University of Dallas Bulletin

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THE SEAL

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

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

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

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

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

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

The Official Seal, in all of its symbolic color, hangs in the J.M. Haggar, Sr., University Center foyer. The exquisite mosaic, completed by art alumnus Xavier Zamarripa, was commissioned by the Class of 2002.

MISSION

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

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

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

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

The Constantin College of Liberal Arts

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

The specific mission of the Constantin College is to provide undergraduate education through baccalaureate degree programs which include a substantial and coherent core curriculum common to all undergraduates, and major studies in the

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

humanities and sciences proper to liberal learning. The core curriculum emphasizes the study of the great deeds and works of Western civilization, both ancient and modern. The majors are built upon the core and invite students to disciplined inquiry into fundamental aspects of being and of our relation to God, to nature, and to fellow human beings. The curriculum as a whole seeks to enable students to achieve the knowledge of nature and the understanding of the human condition necessary for them to comprehend the fundamental character of the world in which they are called to live and work.

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

The College of Business

The College of Business is a professional school whose primary purpose is to prepare its students to become competent and responsible managers who are also principled and moral leaders. To accomplish this purpose, we select and retain a diverse and talented faculty and staff. We encourage our faculty to engage in real world practices that support their teaching and research agendas. Our faculty emphasize teaching and learning and engage in basic, applied, and pedagogical research.

The mission of the College's undergraduate business programs is to build a foundation for the students' life-long development of the intellectual, moral, and professional capacity necessary to lead profit and not-for-profit organizations effectively. Accordingly, the College's programs shall foster an environment where the students learn the fundamentals of business in the context of becoming an ethical and effective decision-maker. Appropriate to a liberal education, the College's programs strive to be innovative in their course and concentration offerings to provide opportunity for intensive study. Its undergraduate programs stand united with the Constantin undergraduate college in our shared mission to prepare students for a meaningful and fulfilling life's work, whether through immediate career entry or through further education in graduate and professional schools.

The Graduate School of Management is a professional school that strives to endow its graduates with the skills and practical wisdom essential to the successful practice of management. Serving a domestic and international community of students and organizations, GSM endeavors to help its students accomplish their professional objectives by providing high-quality, practice-oriented, convenient management education. GSM seeks to prepare its students in a wide variety of management specialities and to serve a range of industries, primarily providing management education at the master's degree level. GSM understands that its historic ability to find innovative and effective ways of meeting these student needs is a unique competency that is essential to the school's future success.

Braniff Graduate School

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

HISTORY

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

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

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

The first president, F. Kenneth Brasted, served until 1959; the second, Robert Morris, from 1960 to 1962; and the third, Donald A. Cowan, from 1962 until 1977. In 1976, Bryan F. Smith was appointed Chancellor to assist Dr. Cowan and to oversee the University until the next president, Dr. John R. Sommerfeldt was appointed in 1978. Dr. Sommerfeldt returned to full-time teaching and research in 1980. During the search for his successor, Dr. Svetozar Pejovich served as acting president. In July 1981, Dr. Robert F. Sasseen became the fifth president of the University. In December of 1995 Dr. Sasseen returned to teaching. Monsignor Milam J. Joseph was named the sixth president of the University in October of 1996 and served until December of 2003. Robert Galecke, senior vice-president for Finance and Administration served as interim president until July 2004 when Dr. Francis Lazarus took office as the seventh president of the University.

Members of the Cistercian Order and the Sisters of Saint Mary of Namur, together with three Franciscan fathers and a number of laymen, comprised the original faculty of the University of Dallas. The Franciscan fathers departed after three years. Dominican priests joined the faculty in 1958 and established the Albert the Great Priory. The School Sisters of Notre Dame came in 1962. The Cistercians now have a permanent abbey, church and a college preparatory school for boys adjacent to the main campus.

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

by University graduates since the first class in 1960 which earned Fulbright and Woodrow Wilson awards for graduate studies.

His Excellency Thomas Tschoepe succeeded Bishop Gorman and served as grand chancellor of the University until his retirement as Bishop in 1990 when Bishop Charles Grahmann, his successor, assumed this position. In 2007 Kevin Farrell was appointed Bishop of Dallas and Grand Chancellor following Bishop Grahmann's retirement.

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

Holy Trinity Seminary was founded in 1965 and occupied its present facilities adjacent to the main campus in 1967. The Graduate School of Management began in 1966 and offers the largest MBA program in the Southwest. Influential graduate programs in Art and English also began in 1966. In 1973, the Institute of Philosophic Studies, the doctoral program of the Braniff Graduate School and an outgrowth of the Kendall Politics and Literature Program, was initiated. The Institute for Religious and Pastoral Studies began in 1987; it became the School of Ministry in 2007. The College of Business, incorporating GSM and undergraduate business, opened in 2003.

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

On June 11, 1994, the University dedicated permanent facilities for its Rome Program begun in 1970. The 12-acre Constantin Campus, *Due Santi*, near Albano, Italy, is 15 kilometers from the heart of Rome.

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

In 2006 the University completed an 18-month series of events celebrating its 50th Anniversary. The Anniversary Gala, September 22, 2006, welcomed over 1000 alumni, faculty, and donors to celebrate the opening of the University, virtually 50 years from the actual date, September 24, 1956.

Today the University enrolls over 3,000 students from all over the United States and the world, divided roughly into 1200 full-time undergraduates; 1500 largely part-time Graduate School of Management students; and 350 students in the various Braniff Liberal Arts programs.

CAMPUS

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

The University of Dallas is located in Irving, Texas, a city of almost 250,000 residents, on the northwest boundary of the city of Dallas. In the center of the metroplex, the campus is ten miles from the Dallas-Fort Worth Regional Airport, 15 minutes from downtown Dallas and 40 minutes from Fort Worth.

Texas Stadium, home of the Dallas Cowboys, is four blocks from the University. 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.

John W. Carpenter Hall (1956), the original classroom building, now houses the central administrative offices, classrooms, and the Modern Language Center.

Lynch Hall (1956), named for Joseph Patrick Lynch, Bishop of the diocese from 1911-1954, is a multi-purpose amphitheatre-style lecture hall and the home of the Student Government Movie Series and other extracurricular concerts and lectures.

The Haggerty Art Village 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 William A. Blakley Library (1962), provides access to over 300,000 volumes, more than 120 databases, and over 12,000 full text publications on-line. The library's Web site www.udallas.edu/library contains the on-line catalog and electronic resources including on-line journals and e-books. The library also has select locations for the wireless network for those who have set up an account with the University. Within the library, there are a variety of computers, with Internet access and software applications. Reference services are available on-line, as well as Inter-Library Loan services for requesting materials not owned by the library. The TexShare cards allow students and faculty to use other libraries within the state of Texas. The collections of materials for general reading, serious study, and research reflect the university's interest and emphasis on academic excellence.

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

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

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

The J. M. Haggar, Sr. University Center (1976), made possible through the Haggar Foundation and other bequests, is a handsome facility which includes the University dining room, Rathskeller, bookstore, post office, game room, the Student Leadership and Activities Center, Student Life and Government offices, Chaplain's office, clinic, Visiting Professor Suite, and meeting and reception rooms. This award-winning facility, completed in 1975, is located on the Braniff Mall.

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

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

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

The Helen Corbitt Memorial Suite. Helen Lucy Corbitt willed half of her estate to the University. This endowment has been reserved by the University to establish and maintain a special apartment on the campus for distinguished visiting professors. The apartment is decorated with Miss Corbitt's furniture, books, awards, and portrait.

O'Connell Hall (1956), **Theresa Hall (1958)**, **Madonna Hall (1964),** and **Catherine Hall (1965)** are located on the **East side of campus**. They house 300 students. **O'Connell Hall** is named in honor of the late Sister Mary Margaret O'Connell of the Sisters of St. Mary of Namur, who served as registrar of the University from its opening until her death in June 1973.

Anselm Hall (1956), **Augustine Hall (1958)**, **Gregory Hall (1964),** and **Jerome Hall (1965)** are the residence halls on the **West side of campus**. They house about 300 students. In 1992 Anselm Hall was totally renovated into efficiency apartments on the first floor with faculty offices and classrooms above.

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

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

The Graduate School of Management Administration Building (1958) houses the operating departments of GSM, including admissions and student records. It is located on the outer campus just off Highway 114 at the Cistercian Road exit.

Holy Trinity Seminary is the residence of students preparing for the diocesan priesthood who attend classes at the University. It has complete religious, housing, and athletic facilities. Houses the School of Ministry offices.

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

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

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ACADEMIC POLICIES AND PROCEDURES

Registration

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

All continuing students, undergraduates and graduates, should register during the appropriate Early Registration periods. Participation in the process allows for adequate academic advising of the student, and provides the University with information needed to plan for the next semester. Continuing students who register late for a fall or spring semester (as defined by the calendar, published schedule, or registration directions) will be assessed a fee of $30.

Credits

The credit given for each course is listed with the description of the course. Normally, one credit represents a minimum of 15 hours in lecture or seminar periods per semester. Studio and laboratory periods represent a minimum of 30 hours per credit but may exceed this number in particular disciplines.

Course Numbers

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

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

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

Consortium Arrangements

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

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

Class Attendance Policy

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

Classification of Students

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

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

Course Load

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

Grades and Quality Points

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

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

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

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

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

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

I Incomplete. Grade given in a class if a student is unable to complete all assignments by the end of the semester and the reasons for the delay have been accepted by the professor. "I" grades in *undergraduate* courses which are not removed within the first four weeks of the following semester will be changed to "F". If required work is submitted by this due date the final grade is placed next to the "I" which is slashed over, not removed.

UW Unofficial withdrawal. Assigned by the Office of the Registrar when there is no record of withdrawal from a course or courses or evidence of presence in or completion of the course or courses. The "UW" grade *may* be considered as an "F" grade upon review of the application for readmission.

AD Audit. Non-credit participation in a regularly scheduled course. No final grade assigned or credit awarded, but the student is expected to attend at least fifty percent of the classes. The decision to audit a course must be made by the fifth week of the particular semester or its equivalent in shorter terms.

T A temporary grade assigned if an extended time period for completion of the course is a *planned* part of the course. If work is submitted by the due date established, the "T" grade is completely removed from the student's record. The "T" grade may also be assigned by the Dean when an extraordinary situation prohibits the professor from providing a final grade in a timely manner.

P Pass in a P/NP course.

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

Course Withdrawal

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

Grade Reports

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

Grade Point Average

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

Grade Changes

When students believe that a final grade has been miscalculated, they should ask the professor to review the matter. This request must be made within 30 days of the end of the semester to which the grade in question applies. If a grade change is warranted, the professor will report same to the Registrar.

No grade change will be accepted after 30 days unless authorized by an Academic Dean. Requests for a change in grade which would make the student eligible for academic honors, or for graduation, or which would prevent dismissal for academic deficiencies, will not be accepted.

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

Honor Roll and Dean's List

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

Examinations

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

Leave of Absence

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

Repeat and Cancel Policy

1) The Repeat and Cancel policy may be used only by students working toward a *baccalaureate* degree. The Repeat and Cancel policy may not be used by graduate/post-baccalaureate students working on Master's degrees, graduate certifications, teaching credentials, or by "undeclared" graduate students, even when taking undergraduate courses.

2) In case of a repeated course, the subsequent grade (whether higher or lower than the first grade) is substituted for the earlier in the computation of units attempted and grade point average (GPA). The previous course grade(s) remain(s) on the record, but is annotated as being discounted from grade-point average calculations.

3) Repeat and Cancel may be used only on courses taken and repeated at the University of Dallas.

4) Repeat and Cancel may be used for up to a total of fifteen (15) semester units taken at the University of Dallas.

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

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

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

Academic Discipline

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

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

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

Students who earn a semester GPA less than 2.0 in at least 12 credits, make passing grades in less than nine of 12 credits, or who complete less than 48 credits in their first two Academic Years, and 24 credits per Academic Year thereafter, are subject to the following guidelines:

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

Students returning from suspension are on probation. If they earn a semester GPA less than 2.0 or earn passing grades in less than 9 of 12 credits for a fourth full-time semester, they will be suspended for two semesters. If students returning from this second suspension earn a semester GPA less than 2.0 or earn passing grades in less than 9 of 12 credits for the semester, they will be dismissed. Students who earn less than 24 credits for a 4th academic year will be suspended for two semesters; students who earn less than 24 credits for a 5th academic year after they return from second suspension will be dismissed.

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

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

Students may take no more than four regular courses at the University while on probation. Students on academic probation are not permitted to be candidates

for or hold any elected or appointed office or participate in intercollegiate sports. Appeals to the dean for exemption from the credit restriction policy will be considered only for the most extraordinary circumstances.

