on the nature and personhood of the human being as in the image and likeness of God. The inquiry is grounded in Scripture and Tradition, historically informed, and faithful to the Magisterium. No prerequisites. Open to any upper classman or graduate student.

6339. Eschatology. Systematic theological inquiry and reflection on the last things and human teleology. The inquiry is grounded in Scripture and Tradition, historically informed, and faithful to the Magisterium. No prerequisites. Open to any upper classman or graduate student.

6340. Faith and Science. An examination of the apparent tension between the method and discoveries of modern science and the Christian faith's theological approach to nature and the human person. The resources developed by the Christian tradition for approaching secular learning are used as a foundation for examining and critically evaluating the theories of contemporary authors on the relation between science and faith, focusing on central issues such as the origin of the universe and the evolution of the human species. The course includes discussion of key historical episodes such as the Galileo controversy and debates over evolution.

6341. Fundamental Moral Theology. An examination of the central themes in the Catholic moral tradition: conscience, sin and fundamental option theory, the nature of the moral act, natural law, the relation of Scripture and ethics and the question of a distinctively Christian ethics. Offered every two years.

6342. Christian Virtues. Virtue in general, the theological virtues, the moral virtues, examined in light of the relationship between nature and grace; the relationship between a virtue-centered ethics and an act-centered ethics. Offered as needed.

6343. Catholic Social Thought. The social encyclicals, from *Rerum Novarum* (1891) to *Centesimus Annus* (1991). The role of the laity in the temporal order, the communal nature of man, just-war theory, liberation theology, the death penalty, the relationship between the principles of the American founding and Catholicism and the relationship between Catholicism and various economic systems.

6344. The Marital Covenant. The Catholic or sacramental understanding of maleness and femaleness as ordered to the covenant between Christ and the Church. The distinction between natural and sacramental marriage, the indissolubility of the marital bond, divorce and annulment and the sacramentality of the body as it informs such issues as contraception and the new birth technologies.

6345. Bioethical Issues. The contribution of Catholic ethics to such contemporary issues as abortion, newborns with birth defects, euthanasia, new reproductive technologies, contraceptive technology and genetic engineering. As needed.

6346. Spiritual Theology. Sanctification and transformation in Christ; ascetical and mystical theology; biblical foundations of the spiritual life; grace, the virtues, the gifts of the Spirit; meditation and contemplation, active and passive purification; history of spirituality. As needed.

6351. Directed Reading. A tutorial course arranged between the professor and the student. Prerequisite: Written permission of the Program Director and the Graduate Dean.

6363, 6364. Judaism 1 & 2. An introduction to the study of Jewish history, thought and literature with emphasis on Jewish theological tradition. Readings include ancient, medieval and modern writings such as the Dead Sea Scrolls, Philo, Maimonides, Rashi, Spinoza and Buber. Also, some discussion of recent Catholic pronouncements on the relation between the Church and Israel.

6390. The Theology, Nature, and Mission of the Priesthood. This course explores the theology of the priesthood within the Catholic Tradition. Attention will be given to the biblical foundations, history, and spirituality of the priesthood as well as to the classical theology of Holy Orders. Modern magisterial teachings and contemporary questions will also be considered.

6V77, 6V78, 6V79. Special Studies. An opportunity to examine a special topic, problem, or work within the discipline. Content is determined by the Chair of the department in consultation with the faculty.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

7090. Theology Comprehensive Exam.

7099. Pastoral Practice: Itinerancy. "Itinerancy," in accord with the pastoral and spiritual program of formation for the seminarians of Redemptoris Mater Seminary, provides specialized training for seminarians planning to serve as missionaries. The course requires full-time engagement in learning and practicing the skills necessary to catechize and lead small Christian communities. Students in the course will work

under the supervision of the missionary practice director. Missionary sites are ordinarily located at a distance from the university. Seminarians of Redemptoris Mater Seminary are expected to work with missionary teams of the Neocatechumenal Way for a minimum of two years, this course will be repeated each semester of the itinerancy for a minimum of 4 times.

7678. Thesis Research. A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned for this course, which remains until the thesis has been approved.

Ann & Joe O. Neuhoff School of Ministry

FACULTY
Dean and Associate Professor Whapham; Director of Graduate and Undergraduate Programs and Affiliate Assistant Professor Hunt; Director of Continuing Education Programs and Affiliate Instructor Meny; Freeman Professor of Sacred Scripture Septién; Peterson Professor of Applied Ministry McGill; Associate Professor Raiche, Assistant Professor Cruess, Affiliate Instructors Cruz and Giuliano; Associate Professor Emerita Jewell

History and Mission

Begun in 1986 as the Institute for Pastoral and Religious Studies, the Ann & Joe O. Neuhoff School of Ministry currently offers graduate degree programs in Theological Studies, Pastoral Ministry, Catechetical Ministry, and Catholic School Leadership. The School provides a program of formation that prepares graduates to engage in the Church's life and mission in a manner which is full, conscious, active and effective.

The Neuhoff School of Ministry sponsors continuing education programs, including a Biblical School, taught in parishes throughout the Metroplex and online. The Neuhoff School of Ministry also offers courses that fulfill the academic requirements of Deacon Formation in a variety of dioceses. Biblical School and Deacon Formation courses are listed under the General Studies section of the Bulletin.

By the conclusion of their studies in the various programs of the Neuhoff School of Ministry, graduates have received the necessary education and formation that will equip them to serve the Church more effectively in a variety of capacities—as catechists, teachers, pastoral leaders, lay ecclesial ministers and deacons.

Graduate Programs Admission and Enrollment

Success at the Ann & Joe O. Neuhoff School of Ministry depends on a number of factors ranging from motivation to ministerial knowledge/experience to academic ability. The primary purpose of the admissions process is to determine a prospective student's potential to successfully complete the requirements for each degree. The student may apply for admission to the school for the Fall, Spring, or Summer terms. Applications are accepted on a rolling basis.

To be considered for admission, all applicants must:

1) Have a completed application
2) Have a bachelor's degree from a regionally accredited college or university or the foreign equivalent with a cumulative grade point average of 2.750 or higher (4.000 scale).

In addition, applicants may be asked to take part in a personal interview. The application will then be reviewed and assessed. Upon acceptance, up to nine graduate credits with a grade of "B" or better can be considered for approval for transfer from similar programs at regionally accredited institutions.

Measures of Capability

1) A GPA of 3.000 or better on a 4.000 scale in the final 60 undergraduate semester credit hours completed at a regionally accredited U.S. college or university or the foreign equivalent.

2) A cumulative GPA of 3.000 or better on a 4.000 scale, in no less than 12 graduate semester hours completed at a regionally accredited U.S. college or university or the foreign equivalent.
3) An undergraduate degree in pastoral ministry or theology/religious studies with a 2.750 GPA or better.

Regular (Full) Admission
Applicants who satisfy at least two measures of capability will be fully admitted to the University. Full Admission status allows a student who is in good standing with the university to take courses offered by the Neuhoff School of Ministry in any order as long as all program requirements are met.

Conditional Admission
Students who do not meet two measures of capability or have other circumstances which may raise questions about their suitability for admission may be admitted conditionally. An applicant granted Conditional Admission may begin classes under specific conditions which must be met in order to gain full admission status. For example, the applicant must complete six (6) credit hours of course work with a 'B' (3.000) or better GPA before being considered for Regular (full) Admission. Students admitted conditionally are not eligible for University of Dallas scholarships or grants for courses taken while under conditional status.

Admission as a Non-Degree Seeking or "Special Student"
Non-Degree seeking students are those who wish to enroll in graduate level courses for university credit, but are not presently seeking a degree. They must have completed an undergraduate degree from a regionally accredited U.S. college or university or the foreign equivalent and should be over 21 years of age. Applicants may be asked to participate in a personal interview before admission decisions are made. Contact the Neuhoff School of Ministry for more details.

If at any time special students wish to become a candidate for a degree, they must submit an application and all accompanying documents for regular admission into a degree program. Only nine credits earned as a special student may be applied toward the degree. Special students are not eligible for University of Dallas financial aid.

Auditing Courses
Students with a bachelor's degree from a regionally accredited college or university or foreign equivalent may be allowed to audit university courses with prior permission of the instructor or the Dean. No credit will be awarded. If at a later time university credit is desired, the class must be repeated as a regular course at the regular tuition rate. Audit courses are 100% refundable from the 1st day of classes to the last day of add/drop period. After the close of the add/drop period there is no refund on tuition and fees. Contact the Neuhoff School of Ministry for more information.

To Apply for Admission

Submit:
1) A completed application form.
2) A non-refundable application fee (see Fees and Expenses section).
3) Official transcripts*

4) Three letters of recommendation. One letter should be provided by each of the following: a pastor, a professor or employer, and a lay leader who has taught or worked with the applicant in a ministerial context. Letters from relatives or friends will not be accepted. References are sent an electronic recommendation form when added to the application.

5) Three brief essays: An autobiographical essay, a theological reflection essay on a short reading selection and a statement of goals and objectives. Each essay is uploaded to the online application.

***Official Transcripts**
Electronic transcripts will only be accepted as official when sent from the transferable institution. Electronic or scanned transcripts received from students will not be accepted.

Paper transcripts must be in a sealed envelope with the university seal or stamp on the sealed flap and may be mailed directly from the issuing institution to the University of Dallas or hand delivered by the applicant; transcripts not in a sealed envelope will not be considered official and are not acceptable. Uncertified or notarized copies are also considered unofficial and are not acceptable. International transcripts must be evaluated by Transcript Research and should be accompanied by an English translation and a copy of the diploma or diploma supplement, where necessary. Students bear the cost of having foreign language transcripts evaluated and translated. Contact the Neuhoff School of Ministry for specific questions related to transcript requirements.

Additional Requirements for International and Permanent Resident Applicants
In addition to the aforementioned application requirements, international and permanent resident applicants must also submit the following:

1) Copy of Permanent Resident Card (if applicable)

2) Confirmation of Financial Resources Form (F1/J1 Visa holders only)

3) Bank Statement (F1/J1 Visa holders only)

4) Unless proficiency is otherwise demonstrated, international applicants whose native language is not English are required to take either the IELTS – International English Language Testing System https://www.ielts.org/, with a score of 6.5 or the TOEFL – Test of English as a Foreign Language https://www.ets.org/toefl with a score of 80. These tests are given in the students' home countries and are normally the only acceptable certification of language ability. Unless a test has been taken at least three months before the proposed date of enrollment, students cannot be sure of having their application processed in time.

Contact the Neuhoff School of Ministry for more details. International students should be aware that the university has no special funds for them. Federal loan funds are restricted to U.S. citizens.

Leave of Absence
Students who need to interrupt their course of study from one semester to the next must request a leave of absence by completing a leave of absence form. A leave is granted where there is a good reason for the leave and a good prospect of the students' returning to the program. Leaves of absence are limited to one academic year (a consecutive fall and/or spring semester) and may be extended at the discretion of the Dean. Students who interrupt their courses of study without an approved leave of absence or are on leave for longer than one academic year without an approved extension are considered inactive and must reapply for readmission if they

should desire to return. Time spent on an approved leave of absence does not count against the six year time limit for degree completion.

Readmission
Students previously enrolled who have not completed a course for three consecutive semesters without an approved leave of absence request (see Leave of Absence) will be put on inactive status and must apply for readmission. Applicants must meet current admission standards and be in satisfactory academic and financial standing. Readmitted students are required to meet catalog requirements current at the time of re-application, which may require taking additional courses and/or repeating courses previously taken. Readmitted students will need to reapply for financial aid.

Transfer Credit
Upon approval of the Dean, or the Dean's delegate, a maximum of nine graduate credits can be transferred from other units of the university or from similar programs at regionally accredited institutions. Once students have been accepted, they may petition the Dean for the transfer of credit and supply the proper documentation and description of the courses for which credit is sought. Current students seeking to take courses outside the Neuhoff School of Ministry must have written permission from the Dean in advance. A minimum of 28 credits must be taken from courses within the Neuhoff School of Ministry.

Online Learning
Each degree program in the Neuhoff School of Ministry can be completed through distance education offerings. Students access the online learning platform using a standard Internet connection and web browser. See Neuhoff School of Ministry Handbook for Graduate Students for more information and technical requirements.

Fees, Expenses and Financial Policies

For general information on university fees, expenses, and financial policies please see the Fees and Expenses section.

Financial Aid
"Financial aid" refers to any monetary support awarded through the university to students for the pursuit of graduate education in the Neuhoff School of Ministry. All financial aid applicants, including loans, scholarships, graduate assistantships, and grants, are required to complete the Free Application for Federal Student Aid (FAFSA) annually from https://studentaid.gov. Additional information about the FAFSA can be obtained from the Office of Financial Aid.

Scholarships
"Scholarships" are financial awards given to students by the university based on financial need and in recognition of exceptional academic promise, demonstrated by a record of outstanding achievement in previous academic work and/or ministerial work. Scholarships are awarded annually and require completion of the FAFSA and a scholarship application request by July 1st each year.

Graduate Assistantships
The Neuhoff Graduate Assistantship is an opportunity to develop professional, academic, administrative, and pastoral skills associated with pastoral theology. "Graduate Assistantships" provide financial aid through a position available to students enrolled full-time in a graduate program offered by the Neuhoff School of Ministry. Two assistantships are offered annually and will provide tuition remission for up to nineteen credits annually, plus a small stipend. In addition, students work in the Neuhoff School of Ministry for 20 hours per week throughout the academic year.

Duties will include assisting faculty in non-teaching functions and academic projects, providing research assistance for scholarly publications, presentations and other special projects, and support the Dallas Ministry Conference.

The Neuhoff Graduate Assistantship is open to current graduate students and incoming applicants. Incoming applicants must have completed the entire application process to be considered for this position. Eligible candidates should send a resume and a letter to the Neuhoff School of Ministry explaining their current status with the Neuhoff School of Ministry, why they want the position and what skills and goals they have that would make them a good candidate for the position. Applications for Graduate Assistantships are accepted through July 1st each year. Contact the Coordinator of Graduate Student Services for details.

Other Financial Aid

In addition to university aid, students may apply for low interest student loans. To do so, a student must complete the FAFSA. The university will determine students' loan eligibility based on the information provided on this application. Students must enroll in at least half-time credits towards their degree to be eligible. Additional information about loan eligibility is available from the Financial Aid Office.

After the financial aid application process has been completed, the Financial Aid Office will send admitted students an award letter, detailing the loans for which they are eligible. Fall applications should be completed by August 1, spring applications by December 1 and summer applications by April 1.

Satisfactory Academic Progress for Financial Aid

Students must be making Satisfactory Academic Progress (SAP) to be eligible for any federal or state financial aid. The requirements follow:

1) A cumulative GPA of 3.0 is required along with a cumulative pace towards graduation of at least 66% (.66). Pace will be evaluated by dividing all earned hours by all attempted hours. Transfer hours will be used in this calculation. Withdrawal from classes can affect a student's pace and will be included as attempted credits.
2) Graduate students must earn at least 4.5 credit hours each term towards their degree.
3) Complete all work within the time limit set by the program.
4) An Incomplete or a Temporary grade does not count as an earned credit and will affect eligibility until credit is earned. SAP cannot be reviewed until a grade has been posted for all classes completed. Once a grade has been posted to replace an incomplete grade, a student should contact the Office of Financial Aid to have his or her SAP reviewed. A student is not eligible for financial aid until SAP status has been determined.
5) Cumulative GPA and pace are reviewed at the end of each term (fall, spring and summer).
6) If the student is not making SAP, he or she will be notified of a Financial Aid Warning for one semester. During the warning semester, the student must complete the semester meeting all SAP requirements, including at least 4.5 credit hours earned towards his or her degree, cumulative pace of at least 66% and a cumulative GPA of 3.0 or higher. If these requirements are not met at the end of the semester, the student will lose his or her financial aid for the next semester, known as Financial Aid Suspension. A student can regain his or her financial aid when all SAP requirements are met at the end of a subsequent semester, (4.5 credits earned towards one's degree, a cumulative pace of at least 66% and a cumulative GPA of 3.0 or higher).

7) A student who does not meet SAP at the end of the Financial Aid Warning period is placed on Financial Aid Suspension but can make a formal written appeal to the Director of Financial Aid for the reinstatement of Financial Aid for one semester. An appeal can be made in the event of the death of a student's relative, injury or illness of the student, or other special circumstances. If an appeal is granted, a student will be put on Financial Aid Probation and will receive financial aid for one additional semester. A student on Financial Aid Probation must reach 66% pace and a 3.0 cumulative GPA by the end of the probationary semester or meet other academic standards set by the Director of Financial Aid (called an Academic Plan) in order to have his or her financial aid reinstated. A student on suspension can regain eligibility for aid upon meeting all requirements lists above.

8) For information about withdrawing and Return of Title IV funds, please refer to the information in the Fees and Expenses section or udallas.edu/finaid/gradsap.

Outside Support
Financial support for graduate study may be available from groups outside the regular channels of university financial aid. Students are encouraged to research and pursue such additional sources of support.

Veterans
The university is approved for the education of veterans under all applicable public laws relating to veterans' training. These laws provide for educational funding for veterans. They also require strict reporting by the university on enrollment and progress toward the degree. Veterans who do not comply with the academic standards of the university as outlined under Academic Policies and Procedures in this bulletin will not be certified for benefits. Briefly, these standards require that academic warnings be issued when the semester grade point average or total credits completed puts the student in danger of dismissal. A student who fails to achieve the required academic standards after a semester of probation will be subject to suspension or dismissal and will not be certified for benefits.

Enrollment Definitions
Regular students are those who have been admitted for the purpose of obtaining a degree or certificate whose admission is neither special nor conditional nor probationary.

Term	Enrollment	Minimum Credits
Fall, Spring, or Summer	Full-time	9
	Half-time	4.5

Course Loads for Calculating VA Educational Benefits
For graduate students in the Satish & Yasmin Gupta College of Business who use educational benefits available through the Department of Veterans Affairs, the following additional course load equivalency rules apply to determination of their part-time or full-time status with the Department of Veterans Affairs.

Credit Equivalency
Using the following formula, you can determine the enrollment equivalency for non-standard terms:

Credit Hours x 12 ÷ Weeks in Term = Credit Hour Equivalent

The Credit Hour Equivalent for different courses should be added together for periods of time that overlap.

Full-Time – A student is enrolled full-time if the student's Cumulative Credit Hour Equivalent is at least 9 Credit Hours.

¾ Time – A student is enrolled ¾ time if the student's Cumulative Credit Hour Equivalent is at least 6.75 Credit Hours.

½ Time – A student is enrolled ½ time if the student's Cumulative Credit Hour Equivalent is at least 4.5 Credit Hours.

<½ Time – A student is enrolled less than ½ time if the student's Cumulative Credit Hour Equivalent is less than 4.5 Credit Hours.

Housing

On campus housing for graduate students is not ordinarily available. Apartments and houses in all price ranges are plentiful off-campus.

Policies

The Neuhoff School of Ministry establishes rules and requirements and sets standards for all graduate degrees and certificates. Students are responsible for knowing all policies and requirements pertaining to the degree sought. These policies as well as the policies and procedures described in the undergraduate section of this bulletin and in the Graduate Student Handbook, including the Code of Student Conduct, apply to graduate students unless otherwise noted in this section or in the Graduate Student Handbook for the Neuhoff School of Ministry.

The Neuhoff School of Ministry reserves the right to dismiss, at any time, students whose academic standing, financial indebtedness to the university, or conduct is found to be incompatible with the vision and goals of the school or of the university.

Graduate Degree Requirements

Degrees are granted by the Board of Trustees upon recommendation of the Graduate Faculty of the Ann & Joe O. Neuhoff School of Ministry and the Council of Deans and Chairs.

