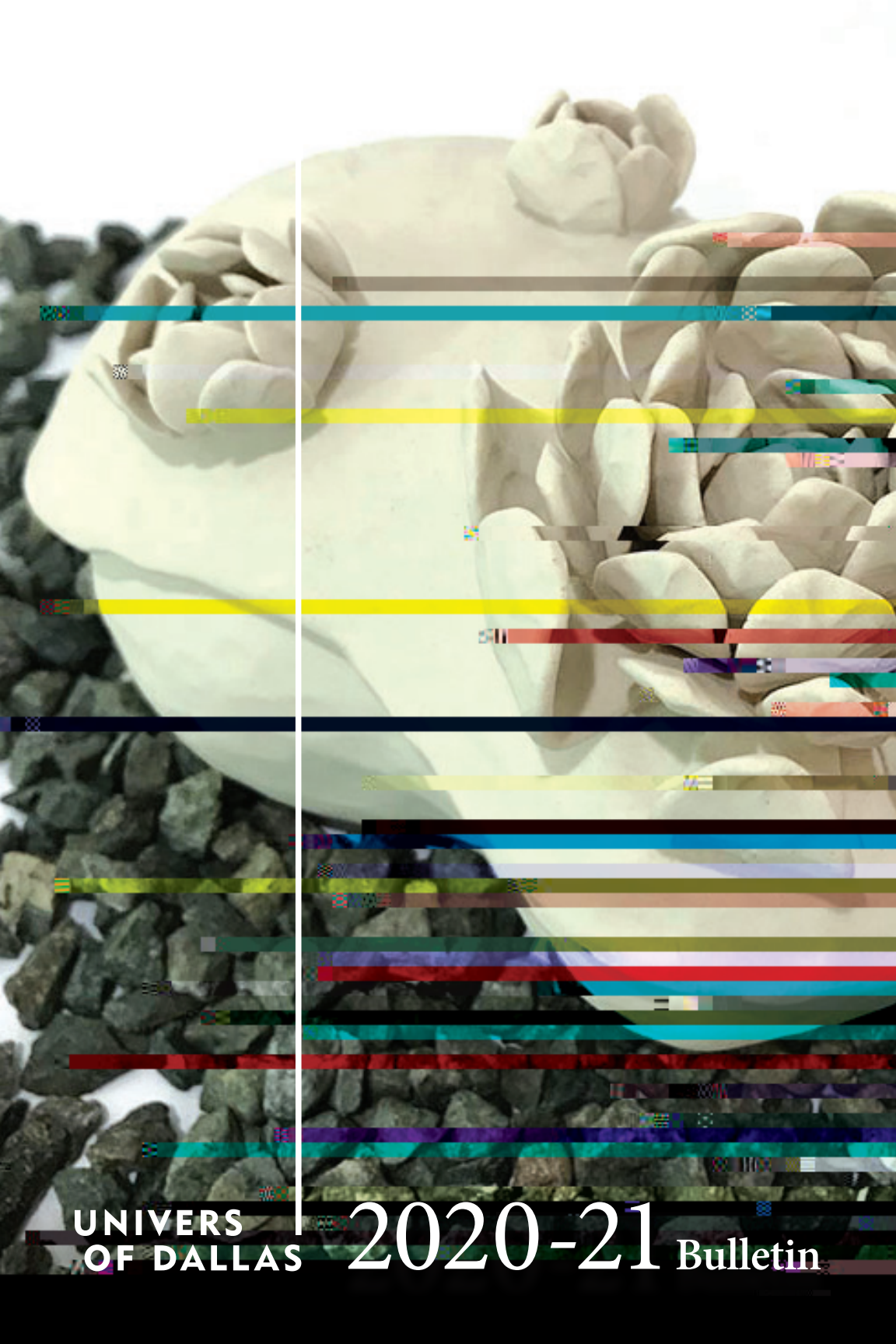

UNIVERS OF DALLAS 2020-21 Bulletin

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 universityõs liberal arts programs, are dedicated to reÿecting critically upon the ends governing oneõs 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 òconvinced of the priority of the ethical over the technical, of the primacy of persons over things, of the superiority of the spirit over matter.ó[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 universityõs primary institutional commitments.

The university as a whole is shaped by the long tradition of Catholic lear

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 fulþlling lifeðs work whether through immediate career entry or

dards for lay ecclesial ministers. The mission of the continuing education programs

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 þve years earlier. Holy Trinity closed in 1928 and the charter was placed with the Catholic Diocese

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 Grahmannôs 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. OôHara 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 þrst 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 þrst and only AACSB accredited DBA program in Texas. Inÿuential 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 þrst 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 þeld. In 2000 major additions to the Haggerty Art Village were completed, and the east side of campus was redeveloped. In 2002, a womenôs 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 year- v_esiden" ' M' 56ض he 6ض ' 22, 6ض In 21nniaM †

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 prepar

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 Departmentõs 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 ofþces 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, b ر
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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 fulþll the requirements

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 aca-

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 studentsõ cumulative GPA. Students should also consult the Ofþce of Financial Aid before taking courses elsewhere since their þnancial 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 þrst 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 ofþce 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.

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. Speciþc 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 ð Section 504/ADA Coordinator ð Title IX Coordinator ð Age Discrimination in Employment Act Coordinator ð 1845 E. Northgate Dr., Irving, TX. 75062 ð 972-721-5056.

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.

Graduation

The university observes the custom of a single graduation ceremony at the closing of the spring semester. For the beneþt 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 conþned 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

schoolôs curricular emphasis is on liberal arts and sciences, if the quality of work

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

At the end of the sophomore year each student must declare a major. Students also

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.

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.

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 subþelds of psychology.

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.

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 M h˝Ḥ eM n adinanc ˢ Econnce ¬

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 certiþcation. A concentration in education is offered for students interested in teaching but not seeking state teaching certiþcation. A concentration in education will help prepare individuals to enter the teaching profession in schools outside of the traditional public school setting.

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 òPhilosophy and Letters Programó and òPre-Theology Programó in this bulletin.

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 ofþcers 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 speciþed amount for textbooks and course supplies.

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

Satish & Yasmin Gupta College of Business (Undergraduate)

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 Admi † e ŋ. o Mof t MB

Campus Life

Students at the University of Dallas þnd 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 þne professors who consider teaching their primary focus. Ninety percent of the full-time undergraduate faculty hold the terminal degree in their þeld.

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 þlm series, art exhibitions, plays and musical events.

Many undergraduate activities are organized and sponsored by the Ofþce of Student Affairs and include such traditions as Charity Week, Groundhog and the Spring Formal. The Ofþce 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).

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 Ofþce of Campus Ministry uses as its parameters two documents of the Catholic Church: , a pastoral letter of the National Conference of Catholic Bishops and , 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 Ofþce of Campus Ministry.

Service to the Church and Society is integral to the work of Campus Ministry. Our ofþce has a keen awareness intended to expose the students and community to the possibilities of personal sacriþce 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** seeks to enrich and enliven the studentsô 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 þnd the **Crusaders for Life** or the **Best Buddies Program** of great interest.

Students also have opportunities to reÿect 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 Ofþce hopes to offer an encounter with Christ, through each other, that will serve the student far beyond the reach of graduation day.

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 ð 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.

A full-time International Students Services ofþce 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 fe! e9 Mń ʾ ϟ _ ńM ɜ l e9 l Î

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.