Academic Honesty

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

Plagiarism

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

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

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

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

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

If the appropriate Academic Discipline Committee decides that the work is *not plagiarized*, the committee will inform the instructor of its decision. The instructor

shall then compute a grade for the piece of work and the course without regard to plagiarism, but solely on an evaluation of the quality of the student's work. The case against the student is then dropped.

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

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

Cheating

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

Course Requirements

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

Code of Student Conduct

Generally, the University's jurisdiction and discipline shall be limited to conduct which occurs on University premises or which adversely affects the University community and/or the pursuit of its objectives. Full-time and part-time students pursuing undergraduate, graduate, or professional studies at the University of Dallas are expected to honor the Code of Student Conduct. Failure to abide by this Code is considered to be misconduct and subject to disciplinary action. The following conduct is prohibited:

1) Acts of dishonesty, including but not limited to the following:
   • Academic dishonesty in any form, such as cheating and plagiarism.
   • Furnishing false information to any University official, faculty member or office.
   • Forgery, alteration, or misuse of any University document, record, or instrument of identification.
2) Behavior which disrupts or obstructs the normal operation of the University.
3) Physical abuse, verbal abuse, threats, intimidation, harassment, coercion, and/or other conduct which threatens or endangers the health and safety of any person.
4) Theft (actual or attempted) of University property or the property belonging to a member of the University community.
5) Damage to University property or the property belonging to a member of the University community.
6) Hazing

7) Failure to comply with directions of University officials or Campus Safety officers acting in the performance of their duties, and/or failure to identify oneself to these persons when requested to do so.
8) Unauthorized possession, duplication, or use of keys to any University premises, or unauthorized entry to or use of University premises.
9) Use, possession, or distribution of narcotics or other controlled substances except as permitted by law. (See Alcohol and Illegal Drug Policy below.)
10) Use, possession, or distribution of alcoholic beverages except as expressly permitted by law. (See Alcohol and Illegal Drug Policy below.)
11) Possession or use of firearms, explosive fireworks, other weapons, or dangerous chemicals on University premises.
12) Arson or the irresponsible use of fire. Setting a false fire alarm or issuing a bomb threat. Misusing or interfering with the fire equipment, smoke detectors, extinguishers, and hoses. Failing to follow a fire drill or other emergency procedures.
13) Creating a safety hazard in any form.
14) Conduct which is considered disorderly, lewd, or indecent; behavior that breaches the peace.
15) Theft or other abuse of computer time, including but not limited to the following:
    - Unauthorized entry into a file to use, read, or change the contents or for any other purpose.
    - Unauthorized transfer of a file.
    - Unauthorized use of another individual's identification and/or password.
    - Use of computing facilities to interfere with the work of another student, faculty member, or University official.
    - Use of the computing facilities to send obscene or abusive messages.
    - Use of the computing facilities to interfere with normal operations of the University computing system.
16) Failure to comply with the judicial system, including but not limited to the following:
    - Failure to obey a judicial summons.
    - Falsification, distortion, or misrepresentation of information before a judicial officer or at a Committee on Student Discipline hearing.
    - Disruption or interference with the orderly conduct of a judicial proceeding.
    - Attempting to discourage an individual's proper participation in or use of the judicial system
    - Harassment (verbal or physical) and/or intimidation of a witness or a member of the Committee on Student Discipline.
17) Violation of any University rule, regulation, or contract not specifically identified in the Code of Student Conduct.
18) Violation of any federal, state, or local law not specifically identified in the Code of Student Conduct.

Alcohol and Illegal Drug Policy

The University of Dallas wishes to establish a healthy climate on campus regarding alcohol, one in which students may feel free not to drink. Underage and immoderate drinking is not tolerated. Under no circumstances will the use of alcohol be accepted as an excuse for irresponsible behavior such as making excessive noise, vandalism, violence, etc. Alcoholic beverages are limited to those social and celebratory occasions when the availability of alcohol is appropriate and generally expected. Off campus, students are expected to obey the law and encouraged to use alcohol responsibly. Texas law prohibits the sale or delivery of alcoholic beverages

to persons under 21 years of age. Sale to a minor is punishable with a fine of up to $4000, and one year in jail or both; making alcohol available to a minor is punishable with a fine of up to $2000, and 180 days in jail, or both. Misrepresenting one's age or falsifying identification to obtain alcoholic beverages is punishable by a fine of up to $200.

Illegal Drugs — The University strictly prohibits the use, possession, sale, or offering for sale of hallucinogens, narcotics, marijuana, amphetamines, barbiturates, or other illegal drugs. The campus is not a sanctuary for illegal or illicit drug usage or sale, and the University will not protect students from prosecution for violation of federal or state laws. Possession and/or use of illegal drugs may result in suspension or expulsion from the University. Selling, providing, or distributing illegal drugs will result in expulsion from the University. Possession or distribution of any of the following controlled drugs is illegal: Marijuana, LSD, PCP (angel dust), cocaine or Crack, Amphetamines or Heroin. (This list does not include prescribed controlled drugs.) While penalties for possession are generally not as great as for manufacture and distribution of drugs, many of these laws dictate mandatory prison terms and require that the full minimum term be served. Generally, an immigrant who has been convicted and punished for a drug violation will be deported upon release from prison.

Students are responsible for complying with all policies, regulations, and requirements of the Graduate School of Management as stated in the catalog, on documents distributed to students for registration and other processes, and on the GSM webpage. Failure to read and comply with these rules, procedures, and standards will not exempt a student from any penalties administered.

Federal Regulations

Unlawful Discrimination and Harassment

The University prohibits all forms of unlawful discrimination, including sexual harassment, i.e., discrimination based on race, color, religion, sex, age, disability, national origin or citizenship. As a Catholic institution, the University may take actions based on religion in many areas (for example, in student admissions and administrative faculty appointments), and may establish a University approved code of conduct based on the teachings of the Catholic Church. Specific policies and procedures are published in the student, faculty, and staff handbooks.

Section 504 and Americans with Disabilities Act

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

The University will provide any and all reasonable accommodations to facilitate handicapped applicants, students, employees, and guests access to and participation in University programs, events, classes, and administrative activities. The Director of Human Resources, Carpenter Hall, (972) 721-5382 will designate an individual to coordinate and comply with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act.

University departments sponsoring events that are open to the public must include as part of the event announcement the clause: *Persons with disabilities needing special assistance to attend should contact the ADA coordinator at (972) 721-5382 at least 72 hours before the event*. The University will provide reasonable accommodation to those requesting assistance. (See pages 44-46.)

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

The Coordinator assists in an information resolution of the complaint or guides the complainant to the appropriate individual or process for resolving the complaint. Complainants who are not faculty, staff, or students who are not satisfied with the resolution of the problem by the Coordinator may ask the Senior Vice President for Finance and Administration to review their situation. The decision of the Senior Vice President for Finance and Administration will be final.

Title IX

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

Title IX Coordinator

The University has designated Janis Townsend, Director of Human Resources, as the Title IX Coordinator. Human Resources is located on the second floor of Carpenter Hall and the phone number is (972) 721-5382.

Release of Information

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

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

Transcript Policies — Undergraduate and Graduate

1) No official transcript or other evidence of attendance is issued to or for a student who is in debt to the University until such indebtedness has been paid in full. In addition, transcripts are not issued to a student who is in default on an educational loan.

2) Transcripts are issued only at the request of the student or appropriate institutions and officials.

3) All official transcripts are either photostatic or computer-generated copies of the student's permanent record in the Office of the Registrar. For each official copy a fee of $3.00 is assessed. A fee of $6.00 per transcript is charged for one-day service.

4) Transcripts which have been presented for admission or evaluation of credit become a part of the student's permanent record and are not reissued. Transcripts from other institutions, if needed, must be obtained directly from the original issuing institution.

5) Transfer work from other institutions will not be recorded on the University record unless the student is a degree candidate at UD.

6) Disciplinary actions, whether academic or non-academic, are not recorded on the transcript.

7) Since the academic transcript consists of all academic work completed in all credit programs, requests to release only a portion of the transcript or to exclude any part of it will not be honored. If the student does not authorize the release of the complete record, the transcript will not be released and any fee paid will be returned.

Transfer of Credit Policy

Transferred credit must be applicable to current University of Dallas degree programs. Credits transferred from a junior college shall not exceed 60 credits.

Students currently matriculated in an undergraduate degree program may not transfer credit from a course taken at another college or university unless they obtain written permission from the offering department on this campus prior to enrolling in the course. To request transfer approval, students must complete a Transfer Credit Request Form from the Office of the Registrar and submit it, along with the catalog description and/or course syllabus of the proposed course, to the relevant department chair for the approval signature. Students must then return the signed form to the Office of the Registrar prior to enrolling in the course. Grades earned at other institutions are *not* averaged with grades at the University *except* when the student is being considered for graduation with honors. See "Undergraduate Graduation Honors." Credit is not transferred without approval.

Commencement Information

Graduation

The University observes the custom of a single graduation ceremony at the closing of the spring semester. For the benefit of graduates who complete all requirements at other times during the academic year, diplomas are awarded in August and December. Undergraduates within two courses of graduation in August are invited to participate in May Commencement to the extent to which they are eligible at that time. Formal ceremonies in August and December are confined to the Graduate School of Management.

Awarding of Degrees

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

Undergraduate Graduation Honors

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

To be eligible for graduation honors, **transfer** students must have earned 60 credits at the University of Dallas. The grade point average used to qualify for

honors is computed on the basis of the total program submitted for the degree. However, transfer grades may not make a student eligible for UD honors.

Faculty Medals and Stipends are awarded at commencement exercises each year to the two graduating seniors with the highest overall averages.

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

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

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

Undergraduate Departmental Awards

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

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

Primarily concerned with the development of liberally educated men and women, the society considers an academic institution for a Phi Beta Kappa charter if the school's curricular emphasis is on liberal arts and sciences, if the quality of work required of students is high, and if the intellectual climate of the institution promotes serious concern among its students about discovering the best way to live.

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

CONSTANTIN COLLEGE OF LIBERAL ARTS

History

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

The Curriculum

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

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

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

Major Programs

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

It is possible for a student to pursue a Bachelor of Science program in Biology, Chemistry, Mathematics or Physics by completing all the B.A. requirements in the selected field and by taking at least 12 additional hours in that field. A B.S. degree may require a full-time summer during which time students pursue independent advanced research.

Major Declaration

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

Concentrations

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

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

No more than two courses in the concentration may also count as major field requirements. At least three courses in any concentration must be at the advanced level; a grade of at least C- must be earned. An external or related elective is required. Current concentrations include: Applied Math, Applied Physics, Art History, Art Studio, Biblical Greek, Business, Computer Science, Christian Contemplative Tradition, Environmental Studies, Modern Language and Area Studies, Music, International Studies, Medieval and Renaissance Studies, Pure Math, and Journalism. See *alphabetical listings* for further information.

Pre-professional Education

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

Architecture

Although the University has no school of architecture, it is possible to complete the first two years of an architecture curriculum. Those planning later studies in architecture are counseled to choose the schools of architecture they wish to attend and to study the requirements of those schools in consultation with the Chair of the Art Department. Architecture is a very broad field. Many universities confine this study to the graduate level; an undergraduate major in art, with work in mathematics and science as indicated by the kind of architecture envisioned, is an excellent preparation. See Department of Art for an outline of the two-year Pre-Architecture program.

Business

Student interested in business may pursue the Business Concentration, the degree in Economics and Finance, and the Bachelor of Arts in Business Leadership. See Economics and the College of Business in the undergraduate section of this bulletin.

Counseling and Psychology

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

Engineering

The University does not offer an undergraduate degree in engineering; however, its Physics, Chemistry, Math and Computer Science programs provide a superb background for engineering study. Combining the supportive, personalized environment of a liberal arts college—with its emphasis on effective problem diagnosis and solving skills—with advanced technical study has proven a rewarding choice for many students.

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

Law

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

Medicine, Dentistry, and Physical Therapy

The University recommends that students who plan a career in medicine, dentistry, or physical therapy earn the Bachelor of Arts degree before beginning professional study. Students may elect an undergraduate major in *any* department, taking as electives the courses needed to satisfy entrance requirements of particular schools. They should confer regularly with the Health Professions Advisor concerning the appropriate course of studies.