The Master's degrees in Theological Studies (M.T.S.), Pastoral Ministry (M.P.M.), Catechetical Ministry (M.C.M.), and Catholic School Leadership (M.C.S.L.) each require the following for degree conferral:

- Completion of all courses in the student's official program with a grade of C or better.
- A minimum cumulative grade point average of 3.0 out of a possible 4.0 based upon completion of all courses in the student's official program.
- Successful completion of an annotated bibliography.
- Completion of degree specific graduation requirements (e.g., Capstone for M.P.M., etc.)
- Completion of a graduation application form and payment of the graduation fee by the posted graduation deadline.
- Submission of all official transcripts and required documents.
- Payment of all tuition and fees (library fines, parking tickets, etc.)
- Completion of above requirements within a period of six years.

Graduate Certificate Requirements

Graduate certificates for Theological Studies, Pastoral Ministry, Catholic School Leadership and Catechetical Ministry are available to students who meet the admissions requirements of the Master's program and who successfully complete 18 credits within the curriculum of that program with a cumulative GPA of at least 3.0. The specific courses taken must be approved by the student's faculty advisor and the Dean. Courses are taken for full graduate credit and a transcript is maintained by the university.

Other Polices

Class Attendance
Students are expected to attend all scheduled classes on site or view all videos and participate in all discussions online, and to satisfy all course requirements within the time limits established by their professors, unless prevented from doing so by extraordinary circumstances such as serious illness or family emergencies, etc. A professor who deems that a student has been excessively absent during the first half of the semester may recommend that the student withdraw from the course. If students have been excessively absent throughout the entire semester, the professor may withhold permission to take the final examination and, depending on the students' academic performance, assign a grade of F or FA (failure due to absence). Consult the Neuhoff School of Ministry Graduate Student Handbook for more details on attendance policy.

Grade Point Average and Reports
The minimum grade point average required for graduation is 3.0. In courses in which a grade lower than a "C" (2.0 grade points) is given, the grade will count for determining the grade point average, but will not satisfy course requirements. At the end of each semester reports of final grades are available to students online.

Grade System

Grade		**Point**
A	Thorough mastery of course material	4.0
A-		3.7
B+		3.3
B	Generally good understanding of course material	3.0
B-		2.7
C+		2.3
C	Partial understanding; barely adequate	2.0
All grades below "C" are considered failing.		
C-		1.7
D+		1.3
D	Inadequate understanding	1.0
D-		0.7
F	Failed to demonstrate understanding	0.0
FA	Failed because of excessive absences or did not withdraw from a course	0.0
The following grades are not calculated as part of the GPA		
I	Incomplete	0.0
T	Temporary	0.0
W	Withdrawal	0.0
AD	Audit Grade	0.0

Making the Grade
Student academic performance is generally based on at least two measurements in each course: for example, two examinations, or an examination and a project. The exception would be a Capstone course or a Practicum, which may be solely measured on the student's overall performance as evaluated by the professor. Upon the student's request, professors will explain grades but will not change grades unless it can be shown that the original grading was in error. The Dean's Office must approve any grade changes. If a student believes that the grade was assigned incorrectly, he/she may appeal the grade according to the Grading Policy section of the Graduate Student Handbook.

A grade of A, A-, B+, B, B-, C+, or C signifies that the course was passed. Students may not retake the course for grade replacement. The passing grade remains on the student's permanent record and will be used to compute the final GPA.

A grade of C-, D+, D, D-, F or FA signifies that the course was failed and that student must retake the course and obtain a grade of C or higher. The failing grade remains on the student's permanent record and is included on any transcript, but it is not used in computing the final GPA or credit hours toward graduation. If a failing grade is earned in an elective course, the student may either retake the course, (in which case the failing grade will not be included in the GPA) or enroll in another course which will satisfy the elective requirement (in which case the failing grade will be included in the GPA). If a course has been failed more than once, only a single failing grade is excluded from the GPA. Failed courses may only be repeated once for grade replacement.

Academic Standing

Students are considered to be in "good standing" when they maintain a cumulative GPA of at least 3.0 on a 4.0 scale. A plan of progressive academic monitoring assists students to remain in good standing and enhance the likelihood of timely graduation. At the end of each semester, all students' grades are reviewed in order to alert students and their academic advisers of potential threats to good standing. Student notifications are as follows:

- **Written Warning:** Students whose semester and/or overall GPA falls below 3.0 will receive a written warning at the end of that semester. They must arrange a meeting with their adviser to develop a plan for academic improvement in the coming semester.
- **Academic Probation:** If the student's semester and/or overall GPA falls below 3.0 for a second consecutive semester, the student may be placed on academic probation. In order to enroll for the next semester, probationary students must meet with their adviser to develop a refined plan for substantial academic improvement, to be demonstrated over the next six credit hours. This plan must be approved by the adviser and the dean before enrollment for the next semester.
- **Academic Suspension:** If a probationary student does not demonstrate substantial improvement in the completion of the next six credit hours, the student may be placed on academic suspension for one semester. Suspended students may not enroll for courses for the next semester.

In order to be readmitted, suspended students must be able to raise their cumulative GPA to the 3.0 required for graduation within the next 12 credit hours of graduate work. If at any point this standard is not met, such students may be permanently withdrawn from the program. No probationary or suspended student may enroll for more than 9 credits beyond the number required for graduation.

T and I Grades

Faculty members may give a grade of "T" (temporary) in a class if an extended time period for the completion of the course work (larger paper, project or thesis) is a planned part of the course as approved by the curriculum process of the university. A grade of "I" (incomplete) may be given in a class if students were unable to finish all assignments by the end of the semester and their reasons for the delay have been accepted by their professors. All "I" grades for a given semester must ordinarily be removed before the first day of regular registration for the next semester; for "T" grades, when work is submitted by the due date, the "T" is completely removed from the student's record. The "I" is only slashed over. If work is not completed on time, the "T" or "I" grade will either become permanent (I*, I#, or I/PR) or will, at the professor's discretion, be changed to some other grade to reflect work completed.

Academic Honesty
Plagiarism and cheating are extremely serious offenses. All students are responsible for familiarizing themselves with the policy on Academic Honesty as detailed in the undergraduate section of this Bulletin and the Graduate Student Handbook for the Neuhoff School of Ministry.

Time Limit
The time limit for completion of Neuhoff School of Ministry graduate programs is six years, counting the years from the first semester in which students were enrolled in the program. Time on an approved leave of absence is not counted toward the time limit.

Programs and Concentrations

All graduate programs in the Neuhoff School of Ministry seek to meet the standards of formation laid out by the United States Conference of Catholic Bishops for ministry formation. These include intellection formation, human formation, pastoral formation and spiritual formation. Such an approach seeks to educate the whole person in every facet of their life to provide a truly transformative educational experience.

The Neuhoff School of Ministry offers the following graduate degree programs:

- Master of Theological Studies (M.T.S.)
- Master of Pastoral Ministry (M.P.M.)
- Master of Catechetical Ministry (M.C.M.)
- Master of Catholic School Leadership (M.C.S.L)

The Neuhoff School of Ministry also offers the following graduate certificate programs:

- Graduate Certificate of Catholic School Leadership

Contact the Neuhoff School of Ministry for information on specific course requirements for graduate certificate programs.

Core Courses
All Neuhoff School of Ministry master's degrees, excluding Catholic School Leadership, build on a core of eight courses:

- 5110 Graduate Proseminar
- 5310 Foundations of Catholic Biblical Interpretation
- 5330 Systematic Theology
- 5340 Church History
- 5350 Moral Theology
- 5360 Liturgy and Sacraments
- 5370 Theological Reflection
- 63XX Scripture Elective (Old or New Testament)

Annotated Bibliography
An annotated bibliography of texts related to the core curriculum is a graduation requirement for all master's level programs, excluding the Master of Catholic School Leadership program. The goal of the annotated bibliography is to help students solidify and demonstrate their understanding of the basic theological knowledge appropriate to professional competency for pastoral leadership. An annotated bibliography consists of the formal bibliographic entry for a text followed by a description of the thesis, argumentation, and significance of the work.

Bibliographies consist of twenty-five works approved by a designated faculty adviser. Fifteen works have already been selected by the faculty of the Neuhoff School of Ministry to represent the core courses of the graduate degree programs.

The remaining texts are to be selected by the student with the approval of their faculty adviser. Consult the Neuhoff School of Ministry Graduate Student Handbook for more details on the annotated bibliography.

Master of Theological Studies Program

The master's degree in theological studies are designed to give students the tools for the practical application of theological knowledge through a course of study for those students interested in reflecting on seminal theological questions through the lens of pastoral ministry.

The Master of Theological Studies Requirements:

22 credits of core courses
12 elective credits
3 credit Theological Studies Capstone
Completion of the annotated bibliography (NSOM 6099)

The Theological Studies Capstone, to be taken in the final semester of the degree, will facilitate a demonstration of the student's ability to reflect in writing and in oral presentation on the interplay between theology, ministerial practice, culture and spirituality.

In addition to the required Core Courses and the Theological Studies Capstone, students may select four elective courses to complement the learning of the eight core courses. This combination allows more concentrated study on a particular topic of interest, or a broadening of knowledge on a variety of subjects.

The Master of Theological Studies with Biblical Theology Concentration Requirements:

22 credits of core courses
12 additional Scripture credits
3 credit Theological Studies Capstone
Completion of the annotated bibliography (NSOM 6099)

In addition to the required Core Courses and the Theological Studies Capstone, students must select four elective courses in the area of Sacred Scripture. Scripture electives must include at least one (1) Old Testament course and one (1) New Testament course. Scripture electives may include, but are not limited to the following courses:

NSOM 6315. Prophets.

NSOM 6310. Torah.

NSOM 6V0X. Gospel of John.

NSOM 6325. Pauline Literature.

Master of Pastoral Ministry Program

The master's degree and graduate certificate in pastoral ministry are designed to equip those who wish to serve in parishes, dioceses or other ministerial settings with the appropriate theological knowledge and pastoral skills. Given the particular nature of ministry, students are required to have a ministry specific concentration which will allow for the study and practice in a defined ministry field.

The concentrations available are:

- Campus Ministry
- Church Management
- Health Care Ministry
- Youth Ministry

Other M.P.M. concentrations may be designed with the consultation and express prior written approval of the student's adviser and the Dean. Contact the Neuhoff School of Ministry for more information.

The Master of Pastoral Ministry requires:

22 credits of core courses
9 credits in ministry courses including internship and capstone
6 elective credits
Completion of the annotated bibliography (NSOM 6099)

M.P.M. CAMPUS MINISTRY CONCENTRATION

The Campus Ministry concentration prepares those interested in working with young adults faced with both the challenges of high school and/or college life as well as the accompanying questions about faith, values, and vocation. Pastoral skills are developed through coursework, field education and a capstone.

In addition to the Core Courses students are required to take the following courses plus two electives:

NSOM 6370. Ministry in the Church.

NSOM 7301. Pastoral Ministry Internship – Campus Ministry.

NSOM 7390. Ministry Capstone – Campus Ministry.

M.P.M. CHURCH MANAGEMENT CONCENTRATION

The Church Management concentration is especially helpful for present or future parish business administrators and diocesan business managers who want more grounding in theology and ministerial practice, as well as for priests, deacons and pastoral associates who wish to strengthen their administrative and leadership skills. Through field education and electives, this concentration provides ministers with theological, pastoral, financial, and managerial skills crucial for the efficient operation of churches and schools.

In addition to the Core Courses students are required to take the following courses plus two electives:

NSOM 6370. Ministry in the Church.

NSOM 7302. Pastoral Ministry Internship – Church Management.

NSOM 7392. Ministry Capstone – Church Management.

Elective courses for the Church Management concentration can be selected from ministry courses (not required by the program), leadership courses in the Braniff Graduate School and/or Management courses in the Gupta College of Business.

M.P.M. HEALTH CARE MINISTRY CONCENTRATION

The Health Care concentration combines theology and pastoral ministry courses with on-site Clinical Pastoral Education (CPE) at an accredited CPE program in regional hospitals designed to equip the student with pastoral skills for work in health care ministry. This program contributes to the student's ability to meet the certification standards of the National Association of Catholic Chaplains.

In addition to the Core Courses students are required to take the following courses plus two electives:

NSOM 6370. Ministry in the Church.

NSOM 7309. Clinical Pastoral Education.

NSOM 7393. Ministry Capstone – Health Care Ministry.

M.P.M. YOUTH MINISTRY CONCENTRATION

The Youth Ministry concentration provides the preparation needed to address the spiritual growth of youth in a parish or school setting. Pastoral skills are developed by course work, field education and a capstone.

In addition to the Core Courses students are required to take the following courses plus two electives:

NSOM 6370. Ministry in the Church.

NSOM 7304. Pastoral Ministry Internship – Youth Ministry.

NSOM 7394. Ministry Capstone – Youth Ministry.

Master of Catechetical Ministry Program

Catechesis is more than simple instruction on the content of the faith; it encompasses both evangelization and ongoing faith formation which are integral to the Christian life. As such, catechesis is pertinent to any element of ministry. The master's degree and graduate certificate in catechetical ministry are designed for those who are looking for parish and diocesan positions such as: Director of Adult Formation, Director of Children's Formation (Parish Catechetical Leader), or Director of RCIA. The degree combines theological and pastoral knowledge with practical application of catechetical principles and methods.

The Master of Catechetical Ministry requires:

22 credits of core courses
15 credits in ministry specific courses
Completion of the annotated bibliography (NSOM 6099)

In addition to the Core Courses, students are required to take the following courses:

NSOM 6370. Ministry in the Church.

NSOM 6371. Pastoral Administration and Management.

NSOM 6375. Catechetics and the Development of Faith.

NSOM 7375. Models of Catechesis.

NSOM 7396. Catechetical Ministry Capstone.

Master of Catholic School Leadership Program

The purpose of the Catholic School Leadership program is to prepare students for the effective execution of the responsibilities of administrators and teachers in Catholic schools.

The Master of Catholic School Leadership (M.C.S.L.) degree combines 16 credit hours of pastoral and theological studies with 21 credit hours of courses in Catholic School Leadership. Together, these courses bring the light of faith to the task of effective leadership in a Catholic school.

The Master of Catholic School Leadership requires:

16 credits of pastoral and theological studies courses
21 credits in education specific courses

Pastoral and Theological Studies courses include:

NSOM 5110. Graduate Proseminar.

NSOM 5330. Systematic Theology.

NSOM 5350. Moral Theology.

NSOM 5360. Liturgy and Sacraments.

NSOM 5370. Theological Reflection.

NSOM 6376. Catechetics & the Dev of Faith.

Catholic School Leadership required courses include:
EDU 5342. Foundations of Catholic Education.

EDU 6361. The Catholic School Principal.

EDU 6362. Instructional Leadership.

EDU 6363. Organizational Leadership and Planning.

EDU 6364. Non-Public School Finance and Development.

EDU 6365. Non-Public School Law.

EDU 6366. Catholic School Leadership Internship.

Graduate Courses in the School of Ministry

5110. Graduate Proseminar. Required of all first-year students, this one credit course is an introduction to the fields and methods of theological study for ministerial formation. Registration and active participation in all sessions constitute completion of the requirement. Proseminar is offered only in the Fall semester, with both on site and online options. Graded on a pass/fail basis.

5310. Foundations of Catholic Biblical Interpretation. The course's content and structure are suggested by the description of the Bible as "the words of God expressed in human language" offered by the Second Vatican Council (DV 13). Therefore, it will deal, first, with the concepts of Revelation, Transmission-Tradition, Inspiration, Biblical Truth and the Canon, which traditionally express the Church's belief in the divine origin of the Bible. Second, it will deal with the nature of the Bible as a human document, linked to a culture rooted in specific coordinates of space and time. Finally, it will review the development and nature of modern scientific methods and approaches of biblical interpretation, together with the Church's reactions to and positions on these methods and approaches in the last 100 years.

5330. Systematic Theology. Structured reflection on the Christian communal experience of faith and how that faith is understood, expressed and lived out in the Catholic tradition. It invites dialogue among students and with the formative elements of Catholic tradition to consider theological method (i.e., How do we do this work properly?), doctrinal clarity (i.e., What does our formative tradition teach?) and pastoral practice (i.e., How do theology and pastoral realities influence one another?). Topics of special focus include revelation and faith, the Triune God, Christology, Christian anthropology and the theology of the church, including Mary and the saints.

5340. Church History. This course offers a survey of the development of the Catholic Church through the lens of its magisterial, ministerial and spiritual components. The growth of the Church in the apostolic, medieval, reformation, modern and contemporary eras and see how this development has impacted understanding of faith and ministry in the Church today.

5350. Moral Theology. A critical survey of fundamental moral theology, including the distinctiveness of Christian morality, conscience formation, natural law, moral norms and decision-making. It provides an entrée into special moral theology, which includes bioethics, environmental ethics, healthcare ethics, sexual ethics and social ethics.

5360. Liturgy and Sacraments. A critical survey of the history, theology and liturgical celebration of the sacraments according to the Roman Rite of the Catholic Church, with special attention given to the role of the Rite of Christian Initiation for Adults (R.C.I.A.).

5370. Theological Reflection. Forming a basis of spirituality for ministers, theological reflection is a discipline designed to recognize God's activity within the context of ministry. Systematic reflection on students' spiritual journey and experiences enter into dialogue with scripture, church history, church teaching, current pastoral needs and the lived faith experience of the people of God.

5380. Introduction to Pastoral Care. An introduction to the theory and practice of pastoral care, this course explores the relationship of spirituality, morality, and the sacramental life of the Church to insights into the human psyche gained through the social sciences. Course topics include basic principles of the practice of pastoral care, active listening skills, boundary setting, and the role of culture in pastoral care.

6099 or 6199. Annotated Bibliography. Required of all degree-seeking students (except the Master of Catholic School Leadership program), this non-credit course allows students to submit the Annotated Bibliography requirement online. Registration for this course is required to submit the annotated bibliography. Summer graduates must register and submit in the Spring semester or earlier. The Annotated Bibliography can only be submitted in the Fall and Spring semesters online. If a student chooses to enroll in the Annotated Bibliography with no other courses in a given semester, the student must register for the 1-credit hour (6199) course and pay the tuition fee. Graded on a pass/fail basis.

6310. Torah. This course is designed to introduce the student to historical, literary, and theological aspects of the Pentateuch in the context of the ancient Near East and the Bible. In addition, great emphasis will be placed on the theological content of select passages from both a Jewish and a Christian perspective. The development and extension of these theological verses and themes into early Judaism, the New Testament, and the life of the Church will also be highlighted.

6315. Prophets. This course is designed to introduce the student to historical, literary, and theological aspects of the Prophetic Literature of the Old Testament in the context of the ancient Near East and the Bible. Students will employ exegetical methodologies used by contemporary biblical scholars to enhance their understanding and appreciation of the beautiful poetry and literary aspects of the prophetic tradition. This, in turn, will help them develop a theological perspective that will serve to bring the message of the prophets in to the twenty-first century.

6320. The Gospels. This course is an examination of the New Testament Gospels in light of their historical, literary, social and cultural settings. After dealing with the introductory questions and an initial survey of each volume, focus will be given to a selected number of passages that are critical for the understanding of the author's entire work. In this way, the students will recognize the main literary features and the major theological themes of each one of them. Major issues and contemporary methods for the study of gospel literature will be introduced. The course will challenge students to see the pastoral possibilities of various passages, and how the student might move from text to life.

6325. Pauline Literature. This course is an introduction to the letters of Paul. It will explore historical and literary issues that relate to understanding the Pauline Corpus. The authentic letters of Paul (1 Thessalonians, 1 & 2 Corinthians, Philippians, Galatians, Philemon, and Romans) as well as those letters likely written by

later disciples of Paul (2 Thessalonians, Colossians, Ephesians, 1 & 2 Timothy, and Titus) will be the main focus of this course, although the world behind the text will also be in view. These letters will be interpreted historically, as well as pastorally, with one eye on the ancient horizon of Paul's world and the other on how these texts might intersect with the contemporary world.

6332. Canon Law and Sacramental Ministry. Theological-canonical reflections on selected questions in the canons of Book IV, in light of the teaching of the Second Vatican Council, post-conciliar legislation, and the process of revising the Code of Canon Law. Particular emphasis on issues in the sacramental law of Christian initiation, marriage, and the sacrament of orders.