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)

5)

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 veriþcation 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 speciþc 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, sufþcient academic preparation and ability to do the work required.

Since the university is not a state-supported institution, enrollment is not limited ^ u53

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) ofþcial transcripts of the entire college record. These transcripts must be sent directly to the Ofþce of Undergraduate Admission from the Registrar of each college,
4) an ofþcial high school transcript, if fewer than 24 college level credits,
5) if submitting fewer than 24 credit hours for transfer, (optional) ofþcial 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 speciþed 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 þrst 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

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

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

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

International students must be prepared to accept full þnancial 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 studentsô 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.

The university is approved for the education of veterans under all applicable public laws relating to veteransô 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 certiþed for beneþts. Brieÿy, 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 certiþed for beneþts.

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 beneþts must be submitted and determination made by the VA regarding beneþts 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 þnancial aid.

General VA Information

Chapter 30 ñ Montgomery GI Bill (Active Duty, discharged/retired) ñ need copy of DD-214.

Chapter 31 ñ Vocational Rehabilitation (must apply through Veterans Affairs) ñ need copy of DD-214.

Chapter 32 ñ Post Vietnam Era VA Beneþts ñ need copy of DD-214.
Chapter 33 ñ Post 9/11 GI Bill-need copy of DD-214.
Chapter 35 ñ Survivorsû and Dependentsû Educational Beneþts ñ need copy of marriage license or birth certiþcate, as appropriate. Chapter 1606 ñ Montgomery GI Bill (Selected Reserves) ñ need VA form DD-2384) òNotice of Basic Eligibilityó obtained from unit commander.
Chapter 1607 ñ Reserve Educational Assistance Program (REAP) - need copy of DD-214.
New Veteran Students complete VA form 22-1990 Application for VA Education Beneþts (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)
Certiþcate of Eligibility ñ a copy needs to be given to the VA Coordinator.
All students - ofþcial 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, certiþes veterans in Undergraduate, Braniff Graduate School and Neuhoff School of Ministry

Joshua Skinner
Veterans Coordinator/School Certifying Ofþcial Graduate Business Programs

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 Registrarôs Ofþce. 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.

The university awards credit for the following international certiþcate 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 Dô), 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. Speciþc courses and requirements may apply; contact the Associate Dean of Constantin College for more detailed information. Credits are not awarded for Subsidiary-Level exams.

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 applicantôs signature (email is sufþcient),

3) The written request must be received by the Ofþce 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 reconþrm their intention to enroll by August 1 or January 1 prior to the new term of entry,

Fees and Expenses

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

up-to-date list of charges can be found at https://www.udallas.edu/ofþces/sas/tuition

Application Fee $50
This one-time non-refundable fee is required of all

Health Insurance (Deadline to waive) $1,755 annual
Spring only: $1,019.00

Orientation Fee (1st

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 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

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BRANIFF GRADUATE SCHOOL AND NEUHOFF SCHOOL OF MINISTRY

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.

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.

Students are responsible for payment of all expenses incurred at the university. It is the studentôs responsibility to verify that payments and credits are received by Student Account Services in the Business Ofþce, including þnancial 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/ofþces/sas/importantdates.

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

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/ofþces/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.

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/ofþces/sas/authorization/index Students wishing to opt-out of the authorizations can do this by following the directions found on the webpage above.

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 Registrarôs Ofþce. No refunds are made without an honorable dismissal from the Dean. Discontinuation of class attendance, nonpayment of student accounts, or notiþcation to an instructor of withdrawal does not constitute an ofþcial 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

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 - ha ž a r le ich i
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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 ofþcially 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%
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Undergraduate Scholarships and Financial Aid

The university offers qualiþed 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 speciþc 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 applicantõs senior year of high school. Contact the Ofþce of Undergraduate Admission for speciþc application requirements.

Phi Theta Kappa Award
Transfer students from two-year colleges who provide a copy of ofþcial 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 universityõs 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 Ofþce of Financial Aid to determine proration of scholarships and other aid. Seminarians follow other guidelines and award structures. Contact Holy Trinity Seminary for details.

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 þnancial aid. Speciþc 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 þnancial aid awards at the discretion of the university and in accordance with the fund agreement.

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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.

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 speciþc 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; Afþliate 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 þve 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 certifcate in the teaching of art through the education department.

By the junior year, the art major emphasizing studio work is intensely involved in

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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 stu

The art history area of the Art major also includes the art core. Studio and gallery experience enhance the studentôs 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-þrst 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

A basic program of creative and technical experience in ceramic processes, material and equipment for && and equipment for ` && i ñ ɔ ʻ pr t uip

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Studio guidance in contemporary approaches to painting as a mode of artistic expression and a guided development of the studentôs 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

Practical and conceptual introduction to contemporary printmaking as a mode of artistic expression and a guided development of a studentôs 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

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

progressively more difþcult 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 studentõs 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.

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.

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.

Biology

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

The Biology Core

YEAR II

Biology Elective	4
Economics 1311/Philosophy 1301	3
Mathematics 1404	4
History 2302	3
Politics 1311	3
	17/18

(ROME)

English 2311	3
Philosophy 2323	3
History 2301	3
Art 2311	3
Theology 2311	3
	15

YEAR III

Biology Elective	3
Chemistry 3321, 3121	4
Math 1411/Elective	3/4
Language 1301/Elective	3
Physics 2311, 2111 or 2305, 2105	4
	17/18

Biology Elective	4
Chemistry Elective	4
Language 1302/Elective	3
Physics 2312, 2112 or 2306, 2106	4
Philosophy 3311	3

2315, 2115. Human Biology. An examination of human form and function through

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

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 þeld 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. Speciþc topics include identiþcation 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 þnal 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 þeld. 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

Biopsychology Concentration

DIRECTOR
Assistant Professor Soper

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 studentôs choice. Suggested Second Semester Courses: ENG 1302, THE 1310, BUS 1302, BUS 3306, + 1 additional class of studentôs choice.

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 þeld 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.

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

ACCT 5350. Accounting Information Systems.*

ACCT 5375. Auditing.*

ACCT 6375. Advanced Auditing.*

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.

The 4+1 program allows undergraduate students to complete both a Bachelor of Arts (BA) or a Bachelor of Science (BS) and a masterôs degree in as little as þve 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 masterôs 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.**

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.*

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.*

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.*

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.

Pre-requisite courses:
BUS 1310. Financial Accounting.
AND

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.***

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.*

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

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 þrms and other organizations. Focus on the inÿuence of the marketplace, the process of determining an enterpriseõs 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 speciþc 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 þnal 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 òreal worldó. Topics include resume building, career planning, networking, interview techniques, internships, beneþt 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 studentsõ 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 ð planning, organizing, leading, and controlling ð 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 brandõs role in sponsorships is examined covering sponsor þt, 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 negot] A ä Sale are of

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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.

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

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 identiþcation 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. Speciþc 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 requi ' o ' s m l Θ emic?m

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 top

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.

On the þrst-year and second-year levels, the beginning student is most of all concerned

from advanced offerings in literature, politics, philosophy, history, etc., either in the Classics Department (CLC courses in English translation) or in other departments (related þeld). Whenever possible, the Classics faculty will assist the student in doing work CLC or in the related þeld 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 fulþll this requirement by completing two courses at the second-year level or equivalent.