Medicine

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

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

About 60 percent of medical schools require a bachelor's degree or, at the very least, that the applicant be an exceptional student. Admissions committees favor individuals with a liberal arts background. The preferred curriculum includes:

English	12 credits
Biology or Zoology	8-16 credits
Physics	8 credits
General Chemistry	8 credits
Organic Chemistry	8 credits
Calculus	4-7 credits

Dentistry

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

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

Physical Therapy

By appropriate use of general electives, UD Biology majors are well-prepared for entering graduate programs leading to a professional license in Physical Therapy. Generally, the preferred pre-physical therapy curriculum includes:

Biology	8 credits
Chemistry	8 credits
Physics	8 credits
Calculus I	4 credits
Physiology	4 credits
Psychology (General and Abnormal or Developmental)	6 credits
Biostatistics	3 credits
Comparative Anatomy	4 credits

Allied Health Sciences

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

Teacher Education

Teacher Education is an important mission of the University. The program develops out of the questions of what it means to learn and what it means to teach. An emphasis is placed upon a sound academic preparation through the liberal arts curriculum. A rigorous pedagogical program in the art and science of teaching is offered. The Department of Education develops individual programs leading to either the elementary or secondary state certificate.

Priesthood

The University is pleased to offer the academic courses for the collegiate seminary, Holy Trinity, which serves as the seminary for prospective diocesan priests for the state of Texas and many other dioceses across the nation. See "Pre-Ministerial Programs" in this bulletin.

Military Science

Military Science classes are offered to University students through the University of Texas at Arlington (Army) and the University of North Texas (Air Force). Both programs prepare students who wish to earn appointments as commissioned officers in the Army, Air Force, and reserve components. Eight credits in Military Science may be counted as electives toward the undergraduate degree.

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

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

CAMPUS LIFE

The University of Dallas has selected as its chief pedagogical task the education of leaders. The students who come to it are bright, imaginative, forceful, and independent. A proper environment for such students—one which will enhance desirable traits—is a necessity.

The living quarters, recreational facilities, and social activities attempt to be conducive to this enhancement; however, the satisfaction of students is not here the aim of educational endeavor. Rather, students are invited to join the enterprise of learning, to participate in it actively, and to urge its betterment. But the enterprise is larger than each of them, and only by joining forces with others can students hope to penetrate the vast fields of knowledge. Students, therefore, are expected to form among themselves a community of persons sharing in a common goal, and to work out activities, academic or social, that relate harmoniously to the enterprise of learning.

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

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

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

Many undergraduate activities are organized and sponsored by the Student Government Association and include such traditions as Charity Week and the Spring Formal. Working closely with the Office of Student Activities, the Student Government plans a calendar of dances, weekend movies, volunteer opportunities, and off-campus excursions. Academic departments sponsor parties and lectures. For resident students, activities in the residence halls are organized through the Offices of Student Life and Student Activities.

The General Studies Program (one-credit activity courses) encourages other activities such as chamber ensemble, theater arts, journalism practicum, participation in various volunteer programs, and field experience internships.

Campus Ministry

Central to the University is its liturgical and prayer life. Daily and weekend liturgies are offered as well as special liturgies such as the opening and closing of the academic year with the Mass of the Holy Spirit and the Baccalaureate Mass respectively. The liturgical seasons of the church calendar are observed with special masses and prayer services in the Church of the Incarnation. Holy Trinity Seminary,

the Dominican Priory and Cistercian Abbey are also located on or adjacent to the campus and welcome guests to their liturgies.

Flowing from the richness of life and worship, there is a wide variety of programs and activities, student-led and sponsored by the Office of Campus Ministry, such as the **Rite of Christian Initiation of Adults** which aids those interested in or thinking about the Catholic Faith; **Dinner and Discourse**, where a meal is offered and a presentation is made on a topic of current interest in regard to the Christian life; Bible studies; and Confirmation preparation. Lectures on topics of interest are held throughout the year.

Students have opportunities to reflect on their spiritual growth and development through **retreats** that are offered throughout the academic year.

All students have the opportunity to participate in a variety of **outreach** programs which include: Alternative Spring Break trips within the United States; ***University for Dallas,*** which provides a special day of opportunity to volunteer at a number of service agencies; Hearts and Hammers, which allows students the opportunity to help refurbish the homes of needy persons; and serve meals at a homeless shelter. Students may enroll for a one-credit hour course on Community Volunteer Service through which they engage in readings and discussion on social justice, and volunteer in the local community.

Through Campus Ministry students are provided opportunities to enhance their leadership skills and deepen their life of faith. Most of the programs and activities offered through Campus Ministry are open to and appropriate for students of all faith traditions.

Lecture Series and Films

The **Student Government** Academic Forum sponsors lectures, debates, and film series. Modern Language films also provide ongoing venues for student-faculty interaction and education.

The **Ethics and Management Lecture Series**, sponsored by the Graduate School of Management, brings ten outstanding leaders in the management and economic professions to the campus annually to complement the real-world emphasis of the graduate course-work and laboratory experience. Required for graduate management students, these lectures are open to everyone.

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

The Arts

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

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

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

Center for Christianity and the Common Good

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

Center for Thomas More Studies

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

Athletic Programs

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

The University offers 13 **intercollegiate sports** including men's and women's teams in basketball, cross-country, soccer, track and field; women's volleyball, lacrosse and softball, and men's baseball and golf. As a member of the National Collegiate Athletic Association (NCAA) Division III, the University does not award any athletic-related scholarships and places strong emphasis on the balance

between athletics and academics. While the University currently competes as an independent, its teams have traveled nationally to engage in competition with some of the best Division III schools in the country. Student-athletes' efforts have been recognized both regionally and nationally, including selection to the Verizon Academic All-American Teams.

For those students not wishing to participate in varsity athletics, the university offers a variety of recreational activities including an extensive **intramural sport** program, as well as a number of **sport clubs (tennis, Tae Kwon Do and fitness)**. Intramural sports include basketball, flag football, soccer, softball, and volleyball. The student-run club teams of rugby, sailing and tactical operations (paintball) hold a complete series of competitions and events. The rugby team plays teams throughout the state of Texas and the Southwest, while the Sailing Club sponsors weekend sailing on area lakes.

Athletic facilities include the Edward R. Maher Athletic Center, which houses an 11,000-square-foot gymnasium, a weight room, aerobics equipment and locker facilities that also service the 75 x 42 foot swimming pool, which is open six months out of the year.

Additional athletic facilities include eight screened, Laykold tennis courts, four of which are lighted, a collegiate soccer field, a baseball field, a multi-purpose field for use by the rugby and intramural teams and approximately five miles of cross-country jogging trails, which cover the University's 750 acres. On February 7, 2002, the dedication of a brand new, state of the art women's softball field was held on campus, adjacent to the existing athletic complex.

More information on the University's athletic programs can be found on the website at: www.udallas.edu/index.htm (or, follow the "Athletics" link from the University's home page).

Student Publications

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

The ***Crusader***, UD's prize-winning yearbook, is staffed by students who plan, compose, and lay out the volume. Photographs are shot, developed, and printed by students and staff. Participants in the yearbook production may earn one credit.

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

Housing

Much of campus life begins with the resident community. The University regards on-campus residency as an important element in the academic, spiritual, and cultural development of the student. Not only is residency beneficial for the student individually, but each student contributes in turn to the community as a whole. All full-time undergraduates under the age of 21 are normally required to live on campus unless they are living locally with their parents, married, of official senior status, or are a veteran. However, due to on-campus housing limitations, the residency requirement has been temporarily suspended for juniors under the age of 21 for the 2008-2009 academic year. Otherwise, students approaching 21 will

not qualify to live off campus unless they are 21 prior to the start of the academic year in the fall. All students under 21 must verify their residency status with the Office of Student Life each semester. If the appropriate notification is not given, students will be charged standard housing fees for the semester regardless of actual status or housing contract.

Students that do not automatically qualify to live off campus, but wish to do so, may petition for an exemption from the residency requirement. This does not, however, guarantee that the request will be granted. Each case is reviewed on an individual basis by a committee.

Students live in air-conditioned residence halls, generally in double rooms. There are a few single, triple and quad rooms also available for upperclassmen. All residence hall contracts include food service.

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

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

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

Campus Dining Services

Dining on campus is an integral part of resident life. All campus hall residents are required to purchase a meal plan that is included in the residence hall contract. It is valid at either The Café or the Rathskeller. The Café is an unlimited seconds cafeteria, and the Rathskeller, a fast food snack bar. For students not living on campus, the dining service offers discount dining cards.

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

Understanding that not all students are alike, the staff will work with an individual that has special dietary needs. The cost of meal plans is listed in the fees and expenses section of the Bulletin. UD Dining Services also serves as the campus caterer for special events such as weddings and receptions. Parents may also purchase birthday packages for their UD students. Questions may be forwarded to the Dining Services office at (972) 721-5025.

Counseling

On-campus professional counseling is available on a regular basis in cooperation with the Student Health Center. Support groups are organized on the basis of current student needs. Personnel of the Office of Student Life function as referral agents for the students in all areas related to University life. Personnel of the Campus Ministry Office are available to discuss problems of a religious or personal nature.

Academic Advising

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

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

The Career Services Center

The Career Services Center has information on resume planning, interview techniques, and job possibilities. It schedules interviews with corporations that recruit on campus and arranges career and graduate school preparation seminars. It offers one-credit Career Development courses each semester and coordinates the *internships* (see page 170) in which many students participate. Its collection and on-line data include information about both employment and graduate school admission.

Discipline

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

A Rome Committee of faculty and staff meets each semester to assess readiness for the Rome Experience, based on academic and disciplinary records.

Academic regulations concerning continuance at the University are included in this bulletin. The Code of Student Conduct is described in the Student Handbook and is available in the Office of Student Life and on its official web site. Both documents are published yearly. It is the responsibility of the student to secure both of these documents and to be aware of the various regulations.

Student Health Services

Health services are available during the fall and spring semesters. The Health Center is located on the second floor of Haggar University Center. A doctor has regular daily hours on the campus during the fall and spring semesters. Complete medical care is available 24 hours a day at Baylor Medical Center at Irving and at St. Paul Medical Center in Dallas.

Services for Students with Disabilities

Students with disabilities must register with the Office of Human Resources in order to receive academic accommodations under Section 504 of the Rehabilitation Act of 1973 and the American Disabilities Act of 1990. Academic accommodations are provided to students who furnish the University with appropriate documentation showing evidence of a substantially limiting disability as defined by the federal legislation noted above.

The Office of Human Resources coordinates services for students with disabilities. Appropriate University personnel in consultation with the student determine accommodations. Services include, but are not limited to:

- Assisting with registration
- Assisting with add/drop process
- Assisting with classroom and program accessibility issues
- Notifying faculty of necessary and appropriate accommodations
- Assisting in obtaining other support services on campus
- Arranging for note takers and readers
- Assisting in identifying local and community services.

Physical and Learning Disabilities

Recommended practitioners who are qualified to render a diagnosis for learning disabilities may include: developmental pediatricians, neurologists, psychiatrists, licensed clinical or educational psychologists, or a combination of such individuals. The diagnostician should be impartial and not a family member.

The following are guidelines to assist the service practitioner in collaborating with each student to determine the appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Appropriate documentation includes:

1) A clear statement of the physical or learning disability and a description of supporting past and present symptoms;
2) Documentation for eligibility should be current, preferably within the last three years (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations);
3) Clear and specific evidence provided by the examiner, based on testing data, that a learning disability does or does not exist. The assessment battery should be comprehensive and any diagnosis that is based on the testing should not rely on any one test or subtest. Evidence of a substantial limitation to learning or other major life activity must be provided through the testing documentation.
4) A narrative summary, including all scores, which supports the diagnosis;
5) Medical information relating to the student's needs to include the impact of medication on the student's ability to meet the demands of the post-secondary environment;
6) Suggestions of reasonable accommodations which might be appropriate at the post-secondary level are encouraged. These recommendations should be supported by the diagnosis.

Documentation will be reviewed as necessary by a committee composed of the ADA coordinator, faculty, and staff.

Accommodations for Students with Physical or Learning Disabilities

The academic accommodations students receive vary according to individual need and course content. Accommodations may not be necessary in all courses. Services are provided in order that barriers to learning are minimized and that students may

demonstrate their full ability to both understand and apply the material presented in class. Possible accommodations may include, but are not limited to:

- A tape recorder may be used in the classroom
- Arrange for a note taker or note sharing
- Extra time for in-class writing and reading assignments
- Lists of specialized vocabulary words
- Advance and/or additional access to audio/visual materials, if available
- Seating at the front of the classroom
- A laptop computer may be used in the classroom
- Course reading list in advance
- Written directions for assignments
- Extended time for exams
- Separate room for exam administration
- Use of dictionary
- Rescheduling of final exam
- Test directions/questions read aloud

Procedure for Students to Obtain Needed Accommodations

1) Students will provide appropriate documentation to the ADA coordinator in the Office of Human Resources (see below) *before the semester begins or as soon as possible thereafter*.
2) Students will advise the professor before the 4th class day that they are in the process of requesting accommodations through the ADA coordinator.
3) The ADA coordinator will review submitted documentation and refer to the Student Disability Review Committee as necessary.
4) The ADA coordinator will contact each faculty member listed on the student's class schedule regarding accommodations.
5) The student will update the ADA coordinator as schedule changes occur.