6333. Pastoral Aspects of Canon Law. An overview of Canon Law (Roman Rite), is offered, as it pertains to pastoral ministry. Particular attention is afforded to canonical dimensions of the obligations and rights of the Christian faithful; the structure, authority, mission and ministry of dioceses and parishes; sacramental ministry; and penal procedures.

6334. Christology and Discipleship. This course introduces students to the historical development of Christology as well as some recent Christologies. Students will be asked to integrate Christological themes with the faith response of discipleship in order to better understand the interrelationship between doctrine and the lived expression of the faith.

6335. Ecclesiology. This course provides students with an introduction to the theology of the church as it developed from the writing of the New Testament to the contemporary period. Special attention will be given to the development of a systematic doctrine of the church in the modern period, including the conciliar teachings of Vatican I and Vatican II. As participation in the mission of the church is the call of all the faithful by virtue of their baptism, the course will also focus on the ways in which the life and mission of the church provide the foundation for practical theology and a theology of ministry.

6341. Saints: Their Lives and Iconography. This course examines the development of Catholic devotion to the saints and Mary, from the time of St. Peter up to the present day. A study of the lives of the saints, liturgical and extra-liturgical practices of devotion to the saints, and the iconography of the saints in the rich environs of Rome. Concludes with an examination of the current process of canonization, post-Vatican II visions of the sanctity of the laity, and recent saints added to the Catholic canon.

6340. Documents of Vatican II. The Second Vatican Council was called by Pope John XXIII to preserve and promote the church's heritage in a pastorally effective way in order to meet the demands of the day. Study of the Council, the four constitutions and their implementation. Survey of the Conciliar decrees and declarations and develop an understanding of their impact on the role of the laity.

6345. History of Spirituality. Spirituality marks the inner life of the church. Throughout history spiritualities have developed in reaction to, or in support of, the outer life of the church. Survey course exploring traditional Catholic spiritualities, their main movements, personalities and contemporary expression in our spiritual lives today

6349. History, Archeology and Biblical Interpretation in the Holy Land. A three-credit, independent study that involves a visit to the Holy Land as part of Neuhoff's annual Holy Land pilgrimage. The sites visited will be considered from historical, biblical, and theological perspectives, enabling a deep understanding of biblical and Jewish roots of Christian faith and their implications for biblical interpretation. The

course includes both formal lectures and on-site talks. Prerequisites: An introductory course in either Old or New Testament as approved by the instructor(s).

6350. Healthcare Ethics. Contemporary developments in biology and medicine confront society with new and ever-complicating moral problems, which sometimes challenge Christians' basic sense of the meaning of life. The principles and norms of Catholic moral theology that are relevant to the questions and issues faced in healthcare today.

6360. Liturgical Leadership. A practical introduction to liturgical leadership. Focus is on the pastoral implications of the Catholic principle of sacramentality and its influence on the understanding of liturgical action and what that means in actual liturgical celebrations. Attention is given to liturgical planning and to lay-presiding at devotions, the Liturgy of the Hours, the Liturgy of the Word with Distribution of Communion and Sunday Celebrations in the Absence of a Priest.

6370. Ministry in the Church. The contemporary phenomenon of ministry in the Catholic Church is studied from the viewpoints of theology and pastoral practice. Theological exploration focuses on biblical visions of ministry, the history of ministry in the church and its doctrinal underpinnings and implications, especially in ecclesiology. Pastoral consideration reflects on attitudes, knowledge and skills necessary for effective pastoral ministry in today's church. Integrating these perspectives, the course includes discussion of issues related to the contemporary ministerial scene and critical ecclesial documents on ministry formation.

6371. Pastoral Administration. This course explores the purpose and function of a parish in the life of the church and the role of pastoral administration within it. Students consider the theology and experience of parish life and reflect on many of the key ministries necessary for its success, including ministries of Word, worship, service and community building. Pastoral skills for planning, leadership, administration of temporal goods, communication and managing relationships are among topics considered.

6372. Contemporary Parish. The theology, structures, leadership and ministries of today's parish. The course will look at contemporary parish models, their emerging trends, demographic changes; the theory and practice of pastoral leadership, the person of the pastoral leader and parish ministries. Grounded in an understanding of ecclesiology. Seminar format developing an understanding and theology of parish and what is needed to sustain parish life in the 21st century.

6373. Homiletics and Pastoral Proclamation. Consideration of key ways in which the proclamation of the Word communicates and builds up the essential mission and identity of the church. Students are expected to reflect theologically on the Word of God, both as listeners and as proclaimers, to understand the various roles and offices involved in proclamation of the Word and to practice the pastoral skills required for effective proclamation.

6374. RCIA for Pastoral Ministers. The Rite of Christian Initiation of Adults with its particular approach to the baptismal catechumenate has been called "the source of inspiration for all catechesis". Critical analysis of the theology inherent in the ritual text that drives this "process of formation and true school of faith" through each of the four catechumenal stages. Exposure to the history of the rite, practical aspects of the catechesis that precedes and follows the ritual experiences, liturgical theology and liturgical catechesis inherent in the rite. Special attention given to Part II: Rites for Particular Circumstances, especially for children of catechetical age and application of inspirational principles of the catechumenate to pastoral practice.

6375. Catechetics and the Development of Faith. Introduction to the history, theology and practice of catechesis. Including the methods, content and curriculum of contemporary catechesis, with particular focus on age-appropriateness and faith and its maturation in people.

6V77-6V79. Special Topics. Courses offered on an occasional basis allow students and faculty to pursue special interests in areas of ministry and theology that are not offered regularly. The Dean determines the selection of topics in consultation with faculty and students.

6V91. Directed Readings. As a course arranged between instructors and students, this tutorial allows students to undertake an in-depth reading program on a topic of particular interest. It requires a detailed proposal by students that is approved, in writing, by the instructor and the Dean.

7095. MDIV Formation Portfolio/Comprehensive Exam.

7301. Pastoral Ministry Internship - Campus Ministry. Pastoral Ministry Internship for a student with a Campus Ministry concentration.

7302. Pastoral Ministry Internship - Church Management. Pastoral Ministry Internship for a student with a Church Management concentration.

7304. Pastoral Ministry Internship - Youth Ministry. Pastoral Ministry Internship for a student with a Youth Ministry concentration.

7305. Pastoral Ministry Internship I. A supervised placement specific to ministry concentration that provides a structured experience of field education. Working with a supervisor to gain hands-on experience in ministry while developing oneself, one's goals and one's understanding of this ministry field. Students register for internship course specific to their concentration and may, with prior approval, register for the course more than once. Graded on a pass/no-pass basis.

7306. Pastoral Ministry Internship II. Students will undertake a second supervised ministry placement designed to allow the student to explore ministry in a structured experience of field education in Campus ministry, Church management, youth ministry, or other pre-approved area.

7309. Clinical Pastoral Education (C.P.E.). Pastoral Ministry Internship for a student with a Health Care Ministry concentration. This is a practicum in hospital-based pastoral care, which is available in cooperation with local hospitals whose programs are accredited by the National Association for Clinical Pastoral Education. Graded on a pass/no-pass basis.

7360. Sacramental Ministry of the Priest and Deacon. The priest is called to the care of souls through the sacramental and liturgical life of the Church. Diakonia, rooted in the Gospel, calls us to serve God's people through Word, Worship, and Service. This course will focus on the liturgical and sacramental ministries that are fulfilled by the priest as well as by the deacon. Former number: RPS 7350.

7373. Advanced Homiletics I. An insightful understanding of biblical texts and their significance for particular ministerial contexts is essential for effective preaching. This course focuses on the role of biblical and cultural hermeneutics in preaching. In particular its helps students to integrate their intellectual formation with an understanding of the particular needs of the faith community.

7374. Advanced Homiletics II. The homily as a reflection on the mystery of faith, as expressed in the Scriptural texts appointed for the various liturgical celebrations,

as well as in "the joys and the hopes, the griefs and the anxieties of the men [and women] of this age" (Gaudium et spes, 1), will be the focus of this course in preaching. Students will analyze the resources provided them by the lectionary, and will have ample opportunity to deliver practice homilies, and to have those homilies evaluated by their peers and their professor.

7375. Models of Catechesis. Survey of emerging models and approaches to catechesis including conversation and mutual learning about approaches across the lifespan to assist those preparing for or already bearing this responsibility. Particular attention given to the Rite of Christian Initiation for Adults (R.C.I.A.) as a model for the catechetical journey, adult catechesis, Catechesis of the Good Shepherd, family catechesis, intercultural catechesis, small Christian communities and youth and young adult catechesis.

7390. Ministry Capstone. The final major initiative of the Master's of Pastoral Ministry degree specific to a student's concentration. It is designed to demonstrate how students have integrated coursework into ministry. By completing a Capstone Project during their final semester of course work, students will demonstrate the ability to think critically, integrate theology appropriate to ministry, plan and execute a ministry and/or research project. Capstone projects require detailed applications and written approval by Neuhoff School of Ministry faculty several months prior to registration.

7391. Ministry Capstone – Campus Ministry. Ministry Capstone for a student with a Campus Ministry Concentration.

7392. Ministry Capstone – Church Management. Ministry Capstone for a student with a Church Management Concentration.

7393. Ministry Capstone – Health Care Ministry. Ministry Capstone for a student with a Health Care Ministry Concentration.

7394. Ministry Capstone – Youth Ministry. Ministry Capstone for a student with a Youth Ministry Concentration.

7395. Theological Studies Capstone. Ordinarily taken in the last semester of graduate study, the Theological Integration Seminar is the final major initiative of the Master of Theological Studies degree. Its purpose is to provide a structure and method for students to integrate theological knowledge with current pastoral practice, contemporary culture, and personal experience. Taught in a seminar format, the course focuses on foundational elements of the Catholic theological enterprise, as suggested by the required titles in the Annotated Bibliography (AB), in the context of ongoing dialogue between Tradition and lived experience. Students are required to select a focus of study and reflection from within the texts of the AB, as well as relevant lived experience. During the semester students will submit a research paper and lead a seminar discussion on that topic. At the conclusion of the semester, each student offers a Lectio Coram, a public presentation of a systematic theological reflection on the student's pairing of theological topic and relevant lived experience, reflecting on the interplay between doctrine, ministerial practice, culture, and spirituality.

7396. Catechetical Ministry Capstone. This final major initiative of the Master's of Catechetical Ministry degree completed in a student's last semester. The capstone is the culminating learning experience designed to integrate theological and pastoral knowledge with practical application of catechetical principles and methods in a defined area of catechetical ministry. Capstone projects require detailed applications and written approval by Neuhoff School of Ministry faculty several months prior to registration.

7V77-7V79. Advanced Special Topics. Advanced courses offered on an occasional basis allow students and faculty to pursue special interests in areas of ministry and theology that are not offered regularly. The Dean determines the selection of topics in consultation with faculty and students.

Graduate Courses Offered in the Education Department in Cooperation with the Neuhoff School of Ministry for the Master of Catholic School Leadership.

EDU 5342. Foundations of Catholic Education. The purpose of this course is to increase the student's awareness, knowledge, and understanding of the many complex factors that shape education in Catholic schools. While reading and reflecting upon relevant primary and secondary sources and engaging in thoughtful, collegial discussion, the student will explore the history, mission, identity, and value of Catholic schools. Students will review relevant Church documents, scholarly texts, and research to evaluate the health of Catholic schools, the effects of Catholic education, and the values (both promises and perils) of Catholic education in 21st century America. Special attention will be given to examining trends related to teaching and learning in Catholic environments, infusing Catholic identity into educational practice, and constructing a thoughtful, personal philosophy of education. At the end of the course, students will be expected to submit a Catholic Education Portfolio. Fall.

EDU 6361. The Catholic School Principal. This course addresses the unique mission of the Catholic school and the special demands placed upon the Catholic school administrator. The specific roles and responsibilities of an administrator in a Catholic school will be examined. The student will be introduced to the expectations of the position and the skills and knowledge required to meet the challenges they present. This study will include an analysis of the principal's responsibilities in the areas of leadership. Special attention will be paid to the role of spiritual leader. Fall of even years.

EDU 6362. Instructional Leadership. This course examines the major issues, problems, and trends in curriculum and instruction. This study will include an analysis of the leadership skills required of an administrator in the areas of instructional supervision, curriculum development, instructional evaluation, and staff development in a private or parochial school. Spring of even years.

EDU 6363. Organizational Leadership and Planning. This course examines administrative behavior and organizational structures as they relate to non-public schools. This examination will include conceptual models of strategic planning and decision-making. Summer of even years.

EDU 6364. Non-Public School Finance and Development. This course examines all aspects of the financial management of a private or parochial school. This examination will include the fiscal planning process, as well as, the development and implementation of a fiscal plan. The role of development and public relations will be addressed. Discussion will also include all aspects of budgets, marketing, fund raising, development strategy and management. Spring of odd years.

EDU 6365. Non-Public School Law. This course is a study of the legal issues concerned with the administration of a Catholic school. Included in this study will be an overview of Constitutional Law: Civil Law; Personnel Law; Canon Law; State and Federal Regulations; Accreditation Issues; and Government programs. Participants will be presented with precedent setting court decisions and case studies will be reviewed and discussed. Summer of odd years.

EDU 6366. Catholic School Leadership Internship. This course is a supervised placement specific to Catholic school leadership, ordinarily undertaken in the last year of study, which provides a structured opportunity to enhance skills and integrate theoretical knowledge. Interns demonstrate leadership in a Catholic school environment under the supervision of an appropriate field based mentor. Students will also meet regularly with a faculty supervisor during the internship experience to ensure learning out-comes are met. Registration for this course requires prior approval. Fall and Spring.

Landregan Lectures

The Neuhoff School of Ministry sponsors the annual Landregan Lectures. Initiated in 1999 to honor Steven T. Landregan (1928-2018), UD alumnus, prominent churchman and editor emeritus of the Texas Catholic, the Landregan Lectures feature nationally prominent pastoral theologians whose areas of expertise reflect the many interests which have animated Mr. Landregan throughout his long and distinguished career of service to the Church in North Texas.

Study in Rome

The Neuhoff School of Ministry also offers students the opportunity to earn graduate credit at the university on the beautiful Rome campus. The campus is located in the Alban hills twelve miles southeast of Rome in a locale called Due Santi, where tradition holds that Saints Peter and Paul stopped along the Appian Way. Courses are offered by Neuhoff School of Ministry faculty on an ad hoc basis and are open to new and current Neuhoff School of Ministry students, visiting graduate students, or persons wishing to audit a course. About 40% of class time is spent on "field trips" in and around the city of Rome. During the evenings and on weekends, the students may experience Rome and the surrounding area on their own.

The Satish & Yasmin Gupta College of Business (Graduate Programs)

FACULTY:
Dean and Professor Landry; Associate Dean and Professor Beldona; Associate Dean and Professor Bell; Professors Conger, Cosgrove, May and Whittington; Associate Professors Blanke, Dadpay, Fodness, Frank, Gu, Miller, Muñoz, Murimi, Murray, Peregoy, Remidez, Rhame, Stodnick, Walsh and Wysong; Assistant Professors Asare, Bannister and Fulmore; Affiliate Assistant Professors Colias, Dilla, Jacocks, and Olson; Affiliate Instructor Oliveti; Emeritus Associate Professor Gasper

Purpose

The Satish & Yasmin Gupta College of Business's vision of a distinctive College for the twenty-first century is grounded in its mission and values. The college prepares its students to become principled and moral leaders who are ethical and effective decision-makers. At the Master's level, we equip students with knowledge, skills and ethical principles essential to accomplish their professional objectives. At the doctoral level, we equip experienced professionals with analytical and applied research skills to solve problems facing organizations and lead change ethically.

The curriculum has for decades stood as the hallmark of practical graduate education firmly grounded in the needs of industry and the experience of its faculty and students. Its learning environment is defined by the years of industry experience brought by its faculty and the daily work experience of its students. Classrooms are energized by the contemporary issues and challenges faced in the very real working lives of its students.

In all graduate business programs the faculty and staff stand committed to providing an experiential learning opportunity that distinguishes itself among colleges and schools of business. In addition to building work experience and internships into its degree programs, faculty members build action learning into classroom teaching. Students learn through group activities, role playing, simulations, case studies and projects. Faculty members bring live clients with very real problems into the classroom. A hallmark of the MBA program is the culminating capstone experience in which MBA students work in the field with a client to address a strategic or operational issue in its company, entrepreneurial venture, or not-for-profit organization. The MS program likewise culminates in live projects and research.

Programs

The Satish & Yasmin Gupta College of Business is designed to serve the educational needs of college graduates who have already begun their business or professional careers. Over 75 percent of the College's students work for more than 450 metroplex firms and pursue their studies in evening, weekend and distance learning courses.

The College's graduate enrollment includes domestic and international students from over 30 countries. Over 18,000 graduate business degrees have been awarded since 1966. The undergraduate educational background of the student body is diverse: 40 percent hold degrees in business or economics, 25 percent hold engineering degrees, 18 percent were science majors and the remaining have vari-

ous other undergraduate degrees including liberal arts and social sciences. Fourteen percent of students hold graduate degrees in other disciplines.

The Satish & Yasmin Gupta College of Business is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

The Master of Business Administration (MBA) degree provides students with a basic foundation in the functions of business. Students have the option of pursuing an MBA degree with or without a concentration. Concentration options currently include Accounting, Business Analytics, Cybersecurity, Finance, Information and Technology Management, Marketing and Strategic Leadership. Students have the option of pursuing a MS Minor in addition to their Major.

The Master of Science (MS) degree is a more specialized program designed for students who seek in-depth knowledge in a specific field. Master of Science degrees are currently offered in Accounting, Business Analytics, Cybersecurity, Cyber Intelligence, Finance, Financial Analytics and Information and Technology Management.

The Gupta College of Business has begun to award micro-credentials. More information can be found on the college website.

Beta Gamma Sigma

Beta Gamma Sigma (BGS) is the International Honor Society for AACSB-accredited schools. BGS was founded in 1913 to encourage and honor high academic achievement by students of business and management through AACSB-accredited business programs. Students nearing graduation who have a minimum cumulative GPA of 3.900 or higher are invited (invitation only) to join BGS. Membership in Beta Gamma Sigma is the highest recognition a business student anywhere in the world can receive in a business program accredited by AACSB International.

Sigma Iota Epsilon

Sigma Zeta, a chapter of Sigma Iota Epsilon, is the official national management honor society of the American Academy of Management. Students are eligible for SIE membership upon completion of 6 graduate business hours (no transfer hours) with an overall grade point average of 3.500 or higher, with no academic dishonesty. The purpose of the Society is to:

- Recognize student achievements in the field of management
- Facilitate discussion of contemporary management topics
- Provide interaction among students, faculty, alumni and professional managers.

Call 972-721-5277 for SIE officer contact information.

Admission to the MBA, MS, and MS/MBA

Students may apply for admission to the college for Fall, Spring, or Summer terms. To be considered for admission, students must meet at least one of the following criteria.

- Meet at least two measures of capability, or
- An earned graduate degree in any discipline from a regionally accredited U.S. college or university, or a comparable foreign degree, or
- Be inducted into Beta Gamma Sigma.

Measures of Capability

- An undergraduate business degree from an AACSB, AMBA, EQUIS or a regionally accredited U.S. college or university or the foreign equivalent
- Four years or more of relevant managerial, professional or military experience.
- An undergraduate GPA of 3.000 or better on a 4.000 scale completed at a regionally accredited college or university or the foreign equivalent.

- A cumulative GPA of 3.000 or better on a 4.000 scale, in no less than 6 graduate semester hours completed at an approved UD partner school or a cumulative GPA of 3.000 or better on a 4.000 scale, in no less than 12 graduate semester hours completed at a regionally accredited U.S. college or university or the foreign equivalent.
- A GMAT score of 500 or better or a comparable GRE score.
- Students that do not meet the above admissions criteria but hold a bachelor's degree (with a minimum cumulative GPA of 2.000 on a 4.000 scale from a regionally accredited U.S. college or university, or a comparable foreign degree), may qualify for admission and be required to take additional classes depending on their program of study and prior academic/work experience.