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 manõs 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.

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 mMplanni0g m l x ' thrlanguce0gMAect0g ^ m ^ e/s

3335. Patristic Readings. An introduction to the rich tradition of Greek patristic literature that analyzes texts of four or þve 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.

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 speciþc 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 elegistõs aims. Offered as needed.

3332. Cicero. Translation of one of Ciceroõs 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 inÿuential 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 þfth 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 þeld

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

YEAR II (during Sophomore Year)

English 2311 and 2312	6
History 2301ð2302	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

For an explanation of the CLT course numbering system, see the CLT courses page on the university website.

3309. Introduction to Comparative Traditions. Theory and practice of literary study in the comparative mode, including concepts of genre, literary history, social representation, translation, inÿuence, 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: Chr®tien de Troyesô Perceval le Gallois, Wolfram von Eschenbachôs Parzival, the Vulgate Cycleôs Quête du Saint-Graal.

3312. King Arthur in Europe II: Lancelot. Similar to the above, but emphasizing the

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 inÿuential 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 þlmmakers 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 þlm. 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 þction.

4324. The Menippean Tradition. Masters of a variety of narrative stretching back

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

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			
	–		–
	–		–
	–		–
	–		–
	–		–
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Computer Science Concentration

DIRECTOR

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. ð 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).

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 2301ð2302	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

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 signiþcant 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.

Economics

FACULTY

YEAR II (during Sophomore Year)

Economics 3312	3
English 2311ð2312	6
History 2301ð2302	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

(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 þnal week of classes.

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 þrm. 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.

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 þnance and an introduction to the mathematics of þnance. Focus on þnancial institutions, markets and þnancial statements. Impact of cash ÿows, key þnancial ratios, interest rates and taxes on returns on investment. The risk and return trade-off, time value analysis, present and future values, þnancing options, and valuation of bonds and common stock covered. An individual, empirical project enables students to evaluate the þnancial condition of contemporary business þrms. 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 exempliþes 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, proþt maximization, equilibrium conditions in þnal 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 þnance. 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 þnancial 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 þnancial markets, including the economics of asymmetric information, þnancial regulation, the risk-return trade off, derivatives and Efþcient Capital Market theory. Exchange

Education

FACULTY
Chair and Associate Professor Sarker; Associate Professor Boazman; Assistant Professors Nakazawa and Newstreet; Afþliate 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 speciþc emphasis given to moral and ethical issues embedded in what it means to teach. It is important to recognize that learning

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.

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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

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 þngerprinting and background check, along with payment of all state fees, prior to issuing the teaching certiþcate.
6) Complete state mandated training.

The Department of Education complies with the certiþcation requirements as set by the Texas Education Agency (TEA). At the time of this publication, the requirements are accurate; however, they may change to reÿect 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 certiþcation 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

4) Pass the appropriate TExES content test for the certiþcation area sought prior to the start of Clinical Teaching.
5) Submit two academic recommendations.
6) Demonstrate professional conduct consistent with the Texas Educatorsô 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 speciþc 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 certiþcation may satisfy the requirement by passing both the content and pedagogy Texas Examination of Educator Standards (TExES). Students who are not seeking certiþcation 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 studentôs þnal semester at the university. The Department of Education Certiþcation Ofþcer distributes preparation materials for the examination and notiþes individual students of the examination date, time and place.

Texas Senate Bill 50 requires that persons seeking certiþcation 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 certiþcation. Registration and study guides for the TExES are available from the Department. Several states require additional tests for certiþcation. Details about these tests may be obtained from the Certiþcation Ofþcer.

Residency Requirements
Candidates for certiþcation must complete the equivalent of one semesterôs work (12 credits minimum) before the Department considers their recommendation for certiþcation. Residency begins after formal acceptance to the Educator Preparation Program. The courses required are decided by the Department upon recommendation of the Certiþcation Ofþcer.
Credentials and Placement
Each candidate must complete certiþcation forms and a placement þle with the Department Certiþcation Ofþcer. The ofþcer represents the Department in recommending candidates to the State Board.

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,

. Reÿective 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 Educa-

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 chieÿy 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.

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 certiþed/qualiþed 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 certiþed/qualiþed 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 certiþed/qualiþed 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 studentsõ 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, ÿuency, comprehension, Dyslexia, vocabulary development and assessments. Spring.

5324. Writing Children's Books. The course delineates why childrenõs books must and do exist, to what standards their readers are entitled and how and by whom good childrenõs 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. Identiþcation 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 þeld. The intellectual, social, emotional, developmental, and educational characteristics of gifted students are introduced. Appropriate educational opportunities

5352. Educational Evaluation. An examination of assessment through reÿective 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.

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 þeld 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) proþciency 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.

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; Afþliate 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 reþnements, 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: þrst, 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 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 þrst two years of the studentsõ 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 beneþts their city while fulþlling 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 reÿect 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 þnds 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 ñ 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.

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

of human consciousness, of changing attitudes toward society and of the individualõs 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. Literary0100046004800510057005876ncBy II: P6XG%WX%DOH%8IP

Environmental Science Concentration

DIRECTOR
Assistant Professor Soper

Environmental science is an interdisciplinary þeld 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 þeld 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 þeld, 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.

BIO 2360, 2160. Environmental Science and Lab.

CHE 3445. Environmental Chemistry.

MAT 3327. Statistics or **Eco. 3327 Statistical Methods** or **BIO. 3345 Biostatistics.**

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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 òsystematic treatment of ethics and morality with an overview of major ethical theories.ó 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 þelds 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.

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 þve-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 .

POL 3342. Political Philosophy and the Family.

POL 3368. Catholic Political Thought.

POL 4350. Aristotle's .

THE 3340. Social Justice.

THE 3341. Moral Theology.

THE 4342. Christian Marriage.

THE 4343. Social Teaching.

occasional Special Topics courses

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 Aquinasû Treatise on Law (e.g., the deþnitions of law and natural law, the þrst 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 inÿuenced by what Cicero called "natural law" (lex naturae).

1373. Arete: American Studies. Explores American traditions of liberty and justice

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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

History

FACULTY

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		

1311. American Civilization I.

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.

3320. The British Empire. Covers British Empire history from the explorations of the New World to twentieth-century decolonization, with an emphasis on Britainõs "second empire," especially India and the continuing importance of the empire in Britainõs domestic politics and national imagination. Also surveys the historiography of the British Empire and considers the Empireõs role in westernization and deþnitions 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 Fran-ois 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 ñ 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 þgures 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 Spainõs national characteristics and sense of purpose through the long medieval conÿict ñ known as the Reconquest ñ between the Christian and Islamic kingdoms, Spainõs cultural achievements in the thirteenth century, Aragonõs expansion into the Mediterranean and the uniþcation 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, Spainõs participation in religious conÿicts and dynastic rivalries throughout Europe, cultural achievements during the Siglo de Oro, Spainõs political and economic decline, the Enlightenment, civil wars and the loss of Spainõs American empire and the conÿicts 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

4347. The Seminar in History. An examination of historiography through the consid-

The History and Philosophy of Science Concentration

COORDINATOR
Associate Professor Mirus

The History and Philosophy of Science (HPS) Concentration promotes reÿection on a group of related but distinct intellectual disciplines: the natural sciences, the human sciences and mathematics. Within this multidisciplinary reÿection, 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.

world would be highly appropriate for anyone who plans to go into law, medicine, government, business, journalism, consulting, or any other þeld demanding an

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 þve 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 inÿuences, 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 Westôs 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 þeld 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 = ъ l ɔ γ l oÙ ļ Social Sciences l oÙ lua d]t] ᴰ e]other]t] ᴰ e] ᴀ φ ᴰ ᴙ HUSCMcources ˊ ofMw ig]buqd] ъ l orw i her oÙ ᵐ ȳ ᴀ ʃ, ᵐ ъ Ƒ ᴰ b ᵐ ᴙ

International Studies Concentration

DIRECTOR
Associate Professor Culp

The arena of international affairs is the focus of some of the most signiþcant 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 reÿect 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 þeld from the wide variety of such courses offered within the university.