For the ADA Coordinator, please contact:

Human Resources
2nd Floor, Carpenter Hall
Phone: (972) 721-5382
Fax: (972) 721-4095
E-mail: hr@udallas.edu

UNDERGRADUATE ENROLLMENT

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

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

I. The Freshman Class

The freshman class has traditionally been of the highest quality. This has been demonstrated by the students' consistently high performance on the Admission Test of the College Entrance Examination Board and the American College Testing Program. These results have placed the student body in the top range of all student bodies in the country. The University seeks high school students who have pursued a curriculum of college preparatory courses including English, social studies, mathematics, natural science, and a foreign language. Applicants pursuing a discipline in the sciences should have four years of mathematics. Depth in foreign language is advised.

Although the University is flexible in its admission standards, applicants should be in the upper third of their graduating class and should present satisfactory scores from the College Entrance Examination Board or the American College Testing Program. The Admission Committee treats all applicants as individuals and is especially watchful for areas of individual accomplishment and talent.

Admission for the Fall Semester

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

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

Early Action I—November 1 (non-binding)
Early Action II—December 1 (non-binding)
Either early action deadline allows evaluation for admission based on six semesters of high school transcripts, priority consideration for freshman scholarships, and notification of the admission decision within six weeks of application.

January 15—Freshman Priority Scholarship Admission Deadline
Allows candidates to apply for admission based on *seven* semesters of academic course work. Students who postmark all application credentials by this non-binding deadline receive priority scholarship consideration. These applicants normally receive notification of their admission decision on or before March 1.

February 15—International Student Priority Admission Deadline
February 15 is the priority admission deadline for international students requiring

a student visa. Due to the time consuming nature of the visa process, international students are strongly encouraged to apply as early as possible.

March 1—Regular Admission Deadline

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

March 1—August 1 Rolling Admission

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

August 1— Final Admission Deadline

Candidates whose credentials are postmarked during this period are evaluated for admission only if space is available. These candidates are not evaluated for scholarships but may receive some consideration for need-based financial aid based on available funding.

Completed Freshman Admission Files

The Admission Committee makes final determination as to whether submitted credentials provide the information needed for making an admission decision. Applicant credentials are referred to the Admission Committee when the following items have been received:

1) a completed Common Application or approved equivalent form,
2) an application fee of $40, which may be waived if the candidate submits an ATP fee waiver form that demonstrates financial hardship,
3) an official high school transcript and high school profile,
4) a writing sample, meeting the criteria stated on the Admission Application,
5) academic letters of recommendation completed by an instructor and counselor,
6) and official test scores from either the SAT Reasoning Test or the ACT with ACT Writing Assessment.

Spring Semester Entry

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

Early Graduates

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

Home-Schooled Students

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

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

II. Transfer Students

Transfer students from two-year and four-year colleges are welcome. Preliminary advising is available to plan ahead for an eventual transfer of academic credits. Candidates for admission should follow the guidelines listed under "Admission for the Fall Semester," particularly if academic awards or financial aid are desired. Spring candidates are also welcome and should contact the Enrollment Office as early as possible.

Admission deadlines for *transfer* students are:

Fall Semester	
July 1	Priority Academic Award and Financial Aid Deadline
August 1	Final Admission Deadline
Spring Semester	
November 15	Priority Academic Award and Financial Aid Deadline
December 1	Regular Admission Spring Deadline

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

1) a completed University "Application for Admission" form,
2) the $40 application fee,
3) official transcripts of the entire college record. These transcripts must be sent directly to the Office of Undergraduate Admission from the Registrar of each college,
4) a writing sample meeting the criteria stated on the Application for Admission,
5) an official high school transcript, if fewer than 30 transferable credits,
6) if submitting fewer than 30 credit hours for transfer, official scores from either SAT-I, the SAT Reasoning Test, the ACT, or the ACT with ACT Writing Assessment,
7) one academic letter of recommendation.

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 junior college shall not exceed 60 credits.

Students wishing to transfer from an unaccredited college must meet the admission requirements specified for high school students as well as for transfer students. To receive credit for work completed in a nonaccredited college or university, students must first complete 30 semester credits with a C average at the University. Students may receive credit in courses applicable to a degree program

at the University by successful (C or better) work in more advanced courses of the same nature.

III. Non-Degree Seeking Students (Visiting Students)

Applicants who do not intend to be candidates for a degree must submit an official high school transcript and official college transcripts, a completed Visiting Student form, and a $40 application fee.

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

IV. International Students

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

1) an Educational History Form,
2) Official TOEFL (Test of English as a Foreign Language) scores. Official SAT-1 or ACT with writing scores may be submitted in place of the TOEFL.
3) a Certification of Financial Resources submitted with official documentation from a financial institution or government official stating ability to meet all expenses for nine months of study, exclusive of travel.

International students who demonstrate strong academic skills but may require additional training in English may be given conditional admission to the University via Constantin Transition Program. Transition students are admitted to the University on the condition that they successfully complete the Intensive English Program, the Transition Program or a combination of both.

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

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

The above behavior may result in students' expeditious return to their native country. Questions about these requirements should be referred to the International Student Advisor. International students enrolling in the Graduate School of Management should refer to the GSM Information Bulletin.

V. Veterans

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

These laws provide for educational funding for veterans. They also require strict reporting by the University on enrollment and progress toward the degree. Veterans who do not comply with the academic standards of the University as outlined under *Constantin College Academic Policies and Procedures* in this bulletin must be reported to the Veterans Administration. Briefly, these standards require that academic warnings be issued when the cumulative grade point average puts the student in danger of dismissal. After two consecutive warnings students are reported to the Veterans Administration as making unsatisfactory progress.

VI. Academic Placement

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

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

A. Advanced Placement

The University may grant both placement and credit toward the undergraduate degree through the Advanced Placement Examinations of the College Entrance Examination Board. The AP credit awarded is generally equivalent to six credits earned at the University of Dallas.

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

A score of *three* 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. See http://www.udallas.edu/registrar/apcredit.cfm for specific requirements. Upon receiving the grade in the required UD course, the student must request the retroactive credits at the Registrar's Office. The additional course should be completed by the end of the junior year in order to secure credit through the AP examination. A list of courses for which placement and/or credit is given is available from the Registrar's Office and on the University web site, www.udallas.edu.

B. College Level Examination Program

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

C. International Certificate Programs

The University awards credit for the following international certificate programs:

1) *The General Certificate of Education A-Level (United Kingdom):*

   6-8 credits are awarded for grades of "A" and "B" on A-Level exams in transferable subjects, with a maximum award of 32 credits. Credits are not awarded for a score of "C," or for 0-Level exams.

2) *The Baccalaureat (France):*

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

3) *The Abitur (Germany):*

   Students who have passed the *Abitur* (examination) and have received the *Reifezeugnis* or *Zeugnis der Reife* or the *Zeugnis der Allgemeinen Hochschulreife* may be considered for university admission with up to one year of advanced

standing credit. 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:*

   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. Credits are not awarded for Subsidiary-Level exams.

VII. Deferment of Matriculation

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

1) Deferments are for one calendar year,
2) The request must be in writing, from the applicant, with the date and the applicant's signature,
3) The written request must be received by the Office of Undergraduate Admission prior to the first day of classes of the semester of entry indicated on the applicant's application for admission used to offer admission,
4) All deferments include the stipulation that the deferred admission and scholarship will be invalidated if the student enrolls in potentially credit bearing courses at any other college or university during the period of deferment,
5) The request must be accompanied or preceded by payment of the enrollment deposit,
6) No employee of the University is authorized to make a verbal offer,
7) Authorized deferment decisions will be rendered in writing by the Dean of Enrollment Management,
8) If an applicant seeking deferment had been offered any scholarships funded by the University, the Dean's written decision about the deferment will convey which of those scholarships will be available upon deferred matriculation,
9) In compliance with federal and state financial aid regulations, financial aid based on the FAFSA cannot be held for the one-year period of deferment. Applicants who seek need-based financial aid and are granted deferment must resubmit the FAFSA before March 1 of the year of deferred entry in order to receive need-based aid during their first year of study,
10) Applicants originally offered conditional admission generally do not receive approval for deferment,
11) Anytime before the first class day of the deferred semester of matriculation, a student who was previously approved for deferment may seek a second year of deferment if the student provides a written request including a letter from a licensed medical doctor or psychologist stating that student is medically advised not to attend school during the semester originally granted as a matriculation semester via the deferment process,
12) Once a deferment has been approved the enrollment deposit becomes non-refundable.
13) After a student is granted deferment, the deferred student is not eligible to compete for additional scholarships funded by the University of Dallas.

Undergraduate Fees and Expenses 2008-2009

The University of Dallas reserves the right to change tuition and other charges at the beginning of any semester if the University judges such changes necessary and may change any institutional policies without prior notification.

Application Fee $40

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

Enrollment Deposit (Beginning Classes Fall 2008) $400

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

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

For all new full-time undergraduate students, the $400 enrollment deposit will include $150 toward pre-paid charge for the semester of entrance indicated on the student's Enrollment Decision Form and $250 for the matriculation fee.

Undergraduate Tuition, Per Semester **$11, 625**

Tuition per semester for full-time (12-19 credits) students.

The rate for credit hours in excess of 19 credits or less than 12 credits is $975 per credit.

Undergraduate Part-Time Tuition, Per Credit $975

Auditors, Per Course $965.25

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.

University of Dallas Alumnus (age 60 or over), per course $975

General Student Fees (non-refundable)

Comprehensive Fee (per Semester) $738

Health Insurance Fee: May be waived by a deadline date. Contact Student Life Office. $425

Accident Insurance (annual) $45

Occasional Fees (non-refundable)	
Course/Lab Fee (as designated by course)	$10-$40
Internship Fee (per 3-credit course)	$55
Consortium Fee (per term)	$250
Concurrent Enrollment (High School students), per credit	$250
Late Registration Fee/Late Clearance Fee	$30
Returned check (per return)	$30
Yearbook (Fall only), optional	$55

General charges for the Rome Semesters: This listing does not include every expense that could occur. Unlisted charges could include airfare, optional rail pass and spending money. For a complete listing, please contact the Rome Office.

Rome Deposit Fee	$50
Rome Fee	$290
Rome Undergraduate Tuition	$11,625
Comprehensive Fee	$738
Health Insurance (Fall Only)	$425
Rome Room and Board	$4,440
Rome Group Trip	$2,231
Accident Insurance	$45

Mixed Registration Charges

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

Room and Board, Per Semester

Charges for the basic categories of residence hall and apartment housing are listed below. The telephone service fee is included in room rates. Food service is required for residence hall students and is also available for apartment residents and other non-resident hall students upon request. Meal plan rates with tax included are: 10 Meal Plan - $1,577 -10 meals per week plus $300 declining balance; 14 Meal Plan - $1,577 -14 meals per week plus $80 declining balance; 19 Meal Plan - $1,768 -19 meals per week plus $70 declining balance. The 10 Meal Plan may only be purchased after a student has completed one full semester. Incoming freshmen or transfer students *must* purchase either a 19 or 14 Meal Plan if they live in the residence hall, but they may purchase the 10 Meal Plan in the spring semester. Contact Student Life for corrections or changes in meal plans or housing. Students have until the third Friday of the semester to change their meal plan.

Housing Deposit: $150 this is a one-time charge to all residents. This deposit is refundable for currently enrolled students with proper notification to the Office of Student Life. The deadlines are June 1st for the Fall and December 1st for the Spring.

Residence Halls, per semester: Phone service and tax on board is included in the following charges. **For Non-Renovated Hall Rates (O'Connell Hall only) contact the Student Life Office (972) 721-5323.**

Double Room	(19 meal plan)	$3,943
	(10/14 meal plan)	$3,752
Single in Single Room (if available)	(19 meal plan)	$4,618
	(10/14 meal plan)	$4,427
Triple or Quad Room	(19 meal plan)	$3,898
	(10/14 meal plan)	$3,707

University Apartment Housing

One Bedroom (two students)	$2,055
Two Bedroom (four students)	$1,640

Apartment residents are responsible for the setup payment and maintenance of electric and phone bills.

Anselm Hall Fees Per semester

Single Room (one student)	$2,895
Suite (two students)	$2,670

Withdrawals During Fall & Spring Semesters

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

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

Refund Policy

Withdrawal Refund Schedule

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

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

The date used to calculate refunds is that on which students present the withdrawal notice to the Business Office. Certain exceptions to the policies may be approved in specific instances (e.g., when a student is drafted or incurs serious injury or illness). Such matters should be referred to the appropriate Academic Office. Please allow thirty days for processing of refunds.