Special Admission
In exceptional cases, students who do not hold a bachelor's degree but have eight-plus years of managerial experience of which at least two years is of a supervisory role may apply for graduate business admission in Fall, Spring, or Summer. Applicants must submit an application, resume, three professional letters of recommendation, transcripts of all colleges attended, and a personal statement. Applications will be reviewed on a case by case basis.

Special Student Status
Special Student Status allows a student to take up to six credit hours without seeking a degree. Applicants must meet minimum application requirements for admission to attend classes as a Special Student. Applicants may only be accepted as a Special Student one time; if the student wishes to take additional courses, the student must apply and be accepted to a degree program. Because Special Students are not admitted to a degree program, they are not eligible to appeal dismissal to the Academic Review Board.

To Apply for Admission

Submit
1) A completed online application form.
2) A non-refundable application fee (see Fees and Expenses section) and international transcript evaluation fee (if applicable). Fees are payable by credit card, check or money order made out to the University of Dallas, in U.S. dollars drawn from a U.S. bank.
3) Official transcripts*
4) An official GMAT or GRE score if desired. Official test score reports for the GMAT may be obtained at www.mba.com or call +1 (800) 717-GMAT (4628). Official test score reports for the GRE may be obtained from the Educational Testing Service, at www.ets.org/gre or 1-609-771-7670 or 1-866-473-4373. The college code for University of Dallas is 6868.
5) A resume or curriculum vitae that describes in detail your professional experience.

Failure to disclose or submit all required documents may result in dismissal from the College.

***Official Transcripts**
Electronic transcripts will only be accepted as official when sent from the transferable institution via Scrip-Safe, Parchment (formerly Docufide), Credentials Inc. (also known as Credential Solutions), or the National Student Clearinghouse. Electronic or scanned transcripts received from students will not be accepted.

Paper transcripts must be in a sealed envelope with the university seal or stamp on the sealed flap and may be mailed directly from the issuing institution to the

University of Dallas or hand delivered by the applicant; transcripts not in a sealed envelope will not be considered official and are not acceptable. Uncertified or notarized copies are also considered unofficial and are not acceptable. International transcripts must include English translations and a copy of the diploma or diploma supplement. Contact an advisor for specific questions related to transcript or mark sheet requirements.

Additional Requirements for International Applicants

International Applicants must also submit the following:

1) Confirmation of Financial Resources Form (F1/J1 Visa holders only).
2) Bank Statement (F1/J1 Visa holders only)
3) TOEFL IBT (80+), IELTS Academic (6.5+), PTE Academic (67), MELAB(80) or iTEP (3.9+) scores (only required for visa holders without U.S. degrees) or successful completion of ESL 304 at Educational and Cultural Interactions.*

* For details contact International Student Services at 972-721-5059

Readmission

Students previously enrolled who have not completed a course for three consecutive terms will be inactivated and must reapply for admission. Applicants must meet current admission standards and be in satisfactory academic and financial standing. Readmitted students are required to meet current catalog requirements, which may require taking additional courses and repeating courses previously taken. Readmitted students may lose previously awarded waivers or transfers credits.

Students applying for readmission must submit official transcripts or individual mark sheets from any school attended since enrolling at UD, in addition to the other required application documents.

Alumni Readmission

Students who previously completed a degree program at the Satish & Yasmin Gupta College of Business may reapply for a second degree. Each student's academic history, and eligibility for transfers/waivers, will be considered on a case-by-case basis based on current equivalencies and policies.

Deferred Admission

Admits who wish to defer admission to another term should contact their advisor. Admission may be deferred for one term. Academic program designs and degree requirements will be based on the term the student matriculates.

Course Transfer/Waiver Credit

A waiver is granted for program prerequisite courses when the student has taken at least 3 semester credit hours (with a grade of B- or better) at the undergraduate level OR at least 1.5 semester credit hours (with a grade of B or better) at the graduate level that are substantially similar in content to one current 1.5 credit hour business course. Current 3 credit hour business course program prerequisites require 6 semester credit hours (with a grade of B- or better) at the undergraduate level OR at least 3 semester credit hours (with a grade of B or better) at the graduate level that are substantially similar in content to qualify for a waiver.

A transfer is granted for eligible courses when taken as part of a regionally accredited graduate business program. Courses must be at least 3 semester credit

hours (with a grade of B or better), must not be foundation level courses and must be substantially similar in content to one current business course.

Pass/Fail and audit courses do not qualify for waiver/transfer. A maximum of 12 credit hours may be transferred. Note: You may elect to take classes that have been waived and/or transferred and are encouraged to do so if you have no recent application of the materials being taught in those classes.

Computer Center

The Information Technology group provides facilities and services such as email, network accounts, and wi-fi access that are available to students.

Student Email Account Policy
Students are required to maintain a University of Dallas email address as the official means of communicating with the university. Students will be assigned and notified of their email address after being admitted to the College.

Laptop Policy
Many business courses require the use of a personal computer in the classroom and the vast majority require the use of personal computers to produce class assignments. All students are required to have a laptop or Tablet PC. Refer to the website for minimum laptop requirements.

Software
The university offers discounted software to those associated with the university through eFollett.com. Software may also be ordered by phone at 1.800.874.9001.

Registration

All registration is conducted online using the Banner system. Students may access Banner through the university web site. To register, students must have their student ID number and pin. If an error message is received in the Registration process, contact your advisor for assistance.

Late Registration

Late registration may be allowed after the first week of class and requires special approval from the graduate advisor.

Time Limit

Students admitted to the graduate business program must complete their degree within seven years from the first term of enrollment. Interruption due to military service or other extraordinary circumstances may qualify for extension.

Course Load

A full-time student must be enrolled in a minimum of 9 credit hours per trimester. Any course load less than 9 hours is considered part-time. International students on a student visa must enroll for at least 9 credit hours to maintain full-time status. For financial aid purposes, half-time is considered 4.5 credit hours; full-time is 9 credit hours in each trimester. The maximum load for any student is 14 credit hours per trimester. Students who wish to register for more than 14 hours, must gain approval from their advisor.

Class Attendance

Graduate business students are expected to attend all scheduled classes and satisfy all course requirements within the time limits established by the professors. If the student has been excessively absent from any class, it may be wise to withdraw from the course, as lack of attendance may be reflected in the final grade. Students will not be allowed to register for classes that may conflict with regard to course meeting times.

Audit Courses

Students admitted to the graduate business program may register to audit a course by paying 33% of the total tuition for the course being audited. Auditing students will not be graded or receive credit toward completion of course requirements, but their transcript will indicate course registration and attendance with a grade of "AD." Students may change a credit course to an audit with the professor's approval prior to the final test or project date or, for online students, prior to the opening of the final module. No tuition is refunded when changing from credit to audit. An audit course cannot be changed to a credit course after the first week of class. Audits for courses are on a space available basis only and registration requires submission of the Form 160. Auditing is only available for classroom sections. Auditing of online classes is not permitted.

Online Learning

The graduate business program offers select degrees and concentrations online. Students access the online learning platform using a standard Internet connection and web browser. For more information about online learning please visit the website.

Student Identification Cards

Student ID cards are available from the Campus Safety Office located in the Haggar University Center. A student ID card is required to use the University Library. For more information, call 972-721-5305. Proof of current registration is required to obtain an ID card.

Student Worker Opportunity Program

A limited number of work opportunities are available in the graduate program.

- Opportunities are awarded based on the student's ability to provide services required by the university.
- Students seeking an opportunity should submit a completed application and a current resume online using the Graduate Student Worker Program form.
- Applicants are reviewed in a selective process with particular focus on the student's cumulative GPA and overall academic and financial standing.
- Applicants must complete a preliminary interview to be reviewed for consideration.
- Awarded hours vary by department.

Professional Internships

Select off-campus learning experiences may be accepted for academic credit. A full-time professor and the Associate Dean must authorize the professional internship class (BUAD 8101/8301). The content and work field of the internship must match

the teaching discipline of the instructor. The majority of students request one-credit internships. However, they have the option of requesting a three-credit internship. The criteria for the two are different. A one-credit internship should be a work opportunity of at least 12-15 hours per week for 10-12 weeks. A three-credit internship should be at least 15-20 hours per week and should include specific learning objectives, regular deliverables and advanced learning comparable to a classroom experience. Students must file a copy of an approved contract with the Office of the Registrar. The supervising professor will specify the requirements for the internship grade on the contract, which include a weekly journal and end of semester full report. The grade received will be calculated into the grade point average for the trimester the student enrolled in the course. The internship must be completed before the graduation deadline. International students seeking a professional internship must be enrolled for at least nine hours in the two preceding trimesters and have the approval of the Coordinator, Student Immigration Services.

Practical Training

Numerous benefits are available to students on the F-1 visa. For more information, call the International Student Office at 972-721-5059.

Veterans

The university is approved for the education of veterans under all applicable public laws relating to veterans' training. Please see the section on Veterans in the front of this bulletin for additional information on Education Benefits, General VA Information and UD Certifying Officials contact information.

Fees and Expenses 2020-2021
Graduate Business Programs

The University of Dallas reserves the right to change tuition, fees and any institutional policy at the beginning of any semester if the university judges such changes to be necessary. Changes may occur without prior notification. The most up-to-date list of charges can be found at https://www.udallas.edu/offices/sas/tuition

Application Fee	$50
This one-time non-refundable fee is required of all students desiring admission.	
Graduate Tuition – MBA, MS and Certificate Programs (per credit hour)	$1,250
Graduate Tuition – Corporate/Veteran/UD Alumni rate (per credit hour)	$1,000
Foundation courses (per credit hour)	$750
Audit Tuition is 33% of the course rate based on the student's program	$1237.50
Internship (3 credit hours)	
based on tuition rate of the student's program (per credit hour)	$1250
Internship (1 credit hours)	$700
Internship (3 credit hours) will be charge 1 credit hour of regular rate	$1,250

General Student Fees

Matriculation Fee (One-time fee for new students)	$160
Certificate Fee (non-refundable)	$60
Graduation Fee (non-refundable)	$100
Additional Diploma/Diploma Reorder Fee (non-refundable)	$60
UD Payment Plan Fee (non-refundable)	$60
Late Payment Plan Fee	$60

Return Check (per return) (non-refundable) $35

Mixed Registration Charges

Occasionally, a student registers for both undergraduate and graduate courses. Tuition is charged according to the college to which the student is *admitted*. A *special student* will be charged the tuition rate according to the college that admitted the student.

Agreement to Pay/Financial Policies

Students are responsible for payment of all expenses incurred at the university. It is the student's responsibility to verify that payments and credits are received by Student Account Services in the Business Office, including financial aid, scholarships and sponsorships. Payment in full or acceptable arrangements are due by tuition due dates. Important due dates can be found at https://www.udallas.edu/offices/sas/importantdates.

Students with delinquent accounts will be denied registration, grades, transcripts and/or diploma until all obligations are fulfilled.

They also agree to the following

The student agrees that upon non-payment of tuition charges and/or fees, the university may declare the balance due and payable. It is the student's responsibility to remain aware of obligations to the university and to make payment on a timely basis. Failure to make payment arrangements on a delinquent account may result in collection action. The student understands that the university has the right to pursue litigation against them, if they become past due. The university reserves the right to transfer past due accounts to a collection agency and/or report any delinquency to a credit bureau(s). In addition to the balance owed, the student is obligated to pay the university's costs and fees, including attorney's fees incurred in any litigation or collection activity resulting from the student's failure to pay under this agreement.

The student agrees to pay collection fees of 33%, including court costs, as permitted by law, in the event that this contract is placed in the hands of a collection agency or attorney for collection. Further, the student agrees that the university may retain all transcripts, awards, degrees, and records to which they would otherwise be entitled. If a student withdraws from a semester and a return of Title IV funds occur, the student is responsible for any balance created.

Authorization

The student authorizes the School (University of Dallas), the Department (Department of Education) and their respective agents and contractors to contact them regarding any outstanding debt that the student has incurred at the University of Dallas, including any loans, repayment of student loan(s), payment plans, or general charges that have made up the student account at the University of Dallas, at the current or any future number that the student provides for a cellular phone or other wireless device using automated telephone dialing equipment or artificial or pre-recorded voice or text messages.

This agreement entered into with the University of Dallas is to be enforced in accordance with Texas state statutes.

Payment of Accounts

Students are responsible for payment of all expenses incurred at the university. It is the students' responsibility to assure that payments and credits are received by Student Account Services in the Business Office, including financial aid, scholarships and sponsorships. Payment in full or acceptable arrangements are due by tuition due dates. See below for payment options. All questions should be directed to

Student Account Services in the Business Office (972-721-5144) or email bursar@udallas.edu. Students with delinquent accounts will be denied registration, grades, transcripts and/or diploma until all obligations are fulfilled. The student is responsible for attorney fees and other costs and charges necessary for the collection of any amount not paid when due. For further information, please go to our website. If a student withdraws from a semester and a return of Title IV funds occur, the student is responsible for any balance created.

Payment Options

Payment Due Dates
Each semester has a day on which all payments and payment arrangements are due. These dates can be found at https://www.udallas.edu/offices/sas/importantdates

Students registering after the payment due date will need to make arrangements immediately after registering for the semester.

Types Of Payments Accepted
The university accepts electronic checks, VISA, MasterCard, American Express, Discover and international payments through the web portal. A student wishing to pay in the Business Office can pay using cash or check. Credit and debit card payments are only accepted online through the web portal and at the kiosks located on the first floor of Cardinal Farrell Hall.

Payment Plans
Student may enroll in a payment plan that allows them to spread out their payments for the semester. These plans can be enrolled online through the Cashnet system. Additional information can be found at https://www.udallas.edu/offices/sas/plans

Financial Aid
Students wishing to apply for financial aid must complete the Free Application for Federal Student Aid (https://studentaid.gov). Eligible students can use their financial aid as part of their payment arrangements for the semester. If financial aid covers all charges and costs for the semester, then no other payment is required. If financial aid does not cover all charges for the semester, then the remaining balance will need to be paid by using current funds or the UD payment plan.

Company Letter of Credit/Company Vouchers
Some companies have programs that will pay directly for a student's tuition. These programs issue the student a Letter of Credit or Company Voucher that is to be presented to the Student Account Services. It is the student's responsibility to submit the company voucher (letter of credit) to Student Account Services by the payment due date

Important Notice
Students, whose companies are reimbursing educational expenses directly to the employee at the end of the term and not using a Letter of Credit or Voucher system, will need to use the Pay in Full option, UD Payment Plan, or receive Financial Aid. All students must make payment arrangements at the beginning of the term with one of the above options.

Parent/Authorized Login
Parents and Authorized Users may have access to information concerning their student's account. The student will need to set up the user on Cashnet with their own login credentials. Additional information can be found at https://www.udallas.edu/offices/sas/parentinfo

International Payments

The most efficient means for international students to pay their student account is through Flywire. The University of Dallas partners with Flywire to provide this simple and secure payment option which allows you to choose a foreign currency and obtain a secure, competitive exchange rate. Please see our website for more information at: https:udallas.edu/offices/sas/foreigncurrency.

Convenience Fee
The university accepts VISA, MasterCard, American Express and Discover through the web payment portal. Each credit and debit card transaction has a convenience fee charge at the time of payment. The convenience fee is 2.75% for domestic cards and 4.25% for international cards of the transaction total.

Title IV Authorizations

The Department of Education (DOE) requires an institution of higher education to obtain authorizations from the students to be allowed to perform certain activities when dealing with Title IV Funding (Financial Aid). These authorizations can be seen at https://www.udallas.edu/offices/sas/authorization/index. Students wishing to opt-out of the authorizations can do this by following the directions found on the webpage above.

Auto Drop Policy for Nonpayment of Tuition & Fees

It is your responsibility to secure your registration by paying your balance in full or making payment arrangements at the time of registration. Full payment or payment arrangements must be made by the payment due date published by Student Account Services. Please see the website at: https://www.udallas.edu/offices/sas/importantdates Students using tuition reimbursement or other corporate benefits that do not fall into one of the above categories will be required to secure registration by paying their balance in full or participating in the University of Dallas Payment Plan. Students who register for classes after the payment arrangement deadline are required to make payment in full or make payment arrangements on the day of registration to avoid registration cancellation. Students who fail to pay their balance or make payment arrangements by the payment arrangement deadline may be dropped from class. Students who are dropped from class for nonpayment will have their classes cancelled. Students who are dropped from class may re-register by submitting the Form 160 paying a $25 Reinstatement Fee and will be required to make full payment or payment arrangements on the day of reinstatement. Reinstatement will be allowed on a space available basis only and will be guided by the add/drop policy.

Financial Aid

Students may apply for low-interest loans by submitting the Free Application for Federal Student Aid (https://studentaid.gov). The university will determine students' eligibility for loans based on the information provided. Students must enroll in at least half-time credits towards their degree to be eligible. The academic year begins when a student starts enrollment, and the academic year runs two terms at a time. Additional information about Title IV eligibility (federal loans) is available from the Financial Aid Office. After the financial aid application process has been completed, the Financial Aid Office will notify students via email that their financial aid awards can be viewed through BannerWeb.

See Braniff Graduate School of Liberal Arts Financial Aid section or www.udallas.edu/finaid/gradsap for information on Satisfactory Academic Progress (SAP) and withdrawal information.

Enrollment Definitions

Regular COB graduate students, who have been admitted for the purpose of obtaining a degree or certificate and whose admission is neither special nor conditional nor probationary, are full time if enrolled in a minimum of 9 credits. Half-time enrollment for a COB graduate student is 4.5 credits. The full-time and half-time definition applies to fall, spring, and summer terms.

Add/Drop/Withdrawal Policy

The following Add/Drop/Withdrawal Policy is not an indication of refund money due. All Adds/Drops/Withdrawals are subject to the posted refund schedule. Students should refer to the website for the most current deadline information.

Students may add or drop courses during the designated add/drop period for the course via the Banner system. All Adds/Drops/Withdrawals that cannot be performed via Banner must be requested using the online Form 160. A drop takes place during the first week of a twelve week term or before the first class meeting for classes offered in the following formats: 6 week, 4 week, 3 week, or all day. A withdrawal occurs after the seventh day of a twelve week term, after a class has opened online or met in the classroom for the following formats: 6 week, 4 week, 3 week or all day.

Students who fail to officially drop or withdraw from courses that they do not complete will receive a grade of "FA" and are subject to the Academic Review Policy. Failure to attend class is not an official drop/withdrawal and students are responsible for any financial obligations they incur as a result of failing to drop/withdraw. Students who are under review for a pending Academic Honesty Violation may not drop the course in question until the issue has been resolved as determined by the Dean.

Auto Drop Policy for Nonattendance

Students who fail to attend the first class meeting may be dropped from class for nonattendance.

Students who are dropped from class for nonattendance may still be responsible for all or a portion of the charges on the student account and will not be allowed to enroll in future classes until the account is paid in full.

Students who are dropped from class may re-register by submitting the online Form 160 found on the web site and paying a $25 Reinstatement Fee per course. Students will be required to make full payment or payment arrangements on the day of reinstatement. Reinstatement will be allowed on a space available basis only and will be guided by the add/drop policy.

Add Policy for a 10 or 12 Week Term

1) Students will not be allowed to add an online or hybrid class after the first Thursday of the term.
2) Students will not be allowed to add an on ground class if it has met twice.
3) Students will only be allowed to add an on ground class after the first class meeting and prior to the second class meeting with advisor approval.

Add Policy for Other Parts of Term

1) Students are not allowed to add any 6 week class after it has met. Once Web Registration has ended and classes begin, students will need to contact their advisor to enroll in a 6 week course that has not met. Online courses may be added until the first Thursday of the term.

2) Students will not be allowed to add a class offered in the following formats once the course has met: All day Saturday; a two day weekend combination; 3 or 4 Week term courses that have met in an all day format – the equivalent of two class meetings.

Drop/Withdrawal Policy for a 10 or 12 Week Term

1) For a 12 week term class, students must withdraw from a course prior to the end of the 11th week of class. If the class is scheduled in a 10 week term, students must withdraw from a course prior to the end of the 9th week of class.
2) Students may not withdraw from a 12 week course after the 11th week of class and must accept the grade they are assigned. For a 10 week term, students may not withdraw from a course after the 9th week of class and must accept the grade they are assigned.
3) Students who withdraw from a course after the first class meeting will receive a grade of "W" on their transcript, except during the designated add/drop week.