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.

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

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; speciþc nature of Christian ethics. Fall. Occasional substitutions may be approved.

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 ofþcers 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-proþt organizations, and education.

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

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**

Mathematics

FACULTY
Chair and Assistant Professor Osoinach; Associate Professors Hochberg and Phillips; Assistant Professor Andrews; Afþliate Assistant Professor Hudgins

The discipline of mathematics is deþned as much by its methodology as it is by its content. Indeed, it is this methodology which uniþes the different areas of math-

A comprehensive exam is required of all majors in their þnal 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.

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.

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 equation ‘ M equatil > ` differential tions ‘
Mathematics 1411 or consen ∫ of instr uctoor ȝ Mtions

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.

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 þve mathematics classes (þfteen 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 þfth 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 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 signiþcant 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 Centerôs 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.

The student should declare his or her intention to concentrate by coming to speak to the director no later than the þrst 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.

If the period commonly referred to as the Renaissance marks the beginning of the

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 þelds, 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 þfth course other than History and other than the þelds chosen in #2 and #3.
5) A sixth course, in any þeld.

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.

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, Deq n M= Π ᵹ ˢ

Modern Languages

The Department recommends the following electives: Art 1311 and 1312

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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 inÿuential 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 Franceôs cinematic legacy from its earliest days to todayôs French þlms.

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 childrenôs 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.

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 universityðs 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 þeld 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 deþne 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 ÿexibility in deþning 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 ð 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 3341ð3343)

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 3341ð3343)

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 [" Tr di! Con (Te ה Ţ ļ נ M

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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 histori

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 þelds, in conjunction with intensive practice in the art of writing for speciþc 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 dôAssisi, Giacomo da Lentini, Guittone dôArezzo, 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 deô 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, Alþeri, 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 reÿect 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 f languM ⌣ ᵐ p ¨ aan ز

3356. The Italian Novel.

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.

UDõs 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

3323. Advanced Spanish Communication/Grammar. Students increase oral proþciency 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

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 m²o Cid (Spainõs national epic poem) and King Alphonse Xõs C§ntigas de Santa Mar²a. Prose works include the Archpriest of Hitaõs Libro de buen amor, Los cuentos del Conde Lucanor, by Infante Don Juan Manuel and La Celestina, written in the late þfteenth 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, Spainõs participation in religious conÿicts 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 Alarc·n, Tirso de Molina and Pedro Calder·n de la Barca. Poets include Garcilaso de la Vega, Alonso de Ercilla, Fray Luis de Le·n, Francisco de Quevedo, Luis de G·ngora, 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, Cervantesõs La Galatea and works by Christopher Columbus, Bernal D²az del Castillo,

4313. J[illegible]#n00XYC[illegible]00X&DEFLQJ0RI0XXU

4349. Senior Honors Thesis. Majors may write a þfty-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 þrst decades of the twentieth century. Study includes works by writers from the Generation of 98, such as Miguel de Unamuno, Antonio Machado, Ram·n del Valle Incl§n and Azor²n (Jos® Mart²nez Ruiz). Course also looks at Spanish vanguardismo of the 1920s and poets from the Generation of 27, including Pedro Salinas, Federico Garc²a Lorca, Jorge Guill®n, 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 Jos® Cela, Carmen Laforet, Miguel Delibes, Ana Mar²a Matute and Carmen Mart²n Gaite).

4371. Twentieth-Century Spanish American Novels.

Molecular Biology Concentration

DIRECTOR
Associate Professor Cody

Molecular biology is an interdisciplinary science incorporating the study of cell biology, genetics and biochemistry. The þeld 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

Music

DIRECTOR
Afpliate Instructor Van Cleve

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-þve 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-þve 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-þve 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 Proþciency 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 Shakespeareðs 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 ñ 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-speciþc courses necessary for licensure. University of Dallas students are attracted to UDôs distinctive core curriculum which focuses on the great ideas and works of Western civilization in addition to preparing for a nursing career. UDôs core curriculum combined with nursing prerequisites and practice-based educaqring i l ɣ!

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Pastoral Ministry

FACULTY
Dean and Associate Professor Whapham; Director of Graduate and Undergraduate Programs and Afþliate Assistant Professor Hunt; Director of Continuing Education Programs and Afþliate Instructor Meny; Freeman Professor of Sacred Scripture Septi®n; Peterson Professor of Applied Ministry McGill; Associate Professor Raiche, Assistant Professor Cruess, Afþliate 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, certiþcation, credentialing and a formation that integrates personal, spiritual, intellectual and pastoral dimensions." (Co-Workers in the Vineyard, 1] ᵐ ⁎ ɒ ɔ Macti

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 reÿection and pastoral praxis in a concrete setting. As part of the second semester internship the student will develop and carry-out a detailed plan*st adetail] l ᵐ a4e"¾ Ƃ

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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.

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.

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 Affante 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 Spiritualir<00360053004C002000352 <00

4095. Pastoral Ministry Senior Comps.

4370. Administration for Ministry. Analysis of and reÿection 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 signiþcant personal contact with and observation of administrative leadership in various pastoral settings. ð 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 þeld education at a site chosen by the Neuhoff School of Ministry. The internship provides an oppor ᵐ ᴛ ῡ ƿ ɲ ᴰ M ɔ M

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, chieÿy through the study of classical texts of the Western philosophical tradition (e.g., Platoôs Republic and Rousseauôs 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 philo1 of

empiricism (Locke, Hume) and rationalism (Spinoza, Leibniz, Wolff) as a background to Kantõs òCopernican revolution.ó In-depth study of Kantõs transcendental idealism, followed by a consideration of German Idealism ñ in particular, Hegel ñ as a response to Kantõs critique of metaphysics. The rejection of German Idealism by þgures such as Schopenhauer, Kierkegaard, and Nietzsche. The early Heideggerõs attempt to revive the question of Being phenomenologically. 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 q א ' m א
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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 scientiþc 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 þgures 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.

pages is submitted and subsequently presented publicly. The thesis and its presentation represent the appropriation, integration, and fruition of the majorõs 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 òPhilosophyó and òTheologyó 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

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 òepistemological realism,ó rooted in the thought of Thomas Aquinas, with an emphasis on knowing as an ampliþed 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, þgure, 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; Afþliate Assistant Professor Borv§k

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 þrm 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

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.