Termination of Room and Board

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

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

Residents who become exempt from the residency requirement and voluntarily break their housing contracts while still enrolled during a semester are subject to the same refund percentage guidelines for room and board as students who withdraw from the University mid-semester (see WITHDRAWAL section). In addition the student *will* be charged a Contract Breakage Fee.

After contract is accepted and before August 1	$100.00
After August 1 and prior to official move in date	$300.00
After official move in or any point during fall semester	$400.00
After last day of fall final exam and any point during spring semester	$600.00

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

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

Payment of Accounts

Students are responsible for payment of all expenses incurred at the University. It is the students' responsibility to *assure* that payments and credits are received by the Business Office, including financial aid, scholarships, and sponsorships. Payment in full or acceptable arrangements are due before admission to classes. Checks should be made payable to the University of Dallas. For information on installments call the Business Office (972-721-5144). The University accepts electric checks, Mastercard, VISA, American Express or Discover. Students with delinquent accounts will be denied grades, transcripts or diploma until all obligations are fulfilled. The students is responsible for attorney's fees and other costs and charges necessary for the collection of any amount not paid when due.

UNDERGRADUATE SCHOLARSHIPS AND FINANCIAL AID

I. University Academic Awards and Scholarships

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

Priority scholarship consideration is given to applicants whose application for admission and supporting credentials are postmarked on or before January 15 of their senior year of high school. 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 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 December 1 for Spring entry or July 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. Scholarships are not negotiable.

- **Academic Achievement:** Awards ranging from $1,000 up to full tuition per year may be offered to selected applicants based on a variety of criteria, some of which include standardized test scores, class rank and high school academic record.
  - **$5,000-Full Tuition/year:** Highly competitive awards available to those who have excelled academically, usually with a profile in the top 1% of their high school class and at least 1400 combined SAT or at least 32 composite ACT.
  - **$1,000-14,000/year:** Competitive awards available to those with strong academic records and programs, usually in the top 25% of their high school class with at least 1150 combined SAT or at least 25 composite ACT.
- **Co-Curricular Achievement:** Competitive awards ranging from $1,000 to $12,000 per year may be offered to selected applicants who have made significant contributions to the success of a co-curricular, student, religious or community organization or activity while in high school.

Special Awards Program (Academic Department Awards)

Competitive awards ranging from $1,000 to $3,000 per year may be offered to selected applicants who have demonstrated talents or abilities in a specific area. Talent areas currently recognized include art, chemistry, classics, drama, French, German, math, physics, and Spanish.

National Merit Competition

- **National Merit Finalists:** These awards are valued at at least $14,000 per year inclusive of all scholarships and grants offered through UD and the National Merit Scholarship Corporation. Eligibility is limited to those named as National Merit Scholarship Finalists by the National Merit Scholarship Corporation who subsequently choose the University as their first choice with the National Merit Scholarship Corporation on the Corporation's deadline. Award sizes in excess of $14,000 per year are very competitive. Availability of awards in excess of $14,000 per year is at the discretion of the University and is based on the competitiveness of the applicant pool.

- **National Merit Semi-Finalists:** These awards are valued at at least $12,000 per year inclusive of all scholarships and grants offered through UD. Eligibility is limited to those named by the National Merit Scholarship Corporation as a Semi-Finalist who provide UD with a copy of the letter from the National Merit Scholarship Corporation naming them as a Semi-Finalist. Award sizes in excess of $12,000 per year are very competitive. Availability of awards in excess of $12,000 per year is at the discretion of the University and is based on the competitiveness of the applicant pool.

Aspiring Scholars Award Program

The Aspiring Scholars Award Program (A.S.A.P.) identifies bright students during their junior year in high school. It is an opportunity for them to experience the unique subject material taught in a UD undergraduate classroom while offering them an early opportunity for non-binding admission and scholarship consideration (notification by September of their senior year of high school). Current high school juniors may qualify for the Aspiring Scholars Award based on their performance on the A.S.A.P. examination taken on the UD campus in Irving. The examination takes place during visit weekends, called Odyssey Days, in the spring or summer.

Phi Theta Kappa Award

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

All Achievement-based awards will be applied to undergraduate tuition charges at the University campuses in Irving, TX and Rome, Italy. Award types and amounts may be combined at the University's discretion. The annual proceeds of all Achievement-based awards are allocated 50% to fall semester and 50% to spring semester. Seminarians follow other guidelines and award structures. Contact Holy Trinity Seminary for details.

The following renewability criteria apply to Achievement-based awards:

Each award is available during four consecutive school years beginning with the semester of matriculation if the recipient's academic performance meets or exceeds the criteria stated below.

- Maintain full-time academic status each semester by earning at least twelve UD credit hours each fall and spring semester and earning at least twenty-seven UD credit hours per annual review period (defined below).
- Demonstrate a cumulative UD GPA (grade point average) of at least the amount shown below on the annual review date.
  - 3.000 for the UD Scholar (academic achievement) and Special (departmental) awards.
  - 2.000 for the Co-curricular awards including the Opportunity Award, the Leadership Award, and the University Award.
  - 3.300 for the full-tuition and National Merit Finalist awards funded by University of Dallas or University-sponsored National Merit Scholarships.
- Special Talent Awards, often referred to as Department Scholarships have additional academic performance criteria which must be achieved for annual renewal to occur. These unique criteria are described in Section II, Departmental Scholarship Programs.

Annual review occurs after the University Registrar posts grades following Mayterm session. This usually happens close to June 10 of each year. The annual review of GPA considers all previous UD course work. The annual review of full-time status considers all UD credit hours earned since the prior annual review. The annual review accepts course work from UD's Irving, Texas campus and UD's Rome, Italy campus but does not accept credits from AP, IB, high school concurrent enrollment, or transfer from other colleges or universities.

If a scholarship recipient's cumulative GPA or total credit hours at the annual review does not qualify for renewal, the affected award will be suspended for the following year(s). A student may receive reinstatement of a suspended award if, after the school year(s) of suspension, the student submits a formal written request to the Dean of Enrollment Management for renewal by June 1, and if the subsequent annual review finds that the academic performance again qualifies for renewal and the upcoming school year falls within the four consecutive school years described above. All students, including those with suspended scholarships, are eligible to submit a Free Application for Federal Student Aid, FAFSA, at fafsa.ed.gov. Students should send their FAFSA results to school code 003651 for consideration of eligibility for Need-based scholarships.

Medical Provisions

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

Multiple Sources of Funding
Each authorized recipient of Achievement-based scholarship funding receives a personally addressed scholarship awarding cover letter signed in blue ink by the Dean of Enrollment Management. By accepting an Achievement-based award, each student agrees that the University may fund the Achievement-based scholarship(s) amounts specified in the Dean's signed scholarship cover letter from multiple sources, which may vary at UD's discretion, so long as the total value provided toward the student's undergraduate University tuition matches or exceeds the amount stated in the scholarship cover letter written and signed by the Dean of Enrollment Management subject to the renewability criteria specified on page 59.

Need-based Awards
Need-based awards are offered to qualified students who demonstrate financial need as interpreted by the University of Dallas using data from the Free Application for Federal Student Aid (FAFSA). Priority consideration is given to students whose FAFSA results are received by University of Dallas on or before March 1 prior to fall semester study.

Students of Holy Trinity Seminary
Students enrolled in Holy Trinity Seminary receive a 25% reduction in undergraduate tuition and are not eligible for other institutionally funded Achievement-based or need-based awards described in sections I, II or III of the Scholarships and Financial Aid portion of this General Bulletin.

II. Departmental Scholarship Programs

The following departments award partial tuition scholarships to qualified students who have interest and aptitude in a particular area of study. 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.

Art Scholarships
Recipients are chosen from new students who have a good academic record, demonstrate artistic talent, and submit a portfolio of at least 5 works (preferably in slide form) for review by the Art Department. The portfolio must be submitted no later than February 1. Applicants also may interview with the art faculty during a scheduled campus visit. Scholarships are awarded in rounds until monies are exhausted; early application is recommended. Recipients are required to enroll in Art Gallery Practicum or a studio (ceramics, sculpture, painting or printmaking) or art history course each semester.

Chemistry or Biochemistry Scholarships
Scholars must complete a minimum of five advanced regular courses in Chemistry building upon General Chemistry I and II. The advanced courses usually are Organic Chemistry I and II, Analytical Chemistry, and Physical Chemistry I and II.

Classics Scholarships
New students and transfers are eligible. Scholars usually complete a minimum of four advanced courses. The courses may be in Latin, Greek, or a combination. Exceptions to this requirement are permitted, especially if a scholar elects to learn Greek and must start at the elementary level. The exact number of advanced classes will be determined by the Department Chair.

Mathematics Scholarships
New students with an aptitude and interest in mathematics may compete for this scholarship. Students must complete a mathematics test and may be asked to interview on campus with the Mathematics faculty. Renewal of the Math Scholarship requires completion of Linear Point Set Theory and its prerequisites by the end of the sophomore year.

Modern Language Scholarships
Typically, new students who have completed at least three years of language courses (or its equivalent) with distinction compete for these awards. An on-campus interview is required. Other requirements differ slightly from program to program; please contact the program head for details. Language scholarship recipients must complete a minimum of four courses above the Intermediate I level, beginning the series of courses during their first semester and taking at least one course every subsequent semester. Scholars must also organize one extracurricular activity per semester.

Physics Scholarships
New students who have an exceptional background in physics may compete for a scholarship in this department. Students are required to interview on campus with the Physics faculty and complete an online exam. Recipients must enroll in General Physics during their freshmen year and must complete the following courses in physics: General Physics I and II and Lab, Quantum Mechanics and Lab, and Computational Physics.

Theater Scholarships
Scholarship recipients are selected from new students with experience in stage acting. Finalists in the competition are invited to an audition and workshop conducted by the Department of Drama and the University Theater. The workshop and auditions are usually held on campus. Recipients must audition for and participate significantly in each semester's major production.

III. Restricted & Endowed Scholarships

The following scholarships are awarded to students by the Scholarship and Financial Aid Committee. Except for the Lockett and Hearst awards, students are not required to apply for these scholarships, but they must apply for need-based financial aid. Unless otherwise indicated, specific amounts of scholarships to be awarded vary according to ability, need, and resources available. All scholarships are based on need and are restricted to the same GPA requirement as all other scholarships unless otherwise indicated.

Jake Addison Memorial Scholarship
An endowed scholarship established by the Addison family in memory of Jake Addison.

Aileen Bass Memorial Scholarship
An endowed memorial scholarship.

Ida and Joe Beyer Scholarship Fund
Scholarship fund established in memory of Dr. Lawrence A. Beyer's parents.

William H. Bowen Scholarship
Provides a stipend for summer internships for students in the Politics Department. This award is dependent upon an annual contribution from the William H. Bowen Educational Foundation.

Jerry L. Cadell Scholarship
An annual grant is made by the Communities Foundation of Texas from the Jerry L. Cadell Children's Nature Fund.

Eugene Constantin III Memorial Scholarship
Mr. Eugene Constantin, Jr. established an endowment named after his only son, a Marine lieutenant who had been killed in Okinawa.

LuAnn and Mike Corboy Endowed Scholarship
An endowed scholarship for graduates of Bishop Dunne High School.

Margie and Dan Cruse Endowed Sccholarship

Robert H. Dedman Endowment Fund
Eligibility based in academic excellence and financial need.

Mike Dobbins Memorial Scholarship
An endowed memorial scholarship.

Julia Duggan Memorial Scholarship
A memorial scholarship to provide financial assistance to a student of a foreign language.

The William and Marie Esslinger Scholarship Fund
An endowed scholarship established by the estate of Mr. and Mrs. Esslinger.

Walter Fleming Endowed Scholarship in Economics and Finance
An endowed memorial scholarship.

William Randolph Hearst Foundation Scholarship Endowment Fund

Joseph B. Horak Endowed Scholarship
An endowed memorial scholarship.

The John G. and Marie Stella Kenedy Foundation Scholarship
Supported by an annual contribution.

E. R. Maher Scholarship Endowment
An endowed memorial scholarship.

Patrick Clancy Nolan Scholarship

Minnie K. Patton Scholarship

Anne Pulich Endowed Scholarship
An endowed memorial scholarship.

J. J. Saleh Family Endowed Scholarship
An endowed memorial scholarship.

Scanlan Foundation Scholarship
Dependent upon an annual contribution from the Scanlan Foundation

John L. and Bonnie P. Strauss Endowed Scholarship

IV. Need-Based Grants, Loans, and Work

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

After a student has completed the financial aid application process and has been admitted to the University, the Financial Aid Office will send an Award

Letter. Students applying for financial aid should do so by March 1 to receive priority consideration. Students applying for aid in the spring only should do so by November 1.