Drop/Withdrawal Policy for Online/Hybrid Courses

1) Students must withdraw from a 10 or 12 week online/hybrid course prior to the opening of the last online module. A withdrawal request must be processed before Unit 10 or 12 opens for a 3 credit hour course and before Unit 5 or 6 opens for a 1.5 credit hour course.
2) Students may not withdraw from an online/hybrid course after the opening of the last module and must accept the grade they are assigned.
3) Students who withdraw from a course after the first unit will receive a grade of "W" on their transcript.

Drop/Withdrawal Policy for Other Parts of Term

Other parts of term included in this policy are courses that may be offered in a shorter time frame: 6 week, 5 week, 4 week, 3 week, or an all day Saturday format.

1) Students must withdraw from a course prior to the last day of class for any course offered in one of these formats.
2) Students may not withdraw from a course on or after the last day of class for any classes offered in an all day format and must accept the grade they are assigned.
3) Students who withdraw from a course after the first class meeting will receive a grade of "W" on their transcript.

* Note: Late adds and drops are subject to the posted refund schedule regardless of when the class was added or whether or not it was attended.

Withdrawal from the University of Dallas

Students who wish to withdraw from the university must complete the online Form 160. The request to withdraw must be submitted according to the deadlines stated in the Drop/Withdrawal Policy. Students who withdraw will receive grades of "W" on their transcript for each class attempted.

Withdrawal if You are Receiving SFA

If a recipient of Title IV Aid (financial aid recipient) withdraws from school during a payment period in which the recipient began attendance, the school must calculate the amount of Title IV Aid the student did not earn, and those funds must be returned. If a student has attended beyond the 60% point of his or her term, 100% of aid has been earned. If the recipient did not attend any class during the designated payment period, 100 percent of the funds must be returned to the lender.

Graduate Business Programs
Tuition Refund Guidelines

All requests to drop or withdraw from courses must be submitted via the online Form 160 found on the web site and must be received by midnight CST (central standard time) on the day of the refund deadline, specified for each following class format. All fees paid are non-refundable. Students who are dismissed, or removed from class by the college as a result of an academic violation, are not eligible for a refund of any kind (tuition and fees included). **Refund eligibility is determined by the start date of a specific term, it is not determined by the start date of individual class meetings.**

10 or 12 week terms-Online, On-Ground, Hybrid Classes

- Drop course from the first day of registration - 7th day of term: 100%
- Withdraw from course: 8th day of term - 14th day of term: 80%
- Withdraw from course: 15th day of term - 21st day of term: 50%
- Withdraw from course after 21st day of term: No Refund

FIVE OR SIX WEEK COURSES
On-Ground Class:

- Drop course from the first day of registration - 7th day of term: 100%
- Withdraw from course 8th day of term - 14th day of term: 50%
- Withdraw from course AFTER the 15th day of the term: No Refund

Online /Hybrid Class:

- Drop course BEFORE the second unit or session starts/opens 100%
- Withdraw from course BEFORE the third unit or session starts/opens 50%
- Withdraw from course AFTER the third unit or session starts/opens No Refund

Classes that meet in an all day format
(6 full Saturdays, week-long or full weekend courses)

- Drop course by midnight CST on the 6th day following the first scheduled class meeting 100%
- Withdraw from course BEFORE the second scheduled class meeting 50%
- Withdraw from course AFTER the second scheduled class meeting No Refund

Three Week Classes (3 credit course)

- Drop course BETWEEN the first day of registration to midnight CST on the day following the first scheduled class 100%
- Withdraw from course by midnight CST on the 2nd or 3rd day following the first scheduled class 50%
- Withdraw from course after midnight CST on the 3rd day following the first scheduled class No Refund

*Due to the convenience of our course offerings, there may be classes that do not seem to fit into one of these categories. Please contact your advisor for clarification on specific refund schedules before classes begin.

Grade System

Grade		Point
A	Thorough mastery of course material	4.0
A-		3.7
B+		3.3
B	Generally good understanding of course material	3.0
B-		2.7
C+		2.3
C	Partial understanding; barely adequate	2.0
All grades below "C" are considered failing.		
C-		1.7
D+		1.3
D	Inadequate understanding	1.0
D-		0.7
F	Failed to demonstrate understanding	0.0
FA	Failed because of excessive absences or did not withdraw from a course	0.0
The following grades are not calculated as part of the GPA		
I	Incomplete	0.0
W	Withdrawal	0.0
AD	Audit Grade	0.0

Making the Grade

Student academic performance is generally based on at least two measurements in each course: for example, two examinations, or an examination and a project. The exception would be a Capstone course or a Practicum, which may be solely measured on the student's overall performance as evaluated by the professor. Upon the student's request, professors will explain grades but will not change grades unless it can be shown that the original grading was in error. The Dean's Office must approve any grade changes. If a student believes that the grade was assigned incorrectly, he/she may appeal the grade according to the steps outlined in the Grade Appeal Process (See below).

A grade of A, A-, B+, B, B-, C+, or C signifies that the course was passed. Students may not retake the course for grade replacement. The passing grade remains on the student's permanent record and will be used to compute the final GPA.

A grade of C-, D+, D, D-, F or FA signifies that the course was failed and that the student must retake the course and obtain a grade of C or higher. The failing grade remains on the student's permanent record and is included on any transcript, but it is not used in computing the final GPA or credit hours toward graduation. A failing grade earned in a core course that has been discontinued may be repeated successfully by earning a grade of B- or higher in the current core course that is deemed equivalent. If a failing grade is earned in an elective course, the student may either retake the course, (in which case the failing grade will not be included in the GPA) or enroll in another course which will satisfy the elective requirement (in which case the failing grade will be included in the GPA). If a course has been failed more than once, only a single failing grade is excluded from the GPA. Failed courses may only be repeated once for grade replacement.

Incomplete Grades

The letter "I" denotes an Incomplete and is given only when a valid emergency prevented the student from completing course work. For an Incomplete grade to be considered, the student must have completed a substantial part of the course requirement with a grade for that work. If the student receives an "I" he/she must perform

whatever academic tasks the granting faculty member deems necessary before the Incomplete will be changed to a letter grade. An Incomplete Grade Contract must be completed by the student and the professor specifying the work required and a date for completion. The Incomplete Grade Contract must be submitted to the Office of the Dean, for final approval and a copy will remain on file in the Office of the Registrar. Upon submission of the required work, the professor assigns a grade and submits a grade change form to the Office of the Registrar. If an Incomplete is not changed by the deadline specified within the contract, the grade indicated in the contract will be assigned.

Grade Appeal Process

To appeal a grade given by a professor, follow these steps:

1) Request a conference (in person, if possible) with the professor so that an explanation of the grade may be given. This request must be submitted in writing within 14 days of the posting of the final course grade. If Step 1 does not satisfy concerns or if the student is unable to meet with professor, proceed to Step 2.
2) Submit an appeal to the Dean or the Dean's designee. This appeal must be made within two weeks following a conference with the professor (or an attempt to meet with the professor). The appeal must be prepared in written form. The Dean or designee will discuss the appeal with the student and the professor to see if the situation may be resolved. If necessary, the Dean or designee will consult with the Academic Review Board (the student may be asked to appear) prior to making the final decision. A final written statement of the situation will be provided to the student within one month after the appeal is submitted. This is the student's final appeal. The Dean's decision is final.

Academic Honesty

The university is a community dedicated to learning and research, both of which include the transmission of knowledge. In striving to learn, we are often dependent on what others have achieved and thus become indebted to them. Courtesy, gratitude and justice require that we make public our reliance on and use of the ideas and writings of others. Please see the section on Academic Policies and Procedures located in the front of the bulletin for additional information on Plagiarism, Cheating, and Information Disclosure.

Academic Review Policy

All students are subject to the Academic Review Policy. Student status is reviewed every trimester as grades and documents are received. Satisfactory status will be granted if all admission requirements have been met, a minimum grade point average of 3.000 has been attained (unless otherwise stated on your admission agreement) and required coursework has been successfully completed. A student's entire graduate transcript is reviewed, including any failed grades that have been successfully repeated.

Warning status will be assigned to those students after their first term of enrollment who meet one or more of the following:

- Earn two or more grades of B- or below
- Have a cumulative GPA below 3.000

Probation and dismissal criteria have precedence over warning status. For example, if a student receives three grades of C+ or below, he or she is subject to probation with no warning.

Probation will be assigned to students who meet one or more of the following:

- Earn three grades of C+ or below
- Earn one failing grade (C- and below)
- Have a cumulative GPA between 2.500 and 3.000
- A student is allowed 9 credit hours to clear probation. If after completing 9 credit hours, the situation has not been resolved, then the student shall be dismissed. Students who are on probation may not apply for graduation or take a Capstone or Practicum course until probationary status has been cleared.

Dismissal will be assigned to students who meet one or more of the following:

- Two or more failing grades (C- and below)
- Four or more grades of C+ or below
- Two or more grades of C+ or below and one failing grade (C- and below)
- A cumulative GPA of 2.499 or below

Dismissal criteria have precedence over probationary status. For example, if a student receives two grades of C+ or below and one failing grade he or she is subject to dismissal without a probationary period.

Academic Dismissal Appeal Process

Students have the right to appeal a dismissal by means of a hearing before the appropriate Review Board. Such requests must be filed within seven (7) business days of the date of the dismissal notice.

In order to appeal a dismissal, a student must submit an online Form 180, Request for an Academic Hearing found on the web site. Also recommended is a dated letter to the Board that contains:

- full name
- explanation of academic performance (please note that valid reasons for an appeal are as follows: access to course or course resources or other circumstances that caused extraordinary impediment to student performance)
- attach supporting documentation, if necessary (only documentation submitted with this form will be accepted for the appeal; later submissions will not be accepted)

The student will be contacted to schedule a time to appear before the Board. If possible, the student should make arrangements to attend the meeting. The Board will recommend a course of action to the Dean who may either accept or reject the Board's recommendation. The Dean's decision is final.

Should a student be dismissed for a second time then that dismissal is final with no option to appeal unless there has been an alleged violation of the student's right to due process in grading or course participation or breach of published university policies or procedures.

Students should address any questions to:
University of Dallas, Satish & Yasmin Gupta College of Business
Attn: Academic Review Board
1845 East Northgate Drive
Irving, Texas 75062
Phone: 972-721-5004

Classroom Code of Conduct

Respect for learning, for professors, staff and fellow students is to be shown at all times in all learning environments. The complete Classroom Code of Conduct is found in the Student Handbook.

Graduation Requirements

Students must apply for graduation via the online Form 150 found on the web site. Students who are on probation or reinstatement from dismissal are not allowed to apply for graduation without prior approval. Degrees are conferred three times per year when the following requirements are fulfilled:

1) A final overall graduate grade point average of at least 3.000 out of a possible 4.000 based on all required courses.
2) Completion of all courses in the student's official program with a grade of C or better.
3) Completion of a graduation application form and payment of the graduation fee by the posted graduation deadline.
4) All official transcripts with date of graduation and required documents have been submitted.
5) Payment of all tuition and fees (library fines, parking tickets, etc.).
6) Completion of the above requirements within a period of seven years.

Exceptions

- Interruption by military service automatically extends the deadline.
- In extraordinary circumstances, a student may apply in writing to the Office of the Dean for extension of the deadline.

Diplomas

Diplomas only record the degree earned. Designation of Majors and/or Concentrations completed are included on the official transcript. Unless requested otherwise by the student, multiple concentrations will be listed alphabetically on the transcript.

Equal Opportunity Policy

The university brings together, in common pursuit of its educational goals, persons of many backgrounds and experiences. The university is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability and that equal opportunity and access to facilities shall be available to all. Any student complaints pursuant to a discrimination concern should be referred to the Title IX Coordinator, Office of Civil Rights and Title IX, 972-721-5056.

Master of Business Administration Program

The Master of Business Administration requires:
30 credits of core courses

The Master of Business Administration with Concentration requires:
30 credits of core courses
9 credits of specialized courses

***Courses with prerequisites.**

Core Courses

The core curriculum courses build critical management and leadership skills and competencies. Classes may be taken in any order as long as course and program prerequisites are satisfied. All courses are three credit hours unless otherwise specified.

ACCT 5323. Accounting for Managers.

BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

BUAD 8310. Business and Society.

BUAD 8390. The Capstone Experience.*

FINA 6305. Managerial Finance.*

MANA 6307. Managing Complex Organizations.*

MANA 8320. Global Strategy.*

MARK 6305. Value-Based Marketing.*

OPER 6305. Management of Operations.*

Program Prerequisites

The prerequisite courses are considered essential to a fundamental understanding of modern business and management practices. Students who have not completed the competencies comprising this prerequisite knowledge may be required to complete 6-9 additional credits in a satisfactory manner before taking core courses.

CYBS 5F70. Foundations of Cybersecurity. 3 credit hours.

ECON 5F70. Foundations of Business Economics. 3 credit hours.

MANA 5F50. Foundations of Management and Strategy. 1.5 credit hours.

MARK 5F50. Foundations of Marketing. 1.5 credit hours.

TECH 5F70. Foundations of Information Technologies and Management. 3 credit hours

MBA Concentrations

MBA Concentrations include Accounting, Business Analytics, Cybersecurity, Finance, Information and Technology Management, Interdisciplinary, Marketing and Strategic Leadership. In addition to the MBA Concentrations listed below, concentrations in Supply Chain in conjunction with Loyola University Chicago and Healthcare Analytics in conjunction with University of South Florida are also available. The criteria for

admission into these concentrations and the credit hours required might vary. Please contact your advisor for details. These concentrations are not eligible for University of Dallas employee benefits.*Courses with prerequisites

Accounting

In addition to the MBA core course requirements, students who complete ACCT 5325 and two Accounting concentration courses will receive a Concentration in Accounting designation on their transcript.

Choose 2 additional concentration courses from the list below:

ACCT 5326. Intermediate Financial Accounting II.*

ACCT 5330. Introduction to Taxation.*

ACCT 5350. Accounting Information Systems.*

ACCT 5375. Auditing.*

ACCT 6330. Financial Statement Analysis.*

ACCT 6340. Entity Taxation.*

ACCT 6375. Advanced Auditing.*

ACCT 6390. Business Ethics for Accountants.

ACCT 7320. Cost Accounting.*

ACCT 7340. Advanced Accounting.*

Business Analytics

In addition to the MBA core course requirements, students who complete the three specified Business Analytics concentration courses will receive a Concentration in Business Analytics designation on their transcript.

BANA 6350. Quantitative Methods.*

BANA 7320. Data Visualization.*

BANA 7380. Advanced Business Analytics.*

Cybersecurity

In addition to the MBA core course requirements, students who complete CYBS 5F70 and the three specified Cybersecurity concentration courses will receive a Concentration in Cybersecurity designation on their transcript.

CYBS 6350. Data Protection.*

CYBS 6355. Compliance and Legal Issues.*

CYBS 7350. Operational Cybersecurity Management.*

Finance

In addition to the MBA core course requirements, students who complete ACCT 5325, FINA 6305 and three specified Finance concentration courses will receive a Concentration in Finance designation on their transcript.

FINA 7310. Intermediate Managerial Finance.*

FINA 7320. International Financial Markets.*

FINA 7322. Investments.*

Information and Technology Management

In addition to the MBA core course requirements, students who complete TECH 5F70 and the three specified Information and Technology Management concentration courses will receive a Concentration in Information and Technology Management designation on their transcript.

TECH 6360. Programming Concepts.*

TECH 6362. IT Project Management.*

TECH 6370. Process Mapping & Management.*

Interdisciplinary

In addition to the MBA core course requirements, students who complete any three courses from any MBA concentration will receive a Concentration in Interdisciplinary on their transcript.

Marketing

In addition to the MBA core course requirements, students who complete MARK 6329, MARK 6337 and one Marketing concentration courses will receive a Concentration in Marketing designation on their transcript.

Choose 1 additional concentration course from the list below:
MARK 6321. Professional Selling and Negotiation.*

MARK 6322. Branding and Sponsorship.*

Strategic Leadership

In addition to the MBA core course requirements, students who complete LDRS 5320, LDRS 6320 or MANA 8310 and one Strategic Leadership concentration course will receive a Concentration in Strategic Leadership designation on their transcript.

Choose 1 additional concentration course from the list below:
LDRS 5340. Thinking in Time: The Uses of History for Decision-Making.

LDRS 5350. Story-telling as a Mode of Thinking.

LDRS 6360. Spiritual Leadership.

LDRS 6310. Leading Through Adaptive Challenges.

MANA 7395. Ethical Dimensions of Leadership.

Master of Science Program

MS degrees are currently offered in Accounting, Business Analytics, Cybersecurity, Cyber Intelligence, Finance, Financial Analytics and Information and Technology Management. *Courses with prerequisites.

Accounting

Program Prerequisites
ACCT 5323. Accounting for Managers. or the equivalent

ACCT 5325. Intermediate Financial Accounting I.* or the equivalent

Required Courses (33 credit hours)

ACCT 5326. Intermediate Financial Accounting II.*

ACCT 5330. Introduction to Taxation.*

ACCT 5350. Accounting Information Systems.*

ACCT 5375. Auditing.*

ACCT 6330. Financial Statement Analysis.*

ACCT 6340. Entity Taxation.*

ACCT 6375. Advanced Auditing.*

ACCT 6390. Business Ethics for Accountants.

ACCT 7320. Cost Accounting.*

ACCT 7340. Advanced Accounting.*

ACCT 8380. Accounting Research Methods.*

Business Analytics

Program Prerequisites

MANA 5F50. Foundations of Management and Strategy. or the equivalent

MARK 5F50. Foundations of Marketing. or the equivalent

BUAD 5350. Data Analysis for Decision Making. or the equivalent

Required Courses (33 credit hours)

BUAD 6305. The Effective Leader.

BUAD 8310. Business and Society.

BANA 6350. Quantitative Methods.*

BANA 6380. Advanced SAS Programming.*

BANA 6390. Big Data Analytics.*

BANA 6H15. Python Programming Concepts. (1.5 credit hours)

BANA 6H30. R Programming Concepts. (1.5 credit hours)

BANA 7320. Data Visualization.*

BANA 7350. Forecasting Methods.*

BANA 7365. Predictive Modeling.*

BANA 7380. Advanced Business Analytics.*

BANA 8395. Business Analytics Practicum.*

Cyber Intelligence

Program Prerequisites

CYBS 5F70. Foundations of Cybersecurity. or the equivalent

MANA 5F50. Foundations of Management and Strategy. or the equivalent

MARK 5F50. Foundations of Marketing. or the equivalent

Required Courses (42 credit hours)

BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

BUAD 8310. Business & Society.

BANA 6350. Quantitative Methods.*

BANA 6390. Big Data Analytics.*

BANA 6H15. Python Programming Concepts. (1.5 credit hours)

BANA 6H30. R Programming Concepts. (1.5 credit hours)

BANA 7320. Data Visualization.*

BANA 7365. Predictive Modeling.*

CYBS 6350. Data Protection.*

CYBS 6355. Compliance & Legal.*

CYBS 7350. Operational Cybersecurity Management.*

CYBS 7355. Pen Testing & Vulnerability Assessment.* or **CYBS 7359. Digital Forensics.***

CYBS 7357. Network Security.*

CYBS 8396. Strategic Cybersecurity Practicum.*

Cybersecurity

Program Prerequisite
CYBS 5F70. Foundations of Cybersecurity. or the equivalent

MANA 5F50. Foundations of Management and Strategy. or the equivalent

MARK 5F50. Foundations of Marketing. or the equivalent

Required Courses (30 credit hours)
BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

BUAD 8310. Business and Society.