Physics 2311, 2111, 2312, 2112 (General Physics I and II) and 24 advanced credits

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 4153	1
Physics 4327	3
Politics 1311	3
History 2302	3
Language 2311	3

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 prob-

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 scientiþc 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 | F ' ' þ þ ʒ r st '

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. Speciþcally, graduate courses in the MSE programs at UTA, see below, will earn dual credit towards the studentûs 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 þve years. There is a signiþcant 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 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 ;P

Applied Physics Concentration

DIRECTOR
Assistant Professor Moldenhauer

Students at the university may þnd 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 certiþcation with a science composite would þnd the Applied Physics Concentration useful in fulþlling the certiþcation 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

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 E ʾ electri(U% E
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Year 2 (UD, UTA, and Rome)
Physics 3320/3120

Politics

FACULTY
Chair and Associate Professor Upham; Professors Dougherty, Parens (Philosophy) and Distinguished Afþliate Wolfe; Associate Professors Burns, Culp and Miller; Assistant Professor Pappin; Afþliate 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 reÿection 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.

Speciþcally, 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 conÿicting points of view on a great variety of important political questions. Sustained and systematic analysis of how philosophers, statesmen and poets ñ ancient as well as modern ñ 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 reÿected 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, þrst, 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

ess of Õhought.

Seminar (4351), one course in Global Politics, one course in American Institutions and Policy, and three additional advanced Politics electives (3000- l ḃ M ʒ̱ ɣ M ɒ ʁ ʒ̱ ɣ

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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 m D m Mes (~ eMof m D ~m Mlegislative

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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 ñ 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 courseôs 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 inÿuence 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. Speciþc texts chosen by the Instructor. Offered annually.

3358. The American Founding. The Foundersô understanding of politics and human life will be studied through original documents, especially those of statesmen and elected bodies acting in their ofþcial capacity. Themes will include the Foundersô 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 Lincolnôs 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.

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 Churchõs 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 Thucydidesõ History of the Peloponnesian War. The themes of the course include Thucydidesõ 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

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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.

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 Bachelorôs degree enroll in the Pre-Theology Program with a view to earning the Certiþcate in Propaedeutic Studies. (Seminarians who have not obtained a Bachelorôs 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 Bishopsô Program of Priestly Formation. To earn the Certiþcate in Propaedeutic Studies, post-baccalaureate seminarians must complete the speciþed 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 Cð 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 òPhilosophy,ó òPhilosophy and Letters,ó and òTheologyó 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

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.

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 masterõs program details.

Senior Year Options

Up to four graduate courses (12 credit hours) beyond the requirements for

tion, loneliness and sexuality. Emphasis on the methodology of understanding these phenomena on their own terms and on psychological reÿection which deepens the

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 scientiþc study of behavior. Prerequisite: PSY 3432.

3354. Health Psychology. A study of the relationships between health and illness, ɵn the one hand and behavior, attitudes, ways of life, on the other. An ʻ app я ap ъ ض

3V56. Primate Studies. Hands-on research conducted at the Dallas Zoo. Students become ofþcial 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 ofþce). Students should follow guidelines for Internships. Prerequisite: Senior standing in psychology. Graded Pass/No Pass.

3V71. Film Studies. Exploration of the various aspects of þlm and the þlm experience, including the history, aesthetics, psychology and politics of þlm, as well as þlm criticism. Principles of composition, montage, narrativity, representation and cinematic point-of-view are examined through classroom viewings of genre, art, experimental and documentary þlms. This course often has a special theme that serves to focus the selection of þlms 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 epra a jo T M!

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. apq ! l ɹ ʊ A D Mr r ɔ T f = ɔ Mrf x = ɔ
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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/din m א γ m' puMnM= ȳ f MmaworQ- ₡terested T

ROTC Courses

Students who wish to earn appointments as commissioned ofþcers in the United States Army or Air Force may participate in t

Theology

FACULTY
Chair and Associate Professor Glicksman; Associate Professors Goodwin, Malloy, Norris and Rombs; Assistant Professors Alexander and Esposito; Afþliate 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 þrst 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 departmentõs 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 ñ as no purely human discipline can ñ to see and fulþll the meaning of our existence.

The Department of Theology contributes to the general educational effort of the

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 þrst offering there will be an opportunity for one reexamination approximately a week later.

3) The submission of the

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 masterõs 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 þnal grades of B or higher
Master of Arts only: 3000-level language course in Greek, Latin, French or German with a þnal 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

1310. Understanding the Bible. Reÿective 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 þrst conjugations of regular verbs through analysis of selected sentences of the Hebrew Bible.

2311. Western Theological Tradition. Reÿective 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, þrst 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 òUnderstanding the Bible,ó 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. Paulõs background and his missionary work. Introduction to his letters.

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4331. Triune God.

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 þeld. Fall, senior year.

4351. Christian Spirituality. Sanctiþcation 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 " ¥ he

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 fdei. Regularly required for the Masterõs. 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 reÿection 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 reÿection 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

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 proþle may þnd 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 studentõs ability to live on the Rome campus; 2) we are less able to evaluate studentsõ 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); difþculty 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 þve 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! ⊠ T M! ! Dance a ÿ t& ы o

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.

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

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

on a rolling basis. This means that you can submit an application to a masterõs 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.

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 þnancial 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 studentõs pace and will be included as attempted credits.

2) Graduate students must earn at least 4.5 cred2)t ʻ ʌ æGp 4] ƙ p

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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.

The Graduate School sets minimum standards for all graduate degrees. Each program

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 programôs 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 Masterôs program. No more than nine credit hours may be transferred into the doctoral program. Students who have already entered a Masterôs 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 þrst. All Masterôs 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 þrst day of regular registration for the next semester. A "T" grade for the Masterôs 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 studentôs 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 þnal approval and a copy will remain on þle in the Ofþce of the Registrar. Upon submission of the required work, the professor assigns a grade and submits a grade change form to the Ofþce of the Registrar. If an Incomplete is not changed by the deadline speciþed within the contract, the grade indicated in the contract will be assigned. If required work is submitted by the due date the þnal grade is placed after a slash next to the "I" (the òIó 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 þrst semester in which students were admitted to the program. In a program requiring more than 36 credit hours, the time limit is speciþed in the Bulletinõs 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 studentsõ 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]Mcompl]Ml ee.

enroll in each semester if a studentûs grades or GPA warrant this. Notiþcation regarding warning, probation, or dismissal will be sent to a studentûs UD email account.
Warning status will be assigned to those students after their þrst 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 probationo l' ' _ - t b ! t

Awarding of Degrees
Degrees are granted by the Board of Trustees upon recommendation of the Graduate Faculty and the Council of Deans and Chairs.

According to the universityõs concept of education, the masterõs degree is a professional degree. Completion of a set number of hours of course work is not a sufþcient achievement for receiving the degree; an acceptable proþciency 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 masterõs degree, including the thesis or its equivalent where required. Most masterõs programs also require demonstrated proþciency in at least one foreign language. The Masterõs Student Handbook and speciþc 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 proþciency in at least one foreign language. For the M.A. in Art the exhibition substitutes for these requirements.

Other masterõs 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.

Thesis Requirement
Candidates for a Master of Arts degree enroll in Thesis Research after completion of all course work, fulþllment 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 masterôs programs require the completion of a major project or exhibition. In others it is satisþed by taking six or more additional credit hours. Consult the Bulletin for the speciþcs 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), fulþllment 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.

nine hours may be transferred. Upon recommendation of the concentration director, transfer credit must be approved by the Graduate Dean.