Eligibility for Federal Financial Aid
The University awards aid to students who are eligible for Title IV. Federal regulations require that any student who withdraws from the University must comply with the Higher Education Amendments of 1998. Students who withdraw from UD must notify the Office of Financial Aid for completion of Title IV withdrawal.

Satisfactory Academic Progress
To maintain eligibility for *any* financial aid administered by the University, including federal, state, and institutional funds, **Satisfactory Academic Progress** must be made. Financial Aid Probation is *not* the same as Academic Probation.

1) No more than **160 credits may have been attempted** at the University.

2) As a **full-time student**, **twenty-four credits must be earned (completed)** per academic year (Summer I through Mayterm). As a part-time student, **6 credits must be earned** each semester with a GPA of **2.0** or higher.

3) a) 24 credits (including transfer credits) require a cumulative grade point average of 1.5 or greater.
b) 48 credits (including transfer credits) require a cumulative grade point average of 1.75 or greater.

c) 72 credits (including transfer credits) require a cumulative grade point average of 2.0 thereafter.
Transfer credits count as earned credits but do not affect the GPA. However, **transfer credits** do count towards the limit of 160 UD credits and the minimum GPA requirement for the number of credits earned.

4) **A full-time student** has a limit of no more than **10 semesters**; a **part-time student of no more than 20 semesters**. Only the fall and spring semesters count toward this limit.

5) **Withdrawal** from a course does not affect eligibility if the minimum required credits are earned. An **Incomplete** or a **Temporary** grade does not count as earned credit and may affect eligibility until credit is earned. If a course is **repeated and cancelled,** eligibility may be affected if total credits earned fall below the minimum required. A previous Financial Aid Probation may not be removed by raising a prior semester's GPA through the Repeat and Cancel policy, but financial aid eligibility may be reinstated or continued by raising the *cumulative* GPA to the minimum required using the policy.

6) Except for students on Financial Aid Probation, grades are reviewed at the end of Mayterm each year. The grades of students on Financial Aid Probation are reviewed after each semester that they are on probation.

7) If the student is *not* making **Satisfactory Academic Progress**, he or she will be placed on **Financial Aid Probation** for one semester. During the **probationary semester,** the student must **earn 12 credits** as a full-time student (***or 6 credits as a part-time student***) with a **semester of GPA of 2.0**. If these requirements are met but the record is still **deficient** in credits earned or cumulative grade point average, the **probationary status will continue** the following semester.

Failing to meet the probationary requirements, **eligibility** for financial aid the following semester is lost. **Probationary status** is **removed** once the cumulative grade point average and earned credit requirements are met.

8) A *written* petition that the Financial Aid Committee reinstate aid eligibility in the event of a relative's death, the student's illness or injury, or other special circumstances may be made. If eligibility is reinstated, the student continues on Financial Aid Probation and may be required to meet stricter requirements.

9) If a student receiving financial aid withdraws after the semester begins, an official withdrawal must be completed. The official withdrawal must be completed in all offices, and Federal, State, and Institutional Aid may be returned and the student may owe a balance in the Business Office. Prior to returning, the student must pay that balance in full.

Financial Aid Eligibility Standards

Full-Time			***Part-Time***		
Year	**Min. Ttl. Earned**	**Min. Cum. GPA**	**Year**	**Min. Ttl. Earned**	**Min. Cum. GPA**
1	24	1.5	1	12	2.0
2	48	1.75	2	24	2.0
3	72	2.0	3	36	2.0
4	96	2.0	4	48	2.0
5	120	2.0	5	60	2.0
			6	72	2.0
			7	84	2.0
			8	96	2.0
			9	108	2.0
			10	120	2.0

V. Family Discount

"Dependent" siblings who are concurrently enrolled as full-time undergraduate students are eligible to receive a Family Discount of $250 per semester. The Family Discount in combination with other University scholarship and grant aid may not exceed tuition.

VI. Teacher and Clergy/Religious Discount

All *full-time* teachers and *clergy/religious* of the Dallas, Fort Worth and East Texas dioceses receive a *one-third* discount on undergraduate and Braniff Liberal Arts graduate courses.

Requirements for the Bachelor of Arts and Bachelor of Science Degrees

I. The Core Curriculum

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

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

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

Philosophy **9 credits**

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

English **9 or 12 credits**

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

Mathematics **3 credits**

The following courses fulfill the Mathematics requirement:

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

Fine Arts **3 credits**

The following courses fulfill the Fine Arts requirement:

Art 1311, 1312, 2311
Drama 3310
Music 1311-1315, 3330

Science **7-8 credits**

All students are required to take one laboratory science course in the life sciences and one in the physical sciences, either from the Basic Ideas offerings or courses that are introductory to the respective science disciplines or an approved substitute. Courses such as Experimental Techniques I, Darwin, Ecology, Animal Behavior, or Avian Ecology fulfill the life science core requirement. Courses such as Chemistry and Physics (including Astronomy) fulfill the physical science core requirement.

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

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

a) Two courses in the same language at the Intermediate level. Students who place out of Intermediate I satisfy the core requirement by taking Intermediate II.

b) For Greek: Intermediate Greek I (CLG 2315) and one advanced Greek course. Students who place out of Intermediate Greek I satisfy the core requirement by taking one advanced Greek course.

First-year language courses used to satisfy the language requirement are not included in the 120 credits required for graduation. Students unable to qualify for the intermediate level must enroll in elementary language courses and proceed through the intermediate level. Latin students unable to qualify for Intermediate Latin I may enroll in Grammar Review (CLL 1305) and proceed through Intermediate Latin II (CLL 2312).

American Civilization **3 or 6 credits**

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

Western Civilization **6 credits**

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

Politics **3 credits**

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

Economics **3 credits**
Economics 1311, a one-semester course, is ordinarily taken in either the freshman or sophomore year.

Theology **6 credits**
All students must complete six credits in Theology for the undergraduate degree. Ordinarily, this requirement will be satisfied by Understanding the Bible, Theology 1310, and Western Theological Tradition, Theology 2311.

II. Other Requirements

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

Advanced Credits
The student must earn 38 credits in courses numbered 3000 or above, of which 30 must be earned at the University of Dallas. The last 12 advanced credits in the major must be earned at the University.

Total Credits
Students must earn a minimum of 120 credits, exclusive of beginning language courses. Students who wish to pursue *a double major*, that is, apply for one undergraduate degree with two majors, must satisfy the requirements of both majors. With the exception of courses used to satisfy core curriculum requirements, no more than twelve credits in a single program area may be double-counted (using the same course to satisfy the requirements of two majors). Students considering more than one major should be aware that certain combinations of majors might require more than eight semesters to complete. Once a degree has been awarded, a second major may not be added.

Students who wish to pursue a second, and different, undergraduate degree, must earn a minimum of 30 additional semester hours of work in residence beyond the requirements for one degree, 18 of which must be advanced. Students must also complete all requirements for the second degree and major. With the exception of courses used to satisfy core curriculum requirements, no more than twelve credits in a single program area may be double-counted (using the same course to satisfy the requirements of two majors).

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

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

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

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

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

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

FACULTY
Chairman and Professor Hammett; Professor Strunck; Emeritus Professor Novinski; Assistant Professors Caesar, Owens and Shore; Visiting Assistant Professor Flusche; Adjunct Instructors Fiegenschue, Giryotas, Kare and Lisot.

ART

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 an awareness of these basic truths, and especially of the imaginal and 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 that knowing and judging capacity of the human spirit. Students from other academic disciplines gain breadth and insight from courses in studio art and art history, which share common ground with the other humanistic disciplines and creative arts, and which complement the sciences.

The Department views the experience and practice of the visual arts, particularly at the undergraduate level, as an interdisciplinary pursuit. Within the Art major, the five areas offered are *art history, ceramics, painting, printmaking,* and *sculpture*. The art student is involved in the artistic and scholarly environment of the Haggerty Art Center, with stimulation provided by independent study offerings, 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 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*. The art core is taken in the freshman and sophomore years and includes History of Art and Architecture I and II, Basic Drawing I and II, Two-Dimensional and Three-Dimensional Design, and Human Figure. In the sophomore year, preferably the Fall semester, the art student usually participates in the Rome Program.

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

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

The pattern for the art major emphasizing *art history* is much the same through the sophomore year. The Rome semester is especially significant, for the student is able to experience works of art in their original context and to study the impact of the classical tradition on Western art. In the junior and senior years, the student takes a wide range of upper-level art history courses which integrate a knowledge of

visual culture and architecture into a liberal arts education and life. These courses, along with Senior Research and Senior Thesis, introduce the student to critical analysis and research methods, thus preparing the student for the comprehensive examination and the final research paper presentation.

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

Basic Requirements/All Studio Areas

A total of 45 credits: two semesters of participation in senior seminar (one credit per semester); 12 in art history (6 advanced); 31 in studio courses including 15 credits (12 advanced) in one studio area (beginning studio, two intermediate studios, and two senior studios), the core studio requirements of Drawing I and II, Human Figure, Two-and Three-Dimensional Design, and six credits of electives in other studio experiences outside the area of emphasis. Satisfactory completion of the Senior Exhibition and Comprehensive Examination is required. It is recommended that art majors take Aesthetics as an elective and seek appropriate electives in other departments.

Comprehensive Examination

In the second semester of the junior year the work of the student is reviewed by the entire art faculty. A second review follows in the first senior semester and a final review in the last semester prior to the presentation of the Senior Exhibition. A small solo-exhibition on campus, it must contain work done during the senior year predominantly in the Senior Studio course. The exhibition is selected, designed and constructed by the student. It is judged by the faculty in an oral examination as part of the Comprehensive. In the senior year art majors also must pass a slide examination on the history of art.

Basic Requirements/Art History Area

The Art History Area of the Art major requires 24 credits in Art History, 18 of which are advanced hours; two one-credit senior seminars; two credits in Gallery Practicum; ten credits in studio (drawing, design, and figure); and six credits in advanced art electives. A 35-page research paper, oral examination, public lecture, and the art history slide examination required of all Art majors constitute the comprehensive examination. French or German is the recommended language. Electives such as Aesthetics and Historical Methodology are also recommended. Internships in area museums or galleries may be taken for additional credit.

Art History Concentration

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

Students concentrating in Art History may elect to submit a senior Art History thesis and presentation (and thus enroll in Senior Research and Senior Thesis). All students concentrating in Art History must participate in the senior concentration show (see Studio Art Concentration) by exhibiting the strongest example of their art historical scholarship (usually a paper composed for an advanced Art History

course) and an accompanying image. The paper should be polished and proofed carefully before inclusion in the show, and the students should be prepared to present three bound copies for the audience to read. Students should consult the Art History major advisor and the professor organizing the concentration show for assistance in choosing and reviewing the paper and image.

Studio Art Concentration

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

In addition to regular course requirements, the art concentration program culminates with participation in the group concentration exhibition. In addition, students may elect to mount one-person shows. The exhibition displays the students' progress and achievements in the program. All work exhibited must be produced during the senior year. The exhibition is selected, designed and constructed by the students with the guidance of the professor in charge of the concentration exhibition. All of the requirements must be satisfactorily completed before students will be certified for graduation with a concentration in studio art.