CYBS 6350. Data Protection.*

CYBS 6355. Compliance and Legal Issues.*

CYBS 7350. Operational Cybersecurity Management.*

CYBS 7355. Penetration Testing and Vulnerability Assessment.*

CYBS 7357. Network Security.*

CYBS 7359. Digital Forensics.*

CYBS 8396. Strategic Cybersecurity Practicum.*

Finance

Program Prerequisites
ECON 5F70. Foundations of Business Economics. or the equivalent

ACCT 5323. Accounting for Managers. or the equivalent

Required Courses (33 credit hours)
BUAD 5350. Data Analysis for Decision Making.

FINA 6305. Managerial Finance.*

BUAD 6305. The Effective Leader.

BUAD 8310. Business and Society.

ACCT 5325. Intermediate Financial Accounting I.*

FINA 7310. Intermediate Managerial Finance.*

FINA 7320. International Financial Markets.*

FINA 7322. Investments.*

FINA 7327. Corporate Valuation.*

FINA 7350. Derivatives.*

FINA 8395. Portfolio Management.*

Financial Analytics

Program Prerequisites

ECON 5F70. Foundations of Business Economics. or the equivalent

ACCT 5323. Accounting for Managers. or the equivalent

MANA 5F50. Foundations of Management and Strategy. or the equivalent

MARK 5F50. Foundations of Marketing. or the equivalent

Required Courses (42 credit hours)

ACCT 5325. Intermediate Financial Accounting I.*

BANA 6350. Quantitative Methods.*

BANA 6390. Big Data Analytics.*

BANA 6H15. Python Programming Concepts. (1.5 credit hours)

BANA 6H30. R Programming Concepts. (1.5 credit hours)

BANA 7320. Data Visualization.*

BANA 7365. Predictive Modeling.*

BANA 8395. Business Analytics Practicum.* or **FINA 8395. Portfolio Management.***

BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

BUAD 8310. Business and Society.

FINA 6305. Managerial Finance.*

FINA 7310. Intermediate Managerial Finance.*

FINA 7322. Investments.*

FINA 7350. Derivatives.*

FINA 8395. Portfolio Management.* or **BANA 8395. Business Analytics Practicum.***

Information and Technology Management

Program Prerequisites

MANA 5F50. Foundations of Management and Strategy. or the equivalent

MARK 5F50. Foundations of Marketing. or the equivalent

TECH 5F70. Foundations of Information Technologies and Management. or the equivalent

Required Courses (30 credit hours)
BUAD 5350. Data Analysis for Decision Making.

BUAD 6305. The Effective Leader.

BUAD 8310. Business and Society.

TECH 6360. Programming Concepts.*

TECH 6362. IT Project Management.*

TECH 6370. Process Mapping and Management.*

TECH 7365. Future Trends in Technology.

TECH 7372. Enterprise Architecture.*

TECH 7375. Strategy and IT Governance.*

TECH 8395. Information and Technology Management Practicum.*

Master of Science Concentrations

The MS Concentrations in the Gupta College of Business require students to complete a minimum of 9 graduate business credit hours in the concentration area in addition to their area of study in the Master of Science program. Master of Science Concentrations are currently offered in Accounting, Business Analytics, Cybersecurity, Finance, Information and Technology Management, Marketing and Strategic Leadership. In addition to the MS concentrations listed above, concentrations in Supply Chain in conjunction with Loyola University Chicago and Healthcare Analytics in conjunction with University of South Florida are also available. The criteria for admission into these concentrations and the credit hours required might vary. Please contact your advisor for details. These concentrations are not eligible for University of Dallas employee benefits. If a class is shared by the MS degree and the concentration, another class must be chosen within the concentration (the class cannot be counted a second time in the Concentration). * **Courses with prerequisites.**

Accounting

In addition to the MS course requirements, students who complete ACCT 5323, ACCT 5325 and two Accounting courses will receive a Concentration in Accounting designation on their transcript.

Choose 2 of the following:
ACCT 5326. Intermediate Financial Accounting II.*

ACCT 5330. Introduction to Taxation.*

ACCT 5350. Accounting Information Systems.*

ACCT 5375. Auditing.*

ACCT 6330. Financial Statement Analysis.*

ACCT 6340. Entity Taxation.*

ACCT 6375. Advanced Auditing.*

ACCT 6390. Business Ethics for Accountants.*

ACCT 7320. Cost Accounting.*

ACCT 7340. Advanced Accounting.*

Business Analytics

In addition to the MS course requirements, students who complete three of the Business Analytics classes below will receive a Concentration in Business Analytics designation on their transcript.

BANA 6350. Quantitative Methods.*

BANA 7320. Data Visualization.*

BANA 7380. Advanced Business Analytics.*

Cybersecurity

In addition to the MS course requirements, students who complete CYBS 5F70 and the three specified Cybersecurity classes below will receive a Concentration in Cybersecurity designation on their transcript.

CYBS 6350. Data Protection.*

CYBS 6355. Compliance and Legal Issues.*

CYBS 7350. Operational Cybersecurity Management.*

Finance

In addition to the MS course requirements, students who complete FINA 6305 and three specified Finance classes will receive a Concentration in Finance designation on their transcript.

FINA 7310. Intermediate Managerial Finance.*

FINA 7320. International Financial Markets.*

FINA 7322. Investments.*

Information and Technology Management

In addition to the MS course requirements, students who complete TECH 5F70 and the three specified Information and Technology Management classes below will receive a Concentration in Information and Technology Management designation on their transcript.

TECH 6360. Programming Concepts.*(not available for MS Business Analytics majors)

TECH 6362. IT Project Management.*

TECH. 6370. Process Mapping & Management.*

Marketing

In addition to the MS course requirements, students who complete MARK 6329, MARK 6337 and one Marketing concentration course will receive a Concentration in Marketing designation on their transcript.

Choose 1 additional concentration courses from the list below:

MARK 6321. Professional Selling and Negotiation.*

MARK 6322. Branding and Sponsorship.*

Strategic Leadership

In addition to the MS course requirements, students who complete LDRS 5320, LDRS 6320 or MANA 8310 and one Strategic Leadership concentration course will receive a Concentration in Strategic Leadership designation on their transcript.

Choose 1 additional concentration course from the list below:

LDRS 5340. Thinking in Time: The Uses of History for Decision-Making.

LDRS 5350. Story-telling as a Mode of Thinking.

LDRS 6310. Leading Through Adaptive Challenges.

LDRS 6360. Spiritual Leadership.

MANA 7395. Ethical Dimensions of Leadership.

Satish & Yasmin Gupta College of Business Graduate Course Descriptions

Program Prerequisites

BUAD 5F70. Cornerstone. This course provides the four cornerstones necessary to establish the foundation for effective study of business at the masters level. Cornerstone 1: ability to research and write for graduate course work with citation that respects the intellectual property of the original author and demonstrates an evidence-based perspective on management. Cornerstone 2: knowledge of the primary questions and approaches for each of the functional areas of a business enterprise. Cornerstone 3: basic skills underlying an analytic approach to management and decision making. Cornerstone 4: understanding the business environment and its effect on policies, practices, and decision making.

CYBS 5F70. Foundations of Cybersecurity. This course provides an introduction to the study of cybersecurity and the need to maintain confidentiality, integrity and availability of information. Students will be introduced to cyber laws and governance issues, risk management, security tools, security awareness and the ongoing responsibilities associated with maintaining a secure organization.

ECON 5F70. Foundations of Business Economics. This course is designed to help managers make informed decisions with the aid of economic analysis. It applies micro concepts of supply, demand and cost and methods of industry analysis, that assist the manager in making quantitative decisions. Macro concepts involving the banking system, monetary policy and tax policy are addressed as they relate to inflation, unemployment and business fluctuations to allow managers to have a better understanding of the environment in which a firm, its competitors and customers operate.

MANA 5F50. Foundations of Management and Strategy. Designed to provide a basic exploration of organizations in their environments and provide an introduction to the management process. The foundational tools of planning, organizing, directing and controlling are examined, with an emphasis on the strategic management process.

MARK 5F50. Foundations of Marketing. Surveys the marketing activities and decisions of both for-profit and not-for-profit organizations involved in providing need-satisfying products and services to consumers in domestic and global markets. The overall goal of the course is to provide students with a working knowledge of the fundamental marketing concepts.

TECH 5F70. Foundations of Information Technologies and Management. This course describes organization structures and key jobs in providing IT for an organization. In addition, it will examine the global issues facing organizations today by providing an understanding of IT infrastructure, services, and technologies for competitiveness, efficiency, and effectiveness.

Accounting

ACCT 5323. Accounting for Managers. Focuses on the acquisition, analysis, reporting and use of both external and internal financial information about business events important to managers and the organization. The course emphasizes the transformation of information into basic financial statements; an introduction to knowledge and skills relevant to the internal use of accounting information; techniques in support of planning and control management decisions and budgeting for business operations; and management accounting methods, terms and practices. Formerly ACCT 6300.

ACCT 5325. Intermediate Financial Accounting I. Provides an in-depth coverage of the accounting system and basic financial statements with an emphasis on topics of interest to financial managers including revenue recognition, statement of cash flows, working capital, cash and receivables, and long-term liabilities. Prerequisite: ACCT 5323 or ACCT 6300 or equivalent.

ACCT 5326. Intermediate Financial Accounting II. This course is a continuation of Intermediate Financial Accounting I. Covers selected accounting items with an emphasis on topics of interest in corporate financial reporting including investments, leases, pensions, deferred taxes, stockholders' equity, and earnings per share. Prerequisite: ACCT 5325 or equivalent.

ACCT 5330. Introduction to Taxation. Focuses on the basic theories and practices of individual income taxation. Involves hands-on experience in preparing individual tax returns and research projects. Prerequisite: ACCT 5323 or ACCT 6300 or equivalent.

ACCT 5350. Accounting Information Systems. Studies the manual and automated records, documents, procedures, and controls used in accounting systems. Course content emphasis is on the use of technology in financial accounting, decision-making, and auditing. Prerequisite: ACCT 5323 or ACCT 6300, or equivalent.

ACCT 5375. Auditing. Focuses on an audit of financial statements used for external reporting. Focuses on developing skills relevant to effective written and oral communication in applied business contexts. Applications will be drawn from corporate reporting, financial statements and audit opinions. This course counts for one credit hour of communications. Prerequisites: ACCT 5326.

ACCT 6330. Financial Statement Analysis. Focuses on the analysis of statements including shareholders' equity, income, balance sheet, and cash flow. Topics include the analysis of financing and investing activities, profitability, growth, and economic value. Prerequisites: FINA 6305 or ACCT 5325.

ACCT 6340. Entity Taxation. Encompasses the study of federal income tax laws for corporations, partnerships, gifts, estates, and trusts. Topics include a detailed examination of corporate and partnership formation, income taxation, and income distribution from a variety of taxable entities. Prerequisite: ACCT 5330.

ACCT 6375. Advanced Auditing. Focuses on the development and preparation of an opinion on the audit of financial statements used for external reporting. Topics will continue and further the Auditing course and include preparation of audit work papers, planning, audit risk assessment, gathering of audit evidence, evaluating audit evidence, concluding the audit and preparation of the audit opinion. Focuses on developing skills relevant to effective written and oral communication in applied business contexts. Applications will be drawn from audit cases and analysis. This course counts for one hour of communications. Prerequisite ACCT 5375.

ACCT 6390. Business Ethics for Accountants. Develops a framework for addressing ethically challenging situations in management and synthesizing the individual's personal values with sound management practice. The course offers an integration of ethical reasoning, objectivity, independence, and other core values into the development of accounting professionals. Formerly BUAD 6390.

ACCT 7320. Cost Accounting. Focuses on cost accounting and control. The course emphasizes cost-volume-profit relationships, standard costs and variance analysis, costing techniques, relevant costs, budgeting and activity-based costing. Prerequisite: ACCT 5326.

ACCT 7337. Controllership. Survey of the managerial role of the corporate controller: management of the accounting functions of the organizations, design and implementation of systems for safeguarding assets and establishing transactions authority, and decision making for compensation and benefits plans taking into account taxation implications. Prerequisites: ACCT 5323 or ACCT 5325.

ACCT 7340. Advanced Accounting. Provides an in-depth coverage of financial reporting topics including: business combinations, partnerships, foreign currency transactions, governmental and not-for-profit accounting. Prerequisite: ACCT 5326.

ACCT 8380. Accounting Research Methods. This course is taken in the last semester and designed to integrate earlier coursework. Under the guidance of the professor, each student completes a series of papers solving complex accounting and reporting issues in financial and managerial accounting, tax and auditing. Research and writing is a fundamental component of the course. Approval is required to enroll. This course is only available in the Fall and Spring trimesters and is open only to MS students in Accounting. Prerequisites: ACCT 5326, ACCT 5330. Co-requisite: ACCT 6375.

Business Administration

BUAD 5350. Data Analysis for Decision Making. Focuses on the analysis and presentation of quantitative information in a manner that facilitates understanding and decision-making. The course covers basic sampling, statistical analysis, reporting, and data presentation techniques.

BUAD 6301/7301. Independent Study. A member of the resident faculty, with permission of the Associate Dean, supervises these special research studies. Students must submit a proposal, outline and an approved Independent Study Contract in order to register. A copy of the contract must be on file with the Office of the Registrar.

BUAD 6305. The Effective Leader. Facilitates the development of interpersonal and team skills leaders need to function effectively. Focus is on the integrated behavioral competencies that organizations value today: self-awareness, communication, collaboration, and relationship-building. Students plan and implement new behaviors relevant to individuals who hold leadership positions, as well as those who informally assume leadership roles as they work with others to achieve business goals.

BUAD 8101/8301. Professional Internship. University-directed experience in a professional employment setting appropriate to the student's professional objectives. The supervising instructor, based on the Internship Contract, monitors the internship. Approval of the Associate Dean is required prior to course registration. The Internship Contract must be on file with the Office of the Registrar.

BUAD 8310. Business and Society. Examines the social, political, legal and regulatory environments that constitute the background in which a for-profit business firm

conducts its activities in domestic and global contexts. Corporate social responsibility and the ethical dimensions of decisions that impact stakeholder groups and corporate sustainability in a competitive environment are discussed. Prerequisites: MANA 5F50.

BUAD 8390. The Capstone Experience. The Capstone Experience is taken in the last semester and designed to integrate all earlier course work. Under the guidance of the professor, each student participates on a team that is assigned to work with a real organization on a comprehensive client consulting project. Teams are expected to develop a scope of work (or proposal), research the firm/industry, interact with the client on an appropriate basis and present their project findings/recommendations to the client in the form of a report, presentation and/or debriefing near the end of the semester. Capstone Approval is required to enroll. Prerequisites: ACCT 5323 or ACCT 6300, BUAD 5350 or BUAD 6300, FINA 6305, OPER 6305, MANA 5F50, and MARK 5F50.

Business Analytics

BANA 6350. Quantitative Methods. Course covers traditional management science/operations research concepts, models, and methods that are employed to make better, objective, verifiable, communicable, and more informed decisions for problems routinely encountered by decision makers in business. Emphasis is on application, interpretation, and the use of results to make better decisions for planning and operations. Prerequisites: BUAD 5350.

BANA 6380. Advanced SAS Programming. This course provides a comprehensive overview of the business-analytics project lifecycle. It discusses understanding the problem, identifying the appropriate data, retrieving, preparing, and exploring the data, applying a set of candidate analytics techniques, selecting the most appropriate technique, and communicating the results into actionable business recommendations. Prerequisite: BANA 6350.

BANA 6390. Big Data Analytics. This course addresses concepts, tool and techniques for using large datasets to address business problems. This includes understanding big data concepts, common architectures, and using industry-standard tools to store, query, transform and analyze large datasets. Techniques related to importing and working with diverse types of data across different technical environments are discussed and practiced. Prerequisites: BUAD 5350, BANA 6H15 and BANA 6H30.

BANA 6H15. Python Programming Concepts. Introduces the student to programming in Python. Upon completion of this class, the student will be able to write non-trivial programs using Python for data processing and model deployment. Topics include language components, control flow constructs, strings, input/output, classes, packages, matrix expressions, and regular expressions. The course includes hands-on labs requiring students to bring a PC to class. (1.5 credit hour course)

BANA 6H30. R Programming Concepts. Introduces the student to programming in R. Upon completion of this class, the student will be able to write non-trivial programs using R for data processing and model deployment. Topics include language components, control flow constructs, strings, input/output, classes, modules, matrix expressions, and regular expressions. The course includes hands-on labs requiring students to bring a PC to class. (1.5 credit hour course)

BANA 7320. Data Visualization. This course provides an introduction as well as hands-on experience in data visualization. Students will learn to analyze the context of data visualization, to identify, access and prepare data for visualization, to apply

best practices in visual analytics, to design user-oriented visualizations based on essential cognitive and perceptual principles, and to create dash board and data stories that effectively communicate data insights to facilitate managerial decision-making. Students will complete data visualization assignments as well as a final project featuring an interactive dashboard and datastory. Co-requisite: BANA 6350.

BANA 7350. Forecasting Methods. This course addresses tools and techniques required for analyzing business data for forecasting. Topics include time series analysis and time series forecasting. Students will learn to apply these techniques to support business decision makers. Prerequisite: BANA 6H30. Co-requisite: BANA 6350.

BANA 7365. Predictive Modeling. The course addresses practices related to predictive modeling (decision tree, regression, neural network, ensemble and boosting models, among others). Topics include modifying data for better analysis results, model training and testing, machine learning methods, comparing and explaining complex models, generating predictions, and communicating results to help make better business decisions. Prerequisite: BANA 6350, BANA 6H15, and BANA 6H30.

BANA 7380. Advanced Business Analytics. This course addresses tools and techniques required for using spreadsheets to analyze quantitative business problems. Topics include data cleaning, data preparation and the use of advanced spreadsheet tools for problem analysis. Prerequisite: BUAD 5350. Co-requisite: BANA 6350.

BANA 8395. Business Analytics Practicum. The Practicum is taken in the last semester and designed to integrate all earlier coursework. Under the guidance of the professor, each student completes applied analytics projects on approved topics. Approval is required to enroll. This course is open only to MS students in Business Analytics. Prerequisites: BANA 7365, BANA 6H15 and BANA 6H30.

Cybersecurity

CYBS 6350. Data Protection. Provides a working knowledge of fundamental data protection techniques for protecting data at rest, data in motion and data in processing. Techniques include encryption algorithms and systems (symmetric, asymmetric, standard, digital certificates and hashes), Steganography, data masking, and data obfuscation. Availability, authentication, confidentiality, data integrity, and non-repudiation are covered and defenses against DDOS and other data attacks. Security by diversity and security in depth are presented as fundamental requirements. Prerequisites: CYBS 5F70.

CYBS 6355. Compliance and Legal Issues. Examines legal, privacy, and compliance environments facing organizations globally. Students build an understanding of the complexities of security, compliance and legal obligations starting with a general foundation of laws and industry standards that apply across most organizations that handle sensitive data. Examination of industry verticals expand students' knowledge of particular federal and state regulatory and industry-based obligations. It also examines how security and compliance obligations can be used to establish the security, compliance, and risk management programs for an enterprise. Prerequisite: CYBS 5F70. Co-requisite: CYBS 6350.

CYBS 7350. Operational Cybersecurity Management. Focuses on developing skills relative to an understanding of the business risks that exist when proper cybersecurity access controls are not effectively implemented. Students will study breach cases and have the opportunity to interface with security experts to gain an in-depth understanding of current risks, threats, and vulnerabilities organizations face. Lab

simulations will be completed and each lab will be analyzed for its meaning and purpose in increasing security knowledge. Students will create a cybersecurity breach report and as a team project create an access control plan with recommendations for overcoming or minimizing cyber breach situations through the use of proper controls, the control framework, lab experiences, and other resources explored in the course. Co-requisite: CYBS 6350.

CYBS 7355. Penetration Testing and Vulnerability Assessment. Provides an in-depth understanding of penetration (pen) testing and "ethical hacking", including requirements and reporting. Examination of the business impact of testing and conducting security testing (including network and web application penetration testing) in the lab environment including: intelligence gathering, identifying and exploiting vulnerabilities, conducting post-exploitation exercises, and reporting results. Students are required to create a comprehensive report summarizing the findings including recommendations to mitigate the risks identified. Topics include social engineering, web application testing, managing a security test, and tools of attack. Prerequisites: CYBS 7350 and CYBS 7357.