Language
Proþciency 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 þrst 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 þling of dissertations is in òAfter Comprehensives,ó a handbook provided by the Braniff Graduate Ofþce. 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 Instituteõs 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 ñ poetic, philosophic and theological. These courses will concentrate on signiþcant 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 speciþc 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 l

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 poetûs wisdom concerning a reality already constituted b e iealuination se s to ȷ ` R
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changes in conception of what constitutes tragic limitation and comic fulþllment. 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. Reÿection upon continuity and divergence in the epic poetsõ various renderings of cosmic order, the city, divine providence and human excellence.

5320. Arthurian RL8690003➢112 < 00460052005600500746000 3➢57 < 00490058004F00C

6313. Chaucer I: Early Works to Troilus. A consideration of Chaucerôs 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 Chaucerôs 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 Chaucerôs second masterpiece,

7335. Seventeenth-Century Lyric. This course focuses on the later English Renais

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 reÿects on the role of tradition in the quest for philosophical truth. Is òtraditionó simply a name for the presentõs relationship to the past, or is it a special kind of relationship? What has been constitutive of what we call the òWestern Traditionó? 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 signiþcant 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.

The Research Seminars are advanced courses usually restricted to doctoral students.

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-Fran-ois Lyotard and Jean-Luc Marion; the role of St. Paul

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.

6388. Rousseau. The þrst 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 Socratesõ teaching.

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.

6351. Directed Reading.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and f ^ p Ú d ƨ n! ɣ ?

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, Masterôs 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 þrst 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.*

number.

Classics

FACULTY
Director and Associate Professor Sweet; Professor Hatlie; Associate Professor Davies; Assistant Professors Danze and Robinson; Afþliate 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 þll some lacunae in their education. Because of the different needs of entering students, the program is designed to be as ÿexible 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 þve 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

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 òGraduate School Policiesó in the òBraniff Graduate School of Liberal Artsó 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.

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 ofþcial 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.

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,

Education

FACULTY
Director and Assistant Professor Newstreet; Associate Professors Boazman and Sarker; Assistant Professor Nakazawa; Afþliate Instructor Khirallah

CERTIFICATION OFFICER
T. Cooper

Admission Requirements
The following information must be submitted when applying for entrance to the Alternative Certiþcation 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 ofþcial college transcripts sent directly to the Braniff Graduate Ofþce and the Certiþcation Ofþcer 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, veriþable by their transcripts. They must also have a Bachelorôs Degree with a minimum overall GPA of 2.75 and 2.75 in teaching þeld 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 þeld 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 þeld, 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 certiþcate and for a standard certiþcate. All scores must not be older than two years.

3) Verbal Proþciency (To be assessed during the application process)
4) Writing Proþciency (To be assessed during the application process)

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 Certiþcate. 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 Certiþcate. For teachers employed by Catholic schools, the clinical practice can be completed while on the job.)

hours required): Students seeking the Catholic Secondary Teacher Certiþcate 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 Certiþcate. 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 (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 Masterôs degree in þve 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 Masterôs degree with Texas teacher certiþcation. 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 þeld. 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.

The following information must be submitted when applying for entrance to the

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 þfth 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)

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.

credit hours required): Students seeking certiþcation to teach Theology at the secondary level (grades 6ð12) will be required to complete the following undergraduate courses before the þfth 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 þfth 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.

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 signiþcant theories of development with emphasis on the work of Piaget, Erikson, Kohlberg, and Vygotsky. Students discuss and questions signiþcant topics of development that reÿect on the issue of ònature v. nurture.ó 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 þeld supervisor from the Department of Education. The Internship in Education is accomplished as an Alternative Certiþcation 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 reÿection 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 reÿection 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 candidateôs 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 þeld based experience (classroom observation) required. This course is offered through our Alternative Certiþcation 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, ÿuency, 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 þne writing and a sensitivity to and appreciation for the relationships among art, music, drama, and literature in a multicultural setting. Five hours of þeld based experience (classroom observation) required. This course is offered through our Alternative Certiþcation 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 certiþed cooperating classroom teacher and a university supervisor. Students

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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 Certiþcate:

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

The Masterõs 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 studentõs capacities for sophisticated and independent thinking about literature, through which one can reach wisdom about the human condition.

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 Afþliate Assistant Professor L. Eidt; Professor B. Cowan; Assistant Professor Post; Participating Faculty and DIHC adjunct faculty

The Masterõs 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, þrst, to give students the opportunity to pursue their interests in different þelds without committing themselves to earning a degree in any one þeld alone and, second, to encourage the careful reading of a limited number of great works of Western thought. To promote both aims, those of ÿexibility 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. Speciþcally designated courses from the Teachersõ 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 Certiþcation at the elementary or secondary level as part of this 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 þelds as art history, drama, economics, education and foreign languages (Greek, Latin, French, German, Italian, Spanish).

Application for admission to the masterõs 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 ofþcial transcripts of previous college work. Possession of a bachelorõs 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.

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 Masterôs thesis.
4) A reading knowledge of one foreign language. This requirement may be satisþed by meeting the standards set forth in the M.A. handbook.
5) A comprehensive, written examination on three questions that professors write,

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 þfth 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, D¿rer, 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 Garc²a M§rquez.

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 regisregis

Humanities with Classical Education Concentration

FACULTY
Director and Professor J. Lehman; Associate Dean and Assistant Professor M. Post; Afþliate 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 Kð12 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 Certiþcate in Classical Learning.

Applicants should possess a bachelorôs degree, but it is not necessary that it be in the humanities or related þelds. 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
- Ofþcial 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 applicantôs thoughtfulness and suitability for graduate study.

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 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 òcoreó 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 speciþcally 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 Childrenõs Literature, etc.
   With the graduate directorõs 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 fulþll this requirement by passing the two-course, graduate-level òReading Knowledgeó 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 proþciency 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 s alectives- s ups u | e sd akn aua enge a ^ d ` a ` p

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To accommodate the work and living situations of teachers and school administrators, we offer many courses online. All coursework in our degree and certiþcate 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.

Great Works Courses

Great Works Courses are devoted to studying certain principal works in the tradition of Western thought. Each course focuses on a specifc 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 ñ the three arts of symbol, thought and communication ñ 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 ñ necessary, even if not sufþcient ñ 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 ñ arithmetic, geometry, music, and astronomy ñ and discover the foundational role that these arts have in a liberal education. Among the great works studied are Platoõs Timaeus, Euclidõs Elements, Boethiusõs On Music, and Keplerõs 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 reÿect 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 inÿuential 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 todayõs 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 signiþcance of these works in the Western tradition of liberal education.

HUM 6359. Teaching Classical Children's Literature. This course explores various works of classical childrenõs 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

the virtues (e.g., moral/intellectual, acquired/infused, etc.); a detailed treatment of the seven virtues mentioned above; and Aquinasʼs 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, chieÿy through the study of classical texts of the Western philosophical tradition (e.g., Platoʼs Republic and Rousseauʼs Émile). Attention is given to contemporary issues in education in light of these prior inquiries.

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

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-proþt organizations and groups. The degree requires 30 credits, including a 3-credit capstone project class.

The programõs 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-proþt 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 òthe virtues of mind and heart which are constitutive of excellence in their lifeõs workó as leaders.

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 otherôs experiences. While history may provide useful templates, historical reasoning is often ÿawed. This course is designed to help decision-makers become more attentive to the proper òuses of historyó 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 A

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.