Suggested Sequence for the Bachelor of Arts Degree in Art

Core Program

Year I

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

Year II (Rome)

English 2311	3	English 2312	3
History 2301	3	History 2302	3
Philosophy 2323	3	Art 2213, Human Figure	2
Theology 2311	3	Beginning Studio/Art History	3
Art 2311	3	Theology 1310	3
	15		14

Area of Painting

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

Year III

Art 3334, Inter. Painting	3	Art 3335 Inter. Painting	3
Advanced Art History	3	Printmaking, Sculpture/Ceramics	3
20th Century/Contemporary		Advanced Art History	3
Art 3329, Inter. Drawing	3	20th Century/Contemporary	
Philosophy 3311	3	History 1312	3
Math	3	Science	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
Art Elective	3	Art Elective	3
Science	3	Philosophy (Aesthetics)	3
Elective	3	Politics 1311	3
Economics 1311	3	Elective	3
	16		16

Area of Printmaking

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

Year III

Art 3323, Inter. Printmaking	3	Art 3324, Inter. Printmaking	3
Art 3329, Inter. Drawing	3	Painting, Sculpture, Ceramics	3
Advanced Art History 20th Century/Contemporary	3	Advanced Art History 20th Century/Contemporary	3
Philosophy 3311	3	History 1312	3
Math	3	Science	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	Art Elective	3
Science	3	Philosophy (Aesthetics)	3
Elective	3	Politics 1311	3
Economics 1311	3	Elective	3
	16		16

Area of Ceramics

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

Year III

Art 3339, Intermediate Ceramics	3	Art 3340, Intermediate Ceramics	3
Art 3318, Sculpture I	3	Painting or Printmaking	3
Advanced Art History 20th Century/Contemporary	3	Advanced Art History 20th Century/Contemporary	3
Philosophy 3311	3	History 1312	3
Math	3	Science	4
	15		16

Year IV

Art 4349, Senior Ceramics	3	Art 4350, Senior Ceramics	3
Art 4151, Senior Seminar	1	Art 4152, Senior Seminar	1
Art Elective	3	Art Elective	3
Science	3	Philosophy (Aesthetics)	3
Elective	3	Politics 1311	3
Economics 1311	3	Elective	3
	16		16

Area of Sculpture

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

Year III

Art 3343, Intermediate Sculpture	3	Art 3344, Intermediate Sculpture	3
Art 3317, Ceramics I	3	Painting or Printmaking	3
Advanced Art History 20th Century/Contemporary	3	Advanced Art History 20th Century/Contemporary	3
Philosophy 3311	3	History 1312	3
Math	3	Science	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	Art Elective	3
Science	3	Philosophy (Aesthetics)	3
Elective	3	Politics 1311	3
Economics 1311	3	Elective	3
	16		16

Area of Art History

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

Year III

Advanced Art History	3	Advanced Art History	3
Advanced Art History	3	Advanced Art History	3
Philosophy 3311	3	Economics 1311	3
Math	3	Science	4
Politics 1311	3	History 1312	3
Art Gallery Practicum	1	Art Gallery Practicum	1
	16		17

Year IV

Senior Research/Art History	3	Senior Thesis/Art History	3
Senior Seminar	1	Senior Seminar	1
Art History or Studio	3	Art History or Studio	3
Science	3	Philosophy (Aesthetics)	3
Electives	6	Electives	6
	16		16

Pre-Architecture

The following sequence is designed for the student who plans to transfer to a standard Bachelor of Architecture program in the junior year. It includes the Rome program. The student who plans to complete an undergraduate major at UD also is advised to include them. Most students interested in architecture complete the B.A. in art at UD and enter an MFA program in architecture.

Year I

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

Year II

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

Teaching Certification in Art for the State of Texas

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

Courses in Studio Art

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

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

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

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

2219. Two-Dimensional Design. A studio exploration of the theory and processes common to good design. Emphasis is on two-dimensional problems. Fall.

2220. Three-Dimensional Design. A studio exploration of the theory and processes common to good design. Emphasis is on three-dimensional problems. Spring.

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

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

3317. Ceramics I. Fall and Spring.

3318. Sculpture I. Introduction to basic sculptural ideas and practices using wood and metal as primary materials of exploration. Fall and Spring.

3323. Intermediate Printmaking I. A continuation of Art 3315. Expanding knowledge of printmaking through exploration of various processes. Fall and Spring.

3324. Intermediate Printmaking II. Work in various print processes according to student's aesthetic needs. Students are expected to develop a theme. 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. Fall, as needed.

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

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

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

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

3339. Intermediate Ceramics I. Fall and Spring.

3340. Intermediate Ceramics II. Technical ceramics; Prerequisite Art 3317 or 2318. Fall and Spring.

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

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

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

3345. Art Metal. Experience in fabricating, casting, forging, copper, silver, and gold. 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.

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

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

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

Courses in Art History

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

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

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

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

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

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

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

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

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

5362. Sacred Art and Architecture. A study of the development of art and architecture in the service of the liturgy. Focusing on the Christian tradition, with

occasional references to other forms, the course combines a survey of the history of sacred art and space with analysis of contemporary liturgical architecture and renovations, including on-site visits when possible. Texts include art history references, appropriate Church documents such as the GIRM (General Instructions of the Roman Missal), and architectural consultations. With permission, may satisfy an arts requirement. Fall and Spring.

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.

4349. Senior Research. In the senior year, all art history students write a 35-page research on a topic chosen from the visual arts of the nineteenth or twentieth century. This course guides the process of research through the initial stages of writing the thesis. It introduces the methodological issues, research procedures, and historiography of the discipline.

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

Graduate Work in Art: See Braniff Graduate School listing.

FACULTY
Chairman and Associate Professor Brown-Marsden; Associate Professors Doe and Pope; Associate Professor Emeritus Pulich; Assistant Professor Slaughter; Visiting Assistant Professor Baugh.

BIOLOGY

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

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

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

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

Major in Biology, BA and BS

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

To meet the above requirements, Biology majors will ordinarily earn a minimum of 30 credits in Biology as well as extradepartmental credits in chemistry, physics, and mathematics courses. A grade of "C" or better in any prerequisite course is required for advanced courses in Biology, although this requirement may be waived

by permission of the instructor. To obtain the ***B.S. in Biology***, students must complete all requirements indicated above plus 12 additional credits in Biology.

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

Course distribution requirements: To satisfy the Department's course distribution requirement, students must take at least one Biology course from each of the three subject areas indicated below. Additional courses may be approved by the Department chair to satisfy distribution requirements.

Molecules to Cells	**Cells to Organisms**	**Organisms to Populations**
Genetics (3325/3125)	Plant Biology (2341/2141)	Environmental Science (2360/2160)
Microbiology (3327/3127)	Anatomy (3323/3123)	Ecology (3326/3126)
Molecular Biology (3328/3128)	Immunology (3324)	Ornithology (3331/3131)
Biochemistry I&II (3335/3336)	Developmental Biology (3329)	Animal Behavior (3346/3146)
Experimental Techniques (3340)	Physiology (3331/3131)	Evolutionary Biology (3347)
Advanced Genetics (4245)	Human Infectious Disease (3334)	Darwin (3348)
Cell Structure and Function (4338)		

Comprehensive Examination

All students must pass a comprehensive examination, which is given in the senior year. This examination will generally entail a review of primary scientific literature in a specific subject area, followed by an oral presentation of findings and conclusions. Students are urged to take the Biological Literature Seminar (4360) in the fall of the senior year as preparation for the comprehensive examination.

Major in Biochemistry

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

Suggested Sequence for the Bachelor of Arts Degree in Biology

Year I

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

Year II

Biology Elective	4	**(Rome)**	
Economics 1311	3	English 2311	3
Mathematics 1404	4	Philosophy 2323	3
History 2302	3	History 2301	3
Politics 1311	3	Art 2311	3
	17	Theology 2311	3
			15

Year III

Biology Elective	3	Biology elective	4
Chemistry 3321, 3121	4	Chemistry elective	4
Philosophy 3311	3	Language 1302/Biology elective	3
Language 1301/Elective	3	Physics 2312, 2112	4
Physics 2311, 2111	4	(or 2306, 2106)	15
(or 2305, 2105)	17		

Year IV

Biology elective	3	Biology Elective	4
Biology elective	4	Language 2312/Elective	3
Language 2311/Elective	3	Mathematics 1411 or Biology 3345	3
Philosophy 3311/History 2302	3	Elective	3
History 2302	3	History 1311 or 1312	3
	16		16

Courses in Biology

1301. Basic Ideas of Biology. Biological principles and information are studied through the examination of a single thematic topic such as genetics. Course work integrates the scientific discoveries within the field with applied information on the field and its societal implications. Two lectures, one laboratory period weekly. Fall and Spring.

1302. Biotechnology. In recent years, the development of new methodologies in experimental biology has proceeded at an unprecedented rate, particularly in the area of DNA technology. These new techniques have not only enabled biologists to advance their understanding of cellular and organismal function, but also hold promise for great practical utility in enterprises such as agriculture and drug development. This course introduces students to some of the more important techniques, explains their scientific basis, describes their current applications in industry, and considers their potential for use or misuse in the future. Because the main focus of the course is DNA technology, students will be given the necessary background instruction in cell structure and function, with emphasis on the role of DNA in the life of cells. Two lectures, one laboratory weekly.

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

1312, 1112. General Biology II and Lab. The second half of the general biology sequence addresses the diversity of life and the characteristics of the different kingdoms, as well as fundamentals of development, anatomy, physiology, and

ecology of organisms, providing foundational information for courses in the Cells to Organisms and Organisms to Populations area of the upper-division courses in the department. Two lectures, one laboratory weekly. Spring.

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

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

2416, 3416. Field Ecology. An introduction to ecological studies and their associated techniques. In the first week, students become acquainted with field techniques used for studying plants, birds, water and soils. Students also work with GIS/GPS to image and analyze ecological data. The second week is used for the development of independent student field research projects in an intensive backpacking/camping experience. Field experience may take place in Texas or may be an international field experience in Costa Rica. Prerequisite for 3416: Biology 1312. Mayterm.

3323, 3123. Anatomy. Vertebrate structure is compared with a strong emphasis on the integration of form and function. Origins and major systems are studied through phylogenetic analysis and laboratory investigations of the cat and shark. The relationship between anatomy and physiology, and the application of anatomical investigations to the medical field are also discussed. Three lectures, one laboratory weekly. Prerequisite: Biology 1312, 1112. Fall.

3324. Immunology. The human immune system consists of a vast array of interacting cells and molecules dispersed throughout the body, that are designed to recognize and repel anything 'foreign' while avoiding harm to 'self'. This course provides an introduction to the genetic, molecular, and cellular basis of vertebrate immunity. Clinical aspects of immunology including diagnostics, immune deficiencies and their treatment, and autoimmune disorders also discussed. The goal is to present a broad overview of immune function that allows students to comprehend and follow the rapid advances being made in this field. Three lectures, one laboratory weekly. Prerequisite: Biology 3327, 3127. Spring.

3325, 3125. Genetics. A study of classical genetics as well as of the molecular biology of the genetic material. Three lectures, one laboratory weekly. Prerequisite: Biology 1311, 1111. Spring.

3326, 3126. Ecology. Physiological ecology, behavior, population dynamics, community interactions, and ecosystem function are studied using the framework

of natural selection and adaptation. Ecological models based on fundamental mathematical principles and experimental evidence from the primary literature complement student laboratory investigations of ecological principles. Three lectures, one laboratory weekly. Prerequisite: Biology 1312, 1112. Spring.

3327, 3127. Microbiology. The majority of life on Earth, at least in terms of sheer numbers, consists of organisms too small to be seen individually with the unaided eye. All three of the currently recognized 'domains' of life—Bacteria, Eukarya, and Archaea—are represented in the microbial world, along with the non-living viruses and viroids. This course introduces students to the structure, classification, physiology, and genetics of microorganisms, as well as their distribution in nature and interactions with humans, plants, and animals. The laboratory presents fundamental techniques for observing, handling, and cultivating microbial cells as well as methods for controlling their growth and identifying unknown microorganisms Two lectures, one laboratory weekly. Prerequisites: Biology 1311, 1111; Chem. 1304. Fall.

3328, 3128. Molecular Biology. The structure and activity of any living organism are ultimately dependent on information stored in its DNA genome. This information must be 'read' correctly in a time and space-dependent manner to produce the nucleic acids, proteins, and other molecules that allow cells to function. The goal of this course is to provide students with an understanding of what genes are at the molecular level, and an overview of the mechanisms involved in transmitting, maintaining, and expressing the vast reservoir of information they contain. The laboratory introduces techniques for preparing and manipulating DNA, isolating and cloning genes, and expressing foreign proteins in bacterial cells. Prerequisites: Biology 3327, 3127. Spring.

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

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

3331, 3131. Physiology. Analysis of the physical and chemical phenomena governing the functions of cells, tissues, organs and organ systems of vertebrates. Three lectures, one laboratory weekly. Prerequisite: Biology 1312, 1112; Chem. 1303 and 1304. Fall.

3334. Human Infectious Diseases. Focuses on disease-causing microbes, specifically bacteria, and their impact on human life. Provides an overview of pathogenic bacteria and the molecular mechanisms (if known) through which the human host

is damaged. The student will gain an understanding of how these diseases are treated and the problems that antibiotic- resistant bacteria present. The student will learn how preventative measures (vaccines) are used to prevent outbreaks of disease. Diseases covered will range from relatively trivial localized infections such as acne to life-threatening systematic infections such as anthrax.Prerequisite: Biology 1312. Fall

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

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

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

3345. Biostatistics. Stages of a biological research investigation, beginning with experimental design and data collection followed by descriptive statistics and other common statistical tests (one-and two-sample testing, analysis of variance, correlation, regression, and chi-square, nonparametric tests). Course work includes statistical analysis using the computer and a final course project presenting results of analysis of biological data. Three lectures weekly. Spring.