CYBS 7357. Network Security. Provides a comprehensive explanation of network security basics including how hackers access networks and the use of network security tools to provide countermeasures. Strategies for meeting the challenges from expanded network boundaries are developed through active hands-on exercises in networked lab environments. Prerequisite: CYBS 5F70 and CYBS 6350.

CYBS 7359. Digital Forensics. In-depth analysis use of industry tools, technologies and practices involved in gathering, protecting and analyzing digital evidence. The class uses industry tools to perform forensic analysis and examines how various operating systems store data on storage media—hard disk drives and other digital media. Highlights how computers are used in crimes and how this can be linked to criminal motivations to focus a digital investigation. Prerequisites: CYBS 6355, CYBS 7350 and CYBS 7357.

CYBS 8396. Strategic Cybersecurity Practicum. This course is taken in the last semester and is designed to integrate all earlier coursework. This course examines Cybersecurity at a program level by developing strategy that includes components including mission, values, organizational structure, network structure, policy, risk assessment, vulnerability management, metrics, business continuity, awareness, education, culture, staffing, mobile device management, and threat analysis. Students will complete detailed strategic road maps that they will present to an executive board for approval. This course is only open to MS students in Cybersecurity. Approval is required to enroll. Prerequisites: CYBS 6350, CYBS 7350 and 7357.

Finance

FINA 6305. Managerial Finance. Focuses on risk-return analyses that managers use to maximize firm value. Topics include time value of money (review), valuation of financial instruments, capital budgeting, cost of capital and capital structure, working capital management and dividend policy. Prerequisites: ACCT 5323 or ACCT 6300, BUAD 5350 or BUAD 6300 and ECON 5F70.

FINA 7310. Intermediate Managerial Finance. Builds on Managerial Finance and presents additional concepts and models for financial decision-making. Topics covered include capital budgeting, lease financing, working capital management, mergers and acquisitions, risk management, capital structure theory, dividend policy and multinational financial management. Prerequisites: FINA 6305.

FINA 7320. International Financial Markets. Policies and practices required to manage foreign exchange risk, finance international trade and meet working capital and investment needs of multinational companies. Prerequisite: FINA 6305.

FINA 7322. Investments. A thorough overview of investments, providing students with knowledge of basic types of securities (bond, stock, foreign exchanges and derivatives) and how the markets for these securities operate. The principles of finance, including arbitrage, market efficiency, asset pricing models and portfolio theory are covered. Specific topics include risk-return and mean-variance efficient frontiers, diversification and pricing of risk, security, pricing, etc. Students apply skills in modern investment pricing techniques, including the pricing of fixed-income securities, equities, foreign exchange and derivatives. Principles of portfolio selection and management and risk control are also covered in relevant topics. Finally, the course looks at how banks and other financial institutions make money by bringing issuers and investors together. Prerequisites: ACCT 5325 and FINA 6305.

FINA 7327. Corporate Valuation. Theoretical and applied understanding of key methods and tools used in valuing companies in order to evaluate mergers and acquisitions, new projects or make strategic decisions. Analysis of the factors that drive corporate value will be emphasized. Builds upon the concepts covered in FINA 6305 Managerial Finance and FINA 7310 Intermediate Managerial Finance. Prerequisite: FINA 7310.

FINA 7350. Derivatives. Development of an understanding of financial derivative instruments (forwards, futures, options and swaps) and their applications to investment strategy and risk management. Throughout the course, we cover material in the contracts, hedging, arbitrage, pricing and risk management of financial derivative instruments. Derivatives pricing models such as Binomial Tree Model and BSM Model are discussed in detail. Students learn how to apply futures strategies for long and short hedge and how to apply option strategies such as covered calls, spreads and butterflies and options Greeks for financial engineering and risk management purpose. Students use options and futures contracts for tactical portfolio strategies purpose. Relevant topics such as securitization and real options are also covered. Prerequisite: FINA 7322.

FINA 8395. Portfolio Management. This course serves as the final class of the MS Finance program. The objective of the course is to apply all of the theoretical finance knowledge students have learned in other MS Finance courses. By studying the empirical evidence relevant for portfolio management, we will cover investment strategies and risk management of equity portfolios, such as estimation of capital market parameters, trade-off between risk and return, equilibrium asset pricing models, portfolio construction, optimal portfolio selection and random walk as applied to portfolio management, etc. Approval required – final term. Prerequisites: FINA 7310 and FINA 7322.

Management

MANA 6307. Managing Complex Organizations. An employee-centered analysis of organizational value creation through the leadership of human resources. The intersection of organizational theory, behavior, development and change serves as the context in which students are challenged to develop knowledge, skills and ability necessary to plan, evaluate, implement and improve human resource initiatives. Emphasis is placed on critically evaluating multi-dimensional value creation perspectives. Prerequisite: MANA 5F50, or LDRS 6320, or BUAD 6305.

MANA 7395. Ethical Dimensions of Leadership. This course is an advanced seminar designed to examine the ethical aspects of the leader - follower relationship. Specific attention will be given to the ethics of the individual leader, the ethics of the leader's means, and the ethical evaluation of the outcomes of the leader's actions. The moral responsibility of followers will also be examined.

MANA 8310. Strategic Management. Strategic management is the process of analyzing a firm's environment; determining a desired direction in the light of this analysis; and creating, formulating, and implementing strategy and structure designed to move the organization in a desired direction. This course explores the historic evolution of key competitive strategies, allowing the student to discover the dynamic interactions of strategies as they have developed.

MANA 8320. Global Strategy. Overview of the technological, economic, political/legal, cultural and financial dimensions of the global business environment with special focus on international trade and foreign direct investment. An experiential simulation is used to develop skills in coordinating the strategy and operations of a multi-national enterprise in a high velocity, global environment. Prerequisites: ACCT 5323 or ACCT 6300, BUAD 5350 or BUAD 6300, FINA 6305, OPER 6305, MANA 5F50 and MARK 5F50.

Marketing

MARK 6305. Value-Based Marketing. Connects marketing decisions with financial implications. It expands and complements marketing's traditional customer-centric focus with an emphasis on marketing's value to the organization. Study and application of ROI concepts and practices for delivering higher levels of marketing productivity and profitability. Prerequisite: MARK 5F50.

MARK 6321. Professional Selling and Negotiation. This class introduces the students to the basic concepts involved in professional selling in a Business to Business setting. Skills such as building rapport, planning the call, active listening, effective questioning, overcoming objections, and closing the sale are addressed. Students apply the sales process through the use of experiential exercises and role-plays. Basic negotiations skills and dealing with emotions in negotiations is covered as well. Prerequisite: MARK 5F50.

MARK 6322. Branding and Sponsorships. This course is intended for anyone interested in the concept of managing the brand as a strategic asset. In addition to students contemplating careers in brand management in product or service markets for traditional brick and mortar businesses, the course is relevant to future consultants, entrepreneurs, investment bankers, and venture capitalists who seek a better understanding of the brands they will create, acquire, and leverage for customers of the new economy. The course exposes students to the contemporary challenges of creating and maintaining brand equity in both large and small organizations as well as different types of consumer markets. In addition, the brand's role in sponsorships is examined covering sponsor fit, sponsorship inventory and activation. Prerequisite: MARK 5F50.

MARK 6329. Integrated Marketing Communication. Advertising and other forms of promotion are used to gain competitive advantage by influencing customers and other stakeholders. This course focuses on practical applications of promotion management, such as promotion mix, promotional budgeting, and determination of appropriate messages and media to develop integrated marketing communica-

tion strategies. Advertising strategies in a global marketplace are emphasized. Prerequisite: MARK 5F50.

MARK 6337. Digital Marketing. In the business world, digital media is no longer merely a buzzword; rather, it is a key strategy that businesses use to achieve marketing and public relations objectives. Given the growing selection of social media platforms, including Facebook, Twitter, YouTube, LinkedIn, Instagram, Pinterest, Tumblr, and blogs, companies and individuals alike are struggling to keep up with this new way of doing business. This class will explore how business professionals can harness digital marketing strategies, platforms, and tactics in order to achieve firm objectives. Prerequisite: MARK 5F50.

Operations

OPER 6305. Management of Operations. Focuses on the operations function, which creates an organization's products and/or services. The focal point of operations is the efficient acquisition, management and transformation of resources into products and services. Operations strategy, operations' impact on profitability and important strategic and tactical decisions that affect operations are studied. Prerequisite: BUAD 5350 or BUAD 6300.

Technology

TECH 6360. Programming Concepts. Introduces the student to programming. Upon completion of this class, the student will be able to write non-trivial programs dealing with business. Topics include language components, control flow constructs, strings, input/output, database handling, classes, modules, and regular expressions. The course includes hands-on labs requiring students to bring a PC to class. Prerequisite: TECH 5F70.

TECH 6362. IT Project Management. A comprehensive overview of project management. It takes a socio-technical perspective on the management of projects. The content deals with planning, scheduling, organizing and implementing projects in business settings. Emphasis is on the project management process and tools. Basic concepts and tools of project management, such as work breakdown structure, scheduling, earned value analysis and risk management are introduced. Prerequisite: TECH 5F70.

TECH 6370. Process Mapping and Management. Understanding business processes and their active, continuous management is fundamental to recommending IT and other managerial change solutions. Process mapping skills for 'as-is' and 'to-be' business processes are developed and practiced. In addition, techniques for change analysis, problem finding and resolution, technology impact analysis, benchmarking, error proofing and change management are developed. Prerequisite: TECH 5F70.

TECH 7365. Future Trends in Technology. Using a seminar format, this course examines emerging technologies and techniques students are likely to encounter in their careers, such as the Internet of Things, BlockChain, DevOps, and nanotechnology. Students will be exposed to cloud software as a service in addition to learning how to research emerging technologies as far out as 35+ years. Students will learn skills such as evaluating technology to bring it into a company and doing technology forecasting.

TECH 7372. Enterprise Architecture. An enterprise architecture supports enterprise-wide information technology resource design and provides a blueprint for hardware,

software, network and data to best service a business' needs. This course examines the theory, principles, best practices and common frameworks applied to development of an EA and builds on them to discuss how to develop an EA for an organization. EA scalability, standardization, measurement and assessment are for different size organizations. Needs analysis provides the basis for determining the most effective type of EA. Prerequisite: TECH 6370.

TECH 7375. Strategy and IT Governance. Encompasses both the internal and external domains that must be mastered and managed by today's CIO. Major activities reviewed include development of IT strategy that aligns with the organization's strategy and defining a portfolio management approach to applications and their sourcing, dealing with increasing regulatory and compliance issues and the management of processes within IT, guided by standards (e.g., ISO 20000) and frameworks (e.g., CMMI, COBIT, 6-Sigma, etc.), while juggling change management in the global environment. Co-requisite: TECH 6370.

TECH 8395. Information and Technology Management Practicum. The Practicum is taken in the last semester and designed to integrate all earlier coursework. Under the guidance of the professor, each student completes an applied research project on an approved topic. Approval is required to enroll. This course is open only to M.S. students in Information and Technology Management. Prerequisites: TECH 6370 and TECH 6362.

Doctor of Business Administration

FACULTY:
Dean and Professor Landry; Associate Dean and Professor Beldona; Associate Dean and Professor Bell; Professors Conger, Cosgrove, May and Whittington; Associate Professors Blanke, Dadpay, Fodness, Frank, Gu, Miller, Muñoz, Murimi, Murray, Peregoy, Remidez, Rhame, Stodnick, Walsh and Wysong; Assistant Professors Asare, Bannister and Fulmore; Affiliate Assistant Professors Colias, Dilla, Jacocks, and Olson; Affiliate Instructor Oliveti

Detailed information concerning the formal requirements for students enrolled in the DBA program may be found in the DBA Handbook. The University of Dallas reserves the right to add or change policies as needed without prior notice.

Admission to the DBA program

The DBA admissions process is rigorous and highly competitive designed to identify potential students with the skills, background, experience, and commitment necessary to complete the requirements of a DBA degree program.

Admission is based on a number of factors. These include the applicant's academic record and work history, career objectives and research interests, a commitment to an intellectually demanding program of study, letters of recommendation, overall standing compared to other applicants, a personal interview with the DBA leadership and faculty, and the number of program slots available for a given cohort.

A typical DBA student will have:

- A minimum of 10 years of significant and substantive managerial experience
- A master's degree from a recognized accredited institution
- Current TOEFL score of 95 (or IELTS equivalent score) – If attending on a Visa
- Demonstrated written and verbal communication skills
- Attendance at a mandatory candidate preview event
- Personal interview

To apply for DBA Admission

1) A completed online application form.
2) A non-refundable application fee of $100 and international transcript evaluation fee (if applicable). Fees are payable by credit card, check or money order made out to the University of Dallas, in U.S. dollars drawn from a U.S. bank.
3) Official transcripts*
4) A resume or curriculum vitae that describes the candidate's professional experience in detail. Failure to disclose or submit all required documents may result in dismissal from the College.
5) A personal and professional statement (2 to 3 pages).
6) Two letters of recommendation from professionals in academia or industry.
7) Submission of a writing sample, to be produced during the candidate preview event.
8) A personal interview with the DBA Admissions Committee.

***Official Transcripts**
Electronic transcripts will only be accepted as official when sent from the transferable institution via Scrip-Safe, Parchment (formerly Docufide), Credential Solutions, or the National Student Clearinghouse. Electronic or scanned transcripts received from students will not be accepted.

Paper transcripts must be in a sealed envelope with the university seal or stamp on the sealed flap and may be mailed directly from the issuing institution to the University of Dallas or hand delivered by the applicant; transcripts not in a sealed envelope will not be considered official and are not acceptable. Uncertified or notarized copies are also considered unofficial and are not acceptable. International transcripts must include English translations and a copy of the diploma or diploma supplement. Contact an advisor for specific questions related to transcript or mark sheet requirements.

Course Transfer/Waiver Credit

Due to the cohort nature of the program, no course waivers, transfers or substitutions will be granted.

Time Limit

Unless otherwise approved, requirements for the DBA degree must be met. Students must complete their degree within ten years from the time students begin course work in the program or they will be deemed to have withdrawn from it.

Attendance

Residency weekends are scheduled on a monthly basis and are mandatory. In extraordinary, unforeseen circumstances, students may be granted one excused absence with the approval of the program director, but may be required to complete additional assignments. Because the residency weekends are the primary instructional time, missing more than one residency weekend may result in expulsion from the program. Online learning will be utilized between the residency weekend sessions.

Tuition/Fees

The most up-to-date list of charges can be found at https://www.udallas.edu/offices/sas/tuition. Tuition is $1,625 per credit hour for three years of study. Students who extend their program beyond the three year cohort design must pay tuition at the DBA Doctoral Readings rate of $500.00 per credit hour until their program is completed or until they reach the ten year time limit. A nonrefundable deposit of $1,800 is required within 30 days of admission to the DBA program. The deposit will be applied to the tuition for the first term of enrollment.

Payment of Accounts

Students are responsible for payment of all expenses incurred at the university. It is the students' responsibility to assure that payments and credits are received by Student Account Services in the Business Office, including financial aid, scholarships and sponsorships. Payment in full or acceptable arrangements are due by tuition due dates. All questions should be directed to Student Account Services in the Business Office (972-721-5144) or email bursar@udallas.edu. Students with delinquent accounts will be denied registration, grades, transcripts and/or diploma

until all obligations are fulfilled. The student is responsible for attorney fees and other costs and charges necessary for the collection of any amount not paid when due. For further information, please go to our website. If a student withdraws from a semester and a return of Title IV funds occur, the student is responsible for any balance created.

Auto Drop Policy for Nonpayment of Tuition and Fees

It is the student's responsibility to secure their registration by paying the balance in full or making payment arrangements at the time of registration. Full payment or payment arrangements must be made by the Tuition due date as stated on the website. For exact dates please refer to: https://www.udallas.edu/offices/sas/importantdates. Students using tuition reimbursement or other corporate benefits that do not fall into one of the above categories will be required to secure registration by paying their balance in full or participating in the University of Dallas Payment Plan. Students who register for classes after the payment arrangement deadline are required to make payment in full or make payment arrangements on the day of registration to avoid registration cancellation. Students who fail to pay their balance or make payment arrangements by the payment arrangement deadline may be dropped from class resulting in expulsion from the cohort program.

Add/Drop/Withdrawal Policy

Due to the cohort design of the program, students who choose to drop a course are required to withdraw from the program and must reapply for admission to a future cohort.

Tuition Refund Guidelines

Students who drop or withdraw from the program are eligible for 100% refund of tuition prior to first class meeting (no refund of initial deposit). There will be no refund of tuition after the first class meeting.

Grade System

Grade Point	
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
All grades below "B-" are considered failing.	
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
D-	0.7
F	0.0

T A temporary grade assigned if an extended time period for completion of the course is a *planned* part of the course. If work is submitted by the due date established, the "T" grade is completely removed from the student's record. The "T" grade may also be assigned by the Dean when an extraordinary situation prohibits the professor from providing a final grade in a timely manner.

P Pass in a P/NP course.
NP Non-passing grade in a P/NP course. It is not included in the grade average.

Continuance in the Program

Students are expected to meet academic standards set by the College and to demonstrate reasonable progress toward a degree.

Students who earn a grade of B- resulting in a cumulative GPA of less than 3.000 will be placed on academic probation and allowed one term to raise the cumulative GPA to a 3.000 or better. Probation serves as a warning that unless student's academic performance improves he/she will be dismissed from the program.

Students are subject to dismissal from the program for any of the following reasons:

- Earn a grade of C+ or below on any of the courses*
- In each subsequent term, the student's GPA fails to be 3.000 or higher
- Failure to receive a grade of "P" in any DBA courses designated as "Pass/Fail".
- Failure to maintain appropriate standards of conduct and integrity

*at the discretion of the Dean and under recommendation from the DBA Program Director and DBA faculty, students may be allowed to retake the course with the next cohort, and if a passing grade (B- or higher) is earned, allowed to continue in the program.

Doctor of Business Administration Program

The DBA program requires completion of 62 credit hours over a three-year period including preparation and defense of a doctoral dissertation. The DBA is a cohort program that uses a hybrid approach that combines residency sessions with on-line learning. Courses included in this program consist of the following:

Thirty eight semester hours of course work introducing micro and macro research issues in business, professional development workshops, and career transition strategies. These courses will be completed during seven semesters of study. This includes 20 semester hours of content courses and 18 semester hours of research methods.

Six semester hours of doctoral colloquia. The colloquium is designed to facilitate the development and enhancement of professional working relationships between students and their major professor. As such, the colloquium sequence assures that the DBA students are making adequate progress toward developing an independent applied research study for the required dissertation. The colloquium also provides supplemental instruction in research, teaching, writing, presentation, and career transition strategies.

Eighteen semester hours of focused dissertation research. It is possible that some students will not complete the dissertation within three years, and those students will be required to take 6 hours of Doctoral Readings each semester until program completion.

*Courses with prerequisites.

Common Content Courses (20 credit hours)
DBUA 8211. Becoming an Applied Researcher.

DMGT 8315. Strategic Perspectives.

DMGT 8325. The Engagement Factor.

DMGT 8335. Leadership and Followership.*

DMGT 8355. Agile Organizations.*

DMGT 8365. Special Topics in Applied Management Research.

DMKT 8360. Applied Marketing Research.

Common Research Methods Courses (18 credit hours)
DBUA 8305. The Craft of Research and Writing.

DBUA 8320. Designing Applied Research.

DBUA 8330. Qualitative Methods for Diagnosis and Assessment.*

DBUA 8340. Applied Statistical Analysis I.*

DBUA 8350. Applied Statistical Analysis II.*

DBUA 8370. Practicum: Dissertation Mini Proposal.* (Independent Study)

DBUA 9394. Dissertation I.

DBUA 9395. Dissertation II.

DBUA 9696. Dissertation III.

DBUA 9697. Dissertation IV.

Doctoral Colloquia (6 credit hours)
DBUA 8102. Doctoral Colloquium I.