For a description of this interdisciplinary program see the Institute of Philosophic Studies.

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The program leading to the Masterõs 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 thsphÅ gh ʻ thж be M

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 Masterôs students in Philosophy within the þrst 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 scientiþc 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 þgures 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.

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.

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 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."

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.

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.

8315. Aristotle.

8320. Cicero and Augustine in Dialogue.

8325. Maimonides.

8330. Descartes's Thinking.

8335. Spinoza.

8340. Hegel's : Logic, Nature, Spirit.

8346. Wittgenstein.

8350. Lonergan's .

Politics

FACULTY
Director and Professor Dougherty; Professors Parens (Philosophy) and Distinguished Afþliate 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 reÿect these dual emphases. It offers a Ph.D.,

2) A comprehensive examination.

The course of studies for each student in the program will be planned in consulta-

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 Masterôs program in Psychology provides a range of special topics classes, including spirituality, sexuality, health psychology, multicultural studies, primatology and þlm. 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 ògreat booksó of the aforementioned þelds 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 þgures like Giorgi, Colaizzi, von Eckartsberg and others from the Duquesne òschoolô of phenomenological research.

Bolstering its position as a program that represents and supports qualitative research as well as a broadly deþned humanistic tradition in academic psychology, the department contributes editorially to the publication of the APA division journal The Humanistic Psychologist.

Application for admission includes a completed application form, two letters of refer-

Practicum* - 7 credits

5V57. Supervised Practicum. 300 supervised hours (1 credit per 50 documented super

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 deþned 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, th ^ D P" m l Man gio an

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 deþning 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 studentsô 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 individualôs 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 classiþcatory 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

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 ð 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.

7) A statement of support from the applicantõs faith community

8) Students seeking to enter the M.Div. program in partial fulþllment 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 (42ð67).

1) Thirty graduate credits in Theology including six credits for Thesis Research (THE 7678) and Masterõs thesis. A maximum of twelve credits may be earned in 5000 level, cross-listed courses (THE 5301ð5310).

2) A reading knowledge of Greek, Latin, French or German.

3) Written and oral comprehensive examinations covering all areas of Theology.

1) Thirty graduate credits in Theology. A maximum of twelve credits may be earned in 5000 level, cross-listed courses (THE 5301ð5310).

2) Written and oral comprehensive examinations primarily covering course work.

Notes on Requirements

1) For information on transfer credits, please refer to òGraduate School Policiesó in the òBraniff Graduate School of Liberal Artsó section.

2) The Masterõs 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 Masterõs 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.

NSOM 5380. Introduction to Pastoral Care.

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 þdei. Regularly required for the Masterõs. 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 þrst þve books of the Hebrew Bible. Their literary genres and religious messages in their historical context.

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,

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.

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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

Ann & Joe O. Neuhoff School of Ministry

FACULTY
Dean and Associate Professor Whapham; Director of Graduate and Undergraduate Programs and Afþliate Assistant Professor Hunt; Director of Continuing Education Programs and Afþliate Instructor Meny; Freeman Professor of Sacred Scripture Septi®n; Peterson Professor of Applied Ministry McGill; Associate Professor Raiche, Assistant Professor Cruess, Afþliate Instructors Cruz and Giuliano; Associate Professor Emerita Jewell

Begun in 1986 as the Institute for Pastoral and Religious Studies, the Ann & Joe O.

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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:

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 studentûs 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 þnancial 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 ort]" ˢ is grae ü ŧ

½ Time ð A student is enrolled ij time if the studentõs Cumulative Credit Hour Equivalent is at least 4.5 Credit Hours.

<½ Time ð A student is enrolled less than ij time if the studentõs Cumulative Credit Hour Equivalent is less than 4.5 Credit Hours.

On campus housing for graduate students is not ordinarily available. Apartments and houses in all price ranges are plentiful off-campus.

The Neuhoff School of Ministry establishes rules and requirements and sets standards for all graduate degrees and certiþcates. 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.

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 þrst semester in which students were enrolled in the program. Time on an approved leave of absence is not counted toward the time limit.

All graduate programs in the Neuh[redacted]chool of Ministry seek to meet the standards of formation laid out by the United[redacted]es Conference of Catholic Bishops for ministry formation. These include intellect[redacted]formation, human formation, pastoral formation and spiritual formation. Such[redacted] approach seeks to educate the whole person in every facet of their life to prov[redacted]uly transformative educational experience.

The Neuhoff School of Ministry [redacted]e following graduate degree programs:
Master of Theological Stu[redacted] (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 certiþcate programs:
Graduate Certiþcate of Catholic School Leadership
Contact the Neuhoff School of Ministry for in[redacted]
ments for graduate certiþcate programs.

Core Co[redacted]
All Neuh[redacted]ol of Minist[redacted] master[redacted]s degree[redacted], exc[redacted]ding Cath[redacted]olic School L[redacted]der-
ship, bui[redacted]ore of eight courses
51[redacted]uate Pros[redacted]minar
52[redacted]ons of Catholic Biblical [redacted]nterpr[redacted]tation

[redacted]310 Fou[redacted]

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.

The masterõs 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 reÿecting 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 þnal semester of the degree, will facilitate a demonstration of the studentõs ability to reÿect 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.

The masterõs degree and graduate certiþcate in pastoral ministry are designed to equip those who wish to serve in parishes, dioceses or om ʻ r d τ ᵀ ⋇ ʾl e di l Mw ^

NSOM 5350. Moral Theology.

NSOM 5360. Liturgy and Sacraments.

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.

5110. Graduate Proseminar. Required of all þrst-year students, this one credit course is an introduction to the þelds 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 courseõs content and structure are suggested by the description of the Bible as òthe words of God expressed in human languageó offered by the Second Vatican Council (DV 13). Therefore, it will deal, þrst, with the concepts of Revelation, Transmission-Tradition, Inspiration, Biblical Truth and the Canon, which traditionally express the Churchõs 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 speciþc coordinates of space and time. Finally, it will review the development and nature of modern scientiþc methods and approaches of biblical interpretation, together with the Churchõs reactions to and positions on these methods and approaches in the last 100 years.

5330. Systematic Theology. Structured reÿection on the " m x l M " y ' d"

5360. Liturgy and Sacraments. A critical survey of the history, theology and litur

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 Christiansõ 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 inÿuence 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 reÿects on attitudes, knowledge and skills necessary for effective pastoral ministry in todayõs 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 reÿect 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 todayõs 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. M ɔ l' ' mi | l , ' u

6375. Catechetics and the Development of Faith.

as well as in òthe joys and the hopes, the griefs and the anxieties of the men [and women] of this ageó (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 Chrim ᴀ ɔ ⊗ Ch Î MPa Þ M

EDU 6366. Catholic School Leadership Internship. This course is a supervised placement speciþc 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 þeld 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.

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 reÿect the many interests which have animated Mr. Landregan throughout his long and distinguished career of service to the Church in North Texas.

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 "þeld 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, Mu¶oz, Murimi, Murray, Peregoy, Remidez, Rhame, Stodnick, Walsh and Wysong; Assistant Professors Asare, Bannister and Fulmore; Afþliate Assistant Professors Colias, Dilla, Jacocks, and Olson; Afþliate Instructor Oliveti; Emeritus Associate Professor Gasper

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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 speciþc þeld. Master of Science degrees are currently offered in Accounting, Business Analytics, Cybersecurity, Cyber Intelligence, Finance, Financial Analytics and Information and Technology Management.