DBUA 8103. Doctoral Colloquium II.

DBUA 8104. Doctoral Colloquium III.

DBUA 8105. Doctoral Colloquium IV.

DBUA 8106. Doctoral Colloquium V.

DBUA 8107. Doctoral Colloquium VI.

Doctoral Dissertation (18 credit hours)
DBUA 9394. Dissertation I.

DBUA 9395. Dissertation II.

DBUA 9696. Dissertation III.

DBUA 9697. Dissertation IV.

Course Descriptions

Business Administration

DBUA 8102, 8103, 8104, 8105, 8106, 8107. Doctoral Colloquium I, II, III, IV, V, VI. Supplements the formal course work with a series of professional development workshops to assure that students are making satisfactory progress in their applied research study.

DBUA 8211. Becoming an Applied Researcher. Supports a student's entry into the format and rigor of the UD DBA program by introducing them to doctoral competencies of being an applied researcher, including critical thinking and analysis, academic reading and writing, as well as the managerial and organizational literature. Students will complete personal assessments and a development plan to identify strategies for success. The course will acquaint the students with the blended learning format that integrates both online and on-ground content delivery methods utilized throughout the DBA program.

DBUA 8305. The Craft of Research and Writing. This class teaches doctoral students how to write clearly and effectively both in their academic research and in their professional lives. It sets forth the principles of writing from a reader's point of view, beginning on the sentence level and proceeding to the level of the document. By learning concepts such as "nominalization," "information flow," "point," "argument," "warrant," and "problem," students learn not only how to navigate the academic writing that they read, but how to lead their own readers when they write. The course will also cover the importance of setting up a valuable problem, and how to explain its rationale with a cogent and well-supported argument.

DBUA 8320. Designing Applied Research. Designed to equip doctoral students to be critical users of information by learning about the variety of research strategies, designs, and operations. Designed to build a core set of skills by examining the full range of methodological choices, constraints, and compromises that occur in the applied research process.

DBUA 8330. Qualitative Methods for Diagnosis and Assessment. Focuses on the use of qualitative methods for discovering, observing, and analyzing a variety of organizational phenomenon. Topics include case method, grounded theory, action research, phenomenology, ethnography, and comparative-historical inquiry. Prerequisite: DBUA 8320.

DBUA 8340. Applied Statistical Analysis I. Designed to build a toolkit of analytic techniques for development, measurement, and analysis of data. Topics include descriptive statistics, correlation, exploratory factor analysis, and regression analysis. Prerequisite: DBUA 8320.

DBUA 8350. Applied Statistical Analysis II. Designed to expand the toolkit of analytic techniques for development, measurement, and analysis of data, with a focus on multivariate analysis techniques. In addition, this course provides the opportunity to advance students' knowledge and application of appropriate analysis methods for their dissertation research. Prerequisite: DBUA 8340.

DBUA 8370. Practicum: Dissertation Mini-Proposal. (Independent Study) Doctoral students take the first step in the dissertation process by selecting an applied research topic and writing a mini-proposal to include a review of relevant literature, research questions, hypotheses, and methodology to conduct the research. Prerequisites: DBUA 8320, DBUA 8330, DBUA 8340.

DBUA 8699. Doctoral Readings. DBA students who do not defend their Dissertation while enrolled in Dissertation III, must enroll in Doctoral Readings each term until the dissertation has been defended. Registration indicates that the student is involved in full time studies necessary for degree completion and requires the approval of the DBA Academic Director. At the end of each course the student must demonstrate progress toward completion of requirements. Tuition based on DBA Doctoral Readings rate of tuition. Graded Pass/No Pass.

DBUA 8V98. Teaching Practicum. Designed for DBA students who wish to teach college-level courses. International Scholars in the DBA program must enroll in this course in order to receive employment authorization from the International Student Services Office (ISO). See ISO for details. Special restrictions apply and a contract is needed to enroll. Enrollment does not make students eligible for federal financial aid or for the deferment of loans. The fee is $100.00; course may be repeated. Variable credit of 1-3 hours.

DBUA 9394, 9395, 9696, 9697. Dissertation I, II, III, IV. The DBA Dissertation I, II, III and IV are the culminating experience in the program. Individual students demonstrate their ability to design and execute an applied research study. The DBA Dissertation courses are taken in four successive trimesters after all other course work has been completed. Dissertation I, II and III will be graded Pass/No Pass. Enrollment in DBUA 8699 Doctoral Readings may be required if the applied research project is not completed by the end of the fourth dissertation trimester. A grade of T is assigned to Dissertation IV and remains until after the defense of the dissertation at which time a standard grade will be assigned. Doctoral Readings are required each term until the final defense of the dissertation is complete.

DBUA 8H01. Independent Study. A member of the resident DBA faculty, with permission of the Associate Dean, supervises these special research studies. Students must submit a proposal, outline, and an approved independent study contract in order to register. A copy of the contract must be on file with the DBA director and with the Office of the Registrar.

Management

DMGT 8315. Strategic Perspectives. Survey of strategic management topics that are relevant to contemporary organizations. The primary objectives are for doctoral students to be able to assimilate and synthesize existing knowledge from the field of strategic management in meaningful ways. Intended to equip doctoral students to derive and apply tactical solutions to strategic issues that face both large and small organizations today.

DMGT 8325. The Engagement Factor. Attracting and retaining a talented work force is a strategic imperative. Doing so requires organizations to create an overall context through a set of organizational practices referred to as the HR Value Chain. This organizational context must be supplemented at the individual and group level with a variety of leadership and motivational processes that foster commitment, satisfaction and engagement.

DMGT 8335. Leadership and Followership. Views leadership as both a personal and an interpersonal process. In-depth self-assessment and reflection used to develop the self-awareness necessary for effective leadership in complex environments. Ethical implications of emerging approaches to leadership and followership examined. Prerequisite: DMGT 8325.

DMGT 8355. Agile Organizations. This course examines organizational effectiveness from a senior leadership perspective. Attention is devoted to understanding the various leverage points that allow leaders to create high-performing organizations that are capable of quickly adapting to the volatile, uncertain, complex, and ambiguous environments in which they operate. Attention is also paid to the processes and dynamics of implementing successful change via the formal organization development process. Prerequisite: DMGT 8325.

DMGT 8365. Special Topics in Applied Management Research. This course guides doctoral students in exploring current topics in management, strategy, sustainability, marketing, technology, or other research areas in business.

Marketing

DMKT 8360. Applied Marketing Research. This course examines the marketing research process as it applies to marketing concepts such as consumer behavior, segmentation, branding, customer service, pricing, distribution, integrated marketing communication and sales.

Graduate Business Programs Calendar 2020-2021

***some dates are subject to change without prior notice**

Students enrolled in the DBA program should consult the DBA handbook for relevant dates other than those listed below.

Fall 2020 Trimester

New International Student Orientation	August 19, 2020
Change and Late Registration On-ground Courses	August 26-30, 2020
Change and Late Registration Online Courses	August 26-September 1, 2020
DBA Virtual Residency Weekends	August 28-29, September 25-26, October 16-17, November 13-14, Online August 26-November 24, 2020

Begin and End Dates for Fall Terms:

Fall I 12 Week Term On Ground	August 24-November 21, 2020
Fall I 12 Week Term Online	August 26-November 17, 2020
Grad COB DBA Hybrid/Online	August 26-November 24, 2020
Fall 1st 6 Week Term On Ground	August 24-October 5, 2020
Fall 1st 6 Week Term Online	August 26-October 6, 2020
Fall 2nd 6 Week Term On Ground	October 12-November 19, 2020
Fall 2nd 6 Week Term Online	October 14-November 24, 2020
Graduation Clearance Deadline	November 21, 2020
Fall Interterm	November 30-December 19, 2020
Graduation	December 5, 2020

**Graduate COB Classes will not be held Labor Day Weekend, September 4-7, 2020.*

Spring 2021 Trimester

New International Student Orientation	January 13, 2021
Change and Late Registration On-ground Courses	January 19-25, 2021
Change and Late Registration Online Courses	January 20-26, 2021
DBA Residency Weekends	January 22-23, February 19-20, March 12-13, and April 9-10, Online January 20-April 20, 2021

Begin and End Dates for Spring Terms:

Spring I 12 Week Term On Ground	January 19-April 17, 2021
Spring I 12 Week Term Online & Hybrid	January 20-April 13, 2021
Grad COB DBA Hybrid/Online	January 20-April 20, 2021
Spring 1st 6 Week Term On Ground	January 19-March 1, 2021
Spring 1st 6 Week Term Online	January 20-March 2, 2021
Spring 2nd 6 Week Term On Ground	March 8-April 15, 2021
Spring 2nd 6 Week Term Online	March 10-April 20, 2021
Spring Interterm	April 20–May 8, 2021
Graduation Clearance Deadline	May 12, 2021
Graduation	May 16, 2021

**Classes will not be held on Easter Weekend, April 2-4, 2021.*

Summer 2021 Trimester

New International Student Orientation	May 26, 2021
DBA Residency Weekends	May 21-22, June 18-19, July 16-17, and August 6-7, 2021. Online May 19-August 17, 2021
Change and Late Registration Week	Varies based on the part of term (1st day -6th day)

Begin and End Dates for Summer Terms:

Summer Interterm	May 10 – May 28, 2021
On Ground 10 Week Summer Term	June 1-August 12, 2021*
Summer Online 10 Week Term	June 2-August 10, 2021
Summer Online 10 Week Term Synchronous Online	June 1-August 9, 2021
Summer 1st 6 Week Term On Ground	June 1-July 8, 2021
Summer Online 1st 5 Week Term	June 2-July 6, 2021
Summer Online 2nd 5 Week Term	July 7-August 10, 2021
Graduation Clearance Deadline	August 17, 2021
Conferral of degrees date – No ceremony	August 31, 2021

*The final week of the On Ground Summer Term (August 6-12) will be online.

**Classes will not be held Memorial Day Weekend, May 28-31, 2021 and Independence Day, July 5, 2021.

Fall 2021 Trimester

New International Student Orientation	August 18, 2021
Change and Late Registration On Ground Courses	August 23-31, 2021
Change and Late Registration Online Courses	August 25-31, 2021
DBA Residency Weekends	August 27-28, September 24-25, October 22-23, November 12-13, 2021. Online August 25-November 23, 2021

Begin and End Dates for Fall 2021 Terms:

Fall I 12 Week Term On Ground	August 23-November 20, 2021
Fall I 12 Week Term Online & Hybrid	August 25-November 16, 2021
Fall 1st 6 Week Term On Ground	August 23-October 4, 2021
Fall 1st 6 Week Term Online	August 25-October 5, 2021
Fall 2nd 6 Week Term On Ground	October 11-November 18, 2021
Fall 2nd 6 Week Term Online	October 13-November 23, 2021
Graduation Clearance Deadline	November 19, 2021
Fall Interterm	November 29-December 18, 2021
Graduation	December 4, 2021

**Classes will not be held Labor Day Weekend, September 3-6, 2021.*

Undergraduate, Braniff Graduate School, and Neuhoff School of Ministry 2020-2021 Calendar

This calendar attempts to be as correct as possible. Persons needing assistance to attend these events should call 972-721-5056 at least three days before the event. The university welcomes visitors and attempts to make all reasonable accommodations to encourage attendance. These dates apply to Undergraduate, Braniff Liberal Arts, and Ann & Joe O. Neuhoff School of Ministry programs. For the Graduate College of Business calendar please see the preceding pages.

Fall Semester, 2020

August 12, Wednesday
Faculty Day—opening of academic year for faculty. Braniff deadline for Incompletes.

August 14-18, Friday through Tuesday
Orientation and registration; residence halls open August 14 for ***new*** students.

August 16, Sunday
Upperclassmen hall and student apartments open for continuing students.

August 17-20, Monday through Thursday
Web Registration and Add/Drop for Undergraduates and Graduates in Braniff Liberal Arts Students and the Neuhoff School of Ministry.

August 18, Tuesday
Mass of the Holy Spirit 5:00 p.m. (no noon Mass this day) *5:00 daily Mass begins, Monday-Thursday.*

August 19, Wednesday
Fall semester classes begin.

August 25, Tuesday
Final Registration Day, late fee applies. Instructor signature required to add a class after this date.

August 28, Friday
Last day courses may be added; last day courses may be dropped without record.

August 31, Monday
Rome online classes begin.
Conferral of degrees for all programs. No ceremony.

September 7, Monday
Labor Day Holiday. Classes meet for undergraduate, Braniff graduate, and Neuhoff graduate students. Classes do not meet for Gupta COB graduate students.

September 12, Saturday
Fall 2020 Romers depart.

September 14, Monday
Information for ***spring schedule*** due.

September 16, Wednesday
Deadline to waive student insurance.
Incomplete deadline for undergraduates (excluding students with earlier deadlines under academic discipline policies).

September 24,Thursday
Deadline for application for degree for graduation in December.

October 2, Friday
Fall Reading Day, no classes.

October 5-9, Monday-Friday
Constantin midsemester period; ***grades due Monday, October 12.***

October 18-24, Sunday-Saturday
Charity Week.

October 26-30, Monday-Friday
Housing registration for spring semester.

October 26-December 4, Monday-Friday
Academic counseling and ***online registration*** for spring semester; Registration Booklets available October 16.

October 30, Friday
Last day to withdraw from classes for undergraduate, Braniff and Neuhoff students.

October 31, Saturday
Fall Odyssey I.

November 14, Saturday
Fall Odyssey II.

November 19, Thursday
Last day of instruction.

November 21, Saturday
Examinations begin.

November 25, Wednesday
Examinations end—***official close of the semester. Christmas recess*** begins at the close of the last examination period. Contract food service ends with dinner on Wednesday.

December 4, Friday
Grades Due.

December 10, Friday
Fall 2020 Romers return.

December 14, Monday
Fall Rome Grades Due.

Fall Interterm Classes 2020-2021

November 30-December 17, Monday-Thursday
Interterm. Classes also meet Saturday, December 5 and 12.

December 17, Thursday
Last day of Interterm classes and final examinations.

December 21, Monday
Fall Interterm Grades Due

December 23-January 1, Wednesday-Friday
University offices closed.

December 31, Thursday
Conferral of degrees date. No ceremony.

Spring Semester, 2021

January 17, Sunday
Residence Halls open at 8:00 a.m.; food service resumes with dinner in the café.

January 18, Monday
Martin Luther King Day, University closed.

January 19, Tuesday
Registration for spring. Verification and drop/add for continuing students. Full service resumes in the Rathskeller.

January 20, Wednesday
Spring semester classes begin.
Resume 5:00 p.m. daily Mass, Monday-Thursday.

January 22, Friday
Braniff deadline for Incomplete grades.
Spring 2021 Romers depart. (tentative)

January 26, Tuesday
Final registration day.

January 29, Friday
Last day course may be added (permission of course instructor required after January 26); last day course may be dropped without record.

January 30, Saturday
Groundhog Party in the Park.

February 10, Wednesday
Incomplete deadline for undergraduates (excluding students with earlier deadlines under academic discipline policies).

February 15, Monday
Crusader Preview

February 25, Thursday
Information for Fall, Mayterm and Summer schedules due.

March 5, Friday
Spring Reading Day

March 8-12, Monday-Friday
Undergraduate midsemester period.

March 18-19, Thursday-Friday
Spring Break

March 22, Monday
Midsemester grades due.

March 26-27, Friday-Saturday
Meet Us @ the Tower I.

April 1-5, Thursday-Monday
Easter Break. Residence Halls open. No food service after lunch on Thursday, April 1, until dinner on Monday, April 5.

April 2-5, Friday-Monday
University closed.

April 6, Tuesday
Last day to withdraw from classes.

April 6-9, Tuesday-Friday
Housing registration for upcoming academic year.

April 12-May 14, Monday-Friday
Counseling and early registration for fall semester.

April 16-17, Friday-Saturday
Meet Us @ the Tower II.

May 4, Tuesday
Convocation honoring seniors, 3:30 p.m. Last day of instruction. ***Spring 2021 Romers return. (tentative)***

May 5, Wednesday
Review Day: **no classes, no examinations**. Closing receptions and presentations for senior Art Studio and Art History students, 5:30-9:00 p.m.

May 6, Thursday
Examinations begin.

May 10, Monday
Examinations end. ***Official close of the semester.*** Residence halls close for everyone but graduates at 10:00 a.m. Wednesday; Tuesday dinner is last contract meal. End 5:00 p.m. daily Mass for semester. Only noon daily.

May 11, Tuesday
Grades ***must*** be turned in for May graduates by noon.

May 15, Saturday
Baccalaureate Mass.

May 16, Sunday
Commencement

May 18, Tuesday
All grades due in Registrar's Office.

Summer Terms, 2021

May 18-June 4, Tuesday-Friday
Summer Mayterm. Classes meet Saturdays, May 22 and 29. No contract food service is available during Mayterm.

May 31, Monday
University closed for Memorial Day.

June 7-July 9, Monday-Friday
Summer Session I.

July 5, Monday
Independence Day (holiday) observed; university offices closed.

July 12-August 13, Monday-Friday
Summer Session II.

August 31, Monday
August conferral of degrees date for all programs. No ceremony.

Holidays 2020-2021

University offices will be closed on September 7, 2020 (except those necessary for undergraduate); November 25-27; December 23-January 1; January 18; April 2-5; May 25; and July 5.

2021-2022 University Basic Calendar (Tentative)

Due to uncertainty about the future, please find the tentative calendar on the UD website: https://udallas.edu/offices/registrar/academiccalendar.

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Every effort has been made to include in this bulletin information which, at the time of the printing, most accurately and pertinently mirrors the policies and course offerings of university. However, the provisions of this bulletin are subject to change by the university without notice and do not constitute a contract between any student and the University of Dallas.

As a private institution the university explicitly reserves the right to judge whether it is in the best interests of the institution that a student be allowed to continue affiliation and may, for reasons deemed sufficient by the university itself, discontinue affiliation. By registering, the student concedes to the university the right to require withdrawal whenever the university deems withdrawal necessary.

Campus Map

UNIVERSITY OF DALLAS
1845 E. Northgate Dr.
Irving TX 75062
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1. Cardinal Farrell Hall
2. Braniff Memorial Tower
3. Future home of auditorium
4. J.M. Haggar Sr. University Center/ Visitor Center
5. Patrick E. Haggerty Science Center
6. Gorman Lecture Center
7. Church of the Incarnation
8. Ed Maher Athletic Center
9. Cowan-Blakley Memorial Library/
Braniff Graduate Building (Braniff Graduate School & Constantin college)
10. William A. Blakley Building
11. Haggerty Art History Building (including Bartosz M. Haggerty Gallery)
12. Painting/Printmaking
13. Ceramics
14. Novinski Arts Foundation Building
15. Sculpture
16. Margaret Jonsson Theater
17. O'Connell Hall
18. Theresa Hall
19. Madonna Hall
20. Catherine Hall (Joan & Joe O. Rankoff School of Ministry)
21. Drama Building
22. Anselm Hall
23. Augustine Hall
24. Gregory Hall
25. Jerome Hall
26. Student Apartments
27. Facilities Department
28. Holy Trinity Seminary
29. St. Albert the Great Priory
30. Clark Hall
31. Athletic Pavilion & Restrooms
32. Soccer Field
33. Our Lady of Guadalupe Shrine
34. SB Hall (Sarah & Yasmin Gupta College of Business)
Highway 114 (John Carpenter Freeway)
Dairy
Tom Braniff Dr
E. Northgate Dr
N
The Highlands School
Lacrosse
Baseball
Softball
Soccer
Practice Field
Basketball
Rugby Field
JUNE 2019

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ON THE COVER: Houston native Veronica Barrera, BA '20, majored in studio art at UD, with a focus on ceramics. These days, she primarily makes ceramic sculpture while dabbling in different mediums like printmaking and fiber art. Striving to use art as a means to internalize and express the world around her and her place in it, her work pulls from the plants and wildlife that surround her.

ARTWORK: Creation, Veronica Barrera, Lithophyte VII (detail), 2020, fired ceramic set on gravel, (3.25" x 2.5" x 2.5").