University of Dallas or hand delivered by the applicant; transcripts not in a sealed envelope will not be considered ofþcial and are not acceptable. Uncertiþed or notarized copies are also considered unofþcial and are not acceptable. International transcripts must include English translations and a copy of the diploma or diploma supplement. Contact an advisor for speciþc questions related to transcript or mark sheet requirements.

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 speciþc learning objectives, regular deliverables and advanced learning comparable to a classroom experience. Students must þle a copy of an approved contract with the Ofþce 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.

Numerous beneþts are available to students on the F-1 visa. For more information, call the International Student Ofþce at 972-721-5059.

The university is approved for the education of veteran vP

Student Account Services in the Business Ofþce (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 fulþlled. 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.

Regular COB graduate students, who have been admitted for the purpose of obtaining a degree or certiþcate 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 deþnition applies to fall, spring, and summer terms.

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.

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 ð the equivalent of two class meetings.

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 aM eKM ṃ signed.

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
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
I	Incomplete	0.0
W	Withdrawal	0.0
AD	Audit Grade	0.0

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 studentõs overall performance as evaluated by the professor. Upon the studentõs request, professors will explain grades but will not change grades unless it can be shown that the original grading was in error. The Deanõs Ofþce 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 signiþes that the course was passed. Students may not retake the course for grade replacement. The passing grade remains on the studentõs permanent record and will be used to compute the þnal GPA.

A grade of C-, D+, D, D-, F or FA signiþes 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 studentõs permanent record and is included on any transcript, but it is not used in computing the þnal 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

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.

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.**

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.*

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 include Accounting, Business Analytics, Cybersecurity, Finance,

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 beneþts.*Courses with prerequisites

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.*
ACCT 8380. Accounting Research Methods.*

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.*

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(.)]TJ EMC /SpanBS 5 BDC 0 i.581 (i)Data Protection.

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.*

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 beneþts. 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.**

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.*

In addition to the MS course requirements, students who complete CYBS 5F70 and the three speciþed 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.*

In addition to the MS course requirements, students who complete FINA 6305 and three speciþed 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.*

In addition to the MS course requirements, students who complete TECH 5F70 and the three speciþed 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.*

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.*

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

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 conþdentiality, 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 inÿation, unemployment and business ÿuctuations to allow managers to have a better understanding of the environment in which a þrm, 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-proþt and not-for-proþt 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, efþciency, and effectiveness.

ACCT 5323. Accounting for Managers. Focuses on the acquisition, analysis, reporting and use of both external and internal þnancial information about business events important to managers and the organizationDf Ď ᴀ γ ᵠ ƥ ɹ ᵐ ӣ ess

ACCT 6390. Business Ethics for Accountants. Develops a framework for addressing ethically challenging situations in management and synthesizing the individualõs 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-proþt 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 beneþts plans taking into account taxation implications. Prerequisites: ACCT 5323 or ACCT 5325.

ACCT 7340. Advanced Accounting. Provides an in-depth coverage of þnancial reporting topics including: business combinations, partnerships, foreign currency transactions, governmental and not-for-proþt 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 þnancial 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.

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.

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 þrm/industry, interact with the client on an appropriate basis and present their project þndings/recommendations to the client in the form of a report, presentation and/or debrieþng 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.

BANA 6350. Quantitative Methods. Course covers traditional management science/operations research concepts, models, and methods that are employed to make better, objective, veriþable, 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.

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 þnal 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
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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 þndings including recommendations to mitigate the risks identiþed. 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 ñ 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.

MANA 7395. Ethical Dimensions of Leadership. This course is an advanced seminar designed to examine the ethical aspects of the leader - follower relationship. Speciþc 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 þrmõs 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 þnancial 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.

MARK 6305. Value-Based Marketing. Connects marketing decisions with þnancial implications. It expands and complements marketingõs traditional customer-centric focus with an emphasis on marketingõs value to the organization. Study and application of ROI concepts and practices for delivering higher levels of marketing productivity and proþtability. 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 brandõs role in sponsorships is examined covering sponsor þt, 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 inÿuencing 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

software, network and data to best service a businessõ 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 todayõs CIO. Major activities reviewed include development of IT strategy that aligns with the organiza-

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, Mu¶oz, Murimi, Murray, Peregoy, Remidez, Rhame, Stodnick, Walsh and Wysong; Assistant Professors Asare, Bannister and Fulmore; Afþliate Assistant Professors Colias, Dilla, Jacocks, and Olson; Afþliate 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.

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.

until all obligations are fulþlled. 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.

P Pass in a P/NP course.
NP Non-passing grade in a P/NP course. It is not included in the grade average.

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 studentûs 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 studentûs GPA fails to be 3.000 or higher
Failure to receive a grade of òPó in any DBA courses designated as òPass/Failó.
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.

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)
E

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 readerõs point of view, beginning on the sentence level and proceeding to the level of the document. By learning concepts such as ònominalization,ó òinformation ÿow,ó òpoint,ó òargument,ó òwarrant,ó and òproblem,ó 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 ar

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 þnal 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 þle with the DBA director and with the Ofþce of the Registrar.

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 þeld 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 reÿection 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 t! γ p a ӟ Men ' -

Poac l' d D erequisite: DMGT 8325.

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 ð 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 ð No ceremony	August 31, 2021

*The þnal 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.

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.

November 30-December 17, Monday-Thursday
Classes also meet Saturday, December 5 and 12.

December 17, Thursday
Last day of Interterm classes and þnal examinations.

December 21, Monday
Fall Interterm Grades Due

December 23-January 1, Wednesday-Friday
University ofþces closed.

December 31, Thursday
Conferral of degrees date. No ceremony.

January 17, Sunday
Residence Halls open at 8:00 a.m.; food service resumes with dinner in the caf®.

January 18, Monday
Martin Luther King Day, University closed.

January 19, Tuesday
Registration for spring. Veriþcation and drop/add for continuing students. Full service resumes in the Rathskeller.

January 20, Wednesday

Resume 5:00 p.m. daily Mass, Monday-Thursday.

January 22, Friday
Braniff deadline for Incomplete grades.

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

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

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.

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. **Offcial close of the semester.** Resil M ê May 6, ê f

May 18-June 4, Tuesday-Friday
. 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
(holiday) observed; university ofþces closed.

July 12-August 13, Monday-Friday
Summer Session II.

August 31, Monday
August conferral of degrees date for all programs. No ceremony.

University ofþces 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.

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Campus Map

UNIVERSITY OF DALLAS
1845 E. Northgate Dr.
Irving TX 75062
1. Cardinal Pattern 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
10. William A. Blakley Building
11. Haggerty Art History Building (lodging: Bernice M. Haggerty Gallery)
12. Painting/Printmaking
13. Ceramics
14. Novinski Arts Foundation Building
15. Sculpture
19. Madonna Hall
20. Catherine Hall
21. Drama Building
23. Augustine Hall
24. Gregory Hall
28. Braniff Graduate Building
30. Clark Hall
31. Athletic Pavilion & Restrooms
34. SB Hall
N
Lacrosse
Baseball
Softball
Soccer
Practice Field
The Highlands School
E. Northgate Dr.