3346-3146. Animal Behavior. Study of the adaptive significance of behavior includes analysis of behavioral mechanisms (genetics, neurobiology) and development (instinct, learning), and focuses on categories of behavior such as foraging, mating, sociality, territoriality, and parental care. A wide range of behavioral examples, from microorganisms to humans, are used (Psychology). Three lectures, one laboratory period weekly. Prerequisite Biology 1312/1112. 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. Three lectures weekly. Prerequisites: Biology 1312, 1112. Spring.

3348. Darwin. Investigations of the life and discoveries of Charles Darwin. Beginning with pre-Darwinian ideas on transmutation, Darwin's life is outlined from

the voyage of the *Beagle* to the publication of the theory of natural selection and its subsequent reception by scientific and nonscientific community. Commentary from critics and supporters of Darwin's work aid in understanding the current status of the theory of natural selection and its influence. Spring or interterm.

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

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

4245. Advanced Genetics. Investigations of the study of mutations, comparisons of random and "directed" mutations, chromosomal rearrangements, and the molecular basis of selected human diseases. Course includes student presentation of articles from the primary literature and discussion. One meeting weekly. Prerequisite: Biology 3325. Fall.

4338. Cell Structure and Function. The structure and function of eukaryotic cells. The structures of the cell membrane, cytoskeleton, endoplasmic reticulum, Golgi, lysosomes, proteasomes, nucleus, mitochondria, peroxisomes, and chloroplasts are described at the macro and the molecular level. The roles of the cell membrane, cytoskeleton, and organelles in solute transport, signaling, constitutive and regulated secretion, cell movement, cell division, respiration, and photosynthesis are illustrated. The use of microscopy, centrifugation, and molecular biology in the study of cell biology is also discussed. Three lectures weekly. Prerequisites: Biology 1312, 1112. Spring.

4360. Biological Literature Seminar. The techniques of searching for and acquiring information from the scientific literature, and the analysis and interpretation of it. Students present oral critiques of research papers and prepare for the comprehensive examination topics. Fall of student's senior year.

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

MOLECULAR BIOLOGY CONCENTRATION

Molecular biology is an interdisciplinary science incorporating the study of cell biology, genetics, and biochemistry. The field hinges on fundamental tenets of recombinant DNA technology that allow genes to be isolated, characterized, and expressed in organisms that may be completely unrelated. These techniques are applied to answer questions about how genes are organized and regulated, the mechanisms by which gene products function, and the molecular interactions that occur within living organisms. Such research is a driving force behind many recent advances in medicine and has lead to breakthroughs that include the ability to produce human insulin in bacteria and development of a recombinant protein vaccine against hepatitis B. Molecular biologists must be well-versed in theoretical aspects of cell function and possess the critical thinking and laboratory skills necessary for conducting research. The Concentration in Molecular Biology is designed to provide the essential background knowledge and hands-on experience required by students interested in this rapidly advancing discipline.

The ability to manipulate the genes of living organisms is an extremely powerful technology that must be approached with caution and a keen sense of responsibility. For this reason, the Molecular Biology Concentration includes a requirement that students complete at least one of three philosophy courses addressing the ethical application of scientific knowledge. The goal is to provide graduates not only with the skills necessary to conduct research, but the ability to determine how or whether research ought to be carried out.

Required Courses:

Bio. 3325, 3125. Genetics/Genetics Laboratory.

Bio. 3328, 3128. Molecular Biology/Molecular Biology Laboratory.

Bio. 3329. Developmental Biology or **4338** Cell Structure and Function.

Che. 3335, 3135. Biochemistry I/Biochemistry Laboratory.

Phi. 4333. Philosophy of Science, **4334** Bioethics, or **5345** Philosophy of Technology.

Research/Internship. (offered through the student's major department) 3 credit hours.

FACULTY: Dean and Professor Whittington; Professors Beldona, Cosgrove, Evans, Gordon, and May; Associate Professors Conger, Fodness, Francis, B. Frank, Galpin, Gasper, Higgins, Kroder, Landry, May, Murray, Nugent, Peregoy, Scofield, Sheehan, Walsh, and Wysong; Assistant Professors Arellano, Bell, Blanke, Hilpirt, Maellaro, McGrady, Rhame, Schreiber, Shoemaker, Singh, Stodnick, and Wang.

BUSINESS, COLLEGE OF

History

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

Undergraduate Business Programs

Associate Dean: Schreiber

The purpose of undergraduate business studies at the University is to prepare students to become principled and moral leaders who are competent and responsible managers. Accordingly, the undergraduate business curriculum draws on the University's strengths in studies of theology and ethics, and builds upon this foundation with a core of business fundamentals necessary to lead contemporary business organizations. The curriculum also benefits from the *University Core Curriculum*, which provides for the student a substantial liberal arts education.

Degree Programs

The College of Business offers a major program leading to a *Bachelor of Arts in Business Leadership*, five college concentrations including *Corporate Ethics and Social Responsibility*, *International Business*, *Management Studies*, *Marketing* and *Financial Accounting*, and a university concentration for non-business majors in *Business*.

Bachelor of Arts in Business Leadership

The Bachelor of Arts in Business Leadership is a 120-hour program combining a core curriculum committed to the Western heritage of liberal education with a traditional program of business study to develop principled and moral leaders who are competent and responsible managers. The degree program is composed of four categories of course work: the University Core Curriculum, the Leadership Core, the Business Fundamentals Core, and electives. The *Core Curriculum* includes courses in the humanities, economics, statistics, foreign language, and science. Students who do not have an elementary foreign language background are required to complete six additional credits of basic study before completing the core language requirement. The *Leadership Core* is composed of traditional humanities and science courses that are particularly important to leadership development. These courses include business ethics, social justice, literature, history, and environmental science or biotechnology. The *Business Fundamentals Core* courses represent the traditional functional areas of business. They include accounting, finance, communications, leadership, marketing, operations management, and business law. Elective courses may be selected from among all of the undergraduate courses, but students are encouraged to use them to complete a concentration in addition to the business major. A sample of the available concentrations includes International Business, International Studies, Spanish, French, German, Italian, Financial Accounting, Management Studies, Marketing, Corporate Ethics and Social Responsibility, Legal Studies, Computer Science, Journalism, Applied Mathematics, and Environmental Science. Students, likewise, are encouraged to participate in a formal internship as part of their elective course work. The program culminates with the Senior Business Seminar. This experience is an opportunity to integrate lessons from each of the areas of study within the degree program.

Declaration of Major

Rules for the declaration of the Business Leadership major and removal from major are available from the College of Business Dean's office.

Requirements of the Major

52 credit hours of study constitute the student's course work within major, which includes 16 hours of the Leadership Core and 36 hours of the Business Fundamentals Core. In addition to the University Core Curriculum, the student also must complete the credit hours necessary to graduate, with no less than 120 credit hours in total, a minimum of 38 credit hours which must be at the advanced level. Credit for Intermediate II Modern Language or approved international course must be earned in residence. To graduate with the Business Leadership degree, the student must successfully pass the comprehensive examination during his or her senior year.

Leadership Core

ENG	2311	Literary Tradition III- in residence only.
HIS	1312	American Civilization II
Environmental Science:		
		BIO 1302 Biotechnology w/lab *or* BIO 2360 Environmental Science w/lab *or* PHY 2303 Physics and Technology w/lab
THE	3340	Social Justice
PHI	3334	Business Ethics

Business Fundamentals Core

BUS	1301	Business Foundations Seminar
BUS	1310	Accounting Principles
ECO	1311	Fundamentals of Economics
BUS	3101	Applied Computer Technology *or*
BUS	3103	Applied Computer Databases
BUS	3302	Leadership and Organizations
BUS	3306	Communications in Business
BUS	3310	Fundamentals of Finance
BUS	3314	Managerial Accounting
BUS	3320	Marketing Theory and Practice
BUS	3330	Production and Operations Management
BUS	3340	Legal Environment
BUS	4101	Human Resource Skills
BUS	4490	Senior Leadership Seminar

College Concentrations

Formal opportunities are available for the student to pursue in-depth study in a particular field associated with business. Concentrations are a coherent set of courses, typically four to six, and define a specific area of study. Each concentration has a designated advisor, and is identified as a concentration in the catalog and on the transcript. No more than two courses in a concentration may also count as major field requirements. At least three courses in any concentration must be at the advanced level, and for each course a minimum grade of "C-" or better must be earned. Students may declare a concentration by completing the form provided by the Registrar's Office.

Declaration of a concentration is recommended, but not required. The student may select from any of the concentrations offered within the Constantin College, or may choose one of the three concentrations available only to majors within the College of Business. Constantin College students may declare a *Concentration in Business for non-business majors, Financial Accounting,* or *Corporate Ethics* and *Social Responsibility*. Only declared Business Leadership majors may pursue a concentration in Marketing, Management Studies, or International Business. See the alphabetical listing for Constantin College concentrations described in this bulletin.

Concentration in Corporate Ethics and Social Responsibility

The concentration in *Corporate Ethics and Social Responsibility* is a 12-hour curriculum focused on social and ethical foundations of corporate responsibility. It exemplifies the College's commitment to its mission to develop "principled and moral leadership." It is the opportunity for the student to pursue in-depth study of business within the contexts of applied ethics and Catholic social teaching. Its primary audience includes students interested in understanding the ethical dimension of corporate behavior and studying alternative social views of corporate responsibility.

Concentration Requirements. 12 credit hours of study to include:

BUS	3341	Business and Society
THE	3341	Moral Theology
PHI	4336	Ethics

Select one course (3 credit hours) from allied social and ethics studies:

THE	4343	Social Teaching
THE	4345	Bio-ethical issues

PHI	4334	Bioethics
PHI	5321	Social Philosophy
PHI	5331	Philosophy of Law
PHI	5345	Philosophy of Technology
ECO	4346	Economics & Social Ethics
BUS	3352	Topics in Business Leadership (ethics or social issues topic)
BUS	4352	Topics in Business Leadership (ethics or social issues topic)

Concentration in International Business

The concentration in *International Business* is a 15-hour curriculum focused on economic and management foundations of global business. The purpose of the concentration is to provide a vehicle for business majors to pursue in-depth study of the global business issues. It is designed to provide a formal framework for international studies in business by integrating course work from the Economics Department and Graduate School of Management. Business Leadership majors only are eligible to participate. Its primary audience includes students interested in careers in multinational or global companies or in organizations engaged in international trade or development.

Concentration Requirements. 15 credit hours of study to include:

BUS	3305	Global Business
ECO	3320	Intermediate Macroeconomic Theory
ECO	3330	International Economics & Finance
		or ECON 7310 International Economics (permission required)
		or FINA 7320 International Finance (permission required)

3 credits Advanced Communication, Grammar *or* Composition in a Modern Foreign Language.

Select 1 course from the following (3 credit hours):

ECO	4332	Comparative Economic Systems
ECO	4335	Economic Development
BUS	3321	International Marketing Management
BUS	3352	Topics in Business Leadership (international topic)
BUS	4352	Topics in Business Leadership (international topic)

Concentration in Management Studies

Concentration Director: N. Schreiber

The concentration in *Management Studies* is a 15-hour curriculum in the managerial and psychological foundations of organizational behavior studies. The purpose of the concentration is to provide a vehicle for business majors to examine the intersection between social psychology and organizational behavior theory in the context of managing complex organizations. Business Leadership majors only are eligible to participate. Its primary audience includes students interested in management and supervisory careers, human resource management, management consulting, or pursuing graduate work in management or organizational behavior.

Management Concentration Requirements. (*15 credits)*

Required coursework

BUS	4303	Organizational Behavior
BUS	3303	Theory of Management

Elective Coursework (select any three management courses or special Management topics)

BUS	3304	Practice of Management
BUS	4321	Retail Management

BUS 3341 Business and Society
BUS 3V52-4V52 Topics in Business Leadership
BUS 3V57 Management Internship

Concentration in Financial Accounting

Concentration Director: B. Scofield

The concentration in *Financial Accounting* is a 15-hour curriculum in the foundational accounting studies. The purpose of the concentration is to provide a vehicle for students to pursue accounting course work that will aid them in preparation for graduate study in accounting. Its primary audience includes students interested in preparing for graduate study in accounting toward the CPA designation.

Concentration Requirements. 15 credit hours of study to include:
BUS 3311 Accounting Information Systems
BUS 3312 Intermediate Financial Accounting I
BUS 3313 Intermediate Financial Accounting II
BUS 4314 Federal Income Taxation
BUS 4315 Auditing Principles

Concentration in Marketing

Concentration Director: L. Wang

The concentration in *Marketing* is a 15-hour curriculum focused on the major organizational functions within the marketing discipline. Its purpose is to provide a structured vehicle for the study of buyer and seller behavior. Business Leadership majors only are eligible to participate. Its primary audience includes students interested in careers in advertising, retailing, sales and marketing management, and marketing research. Only one internship may be used to satisfy the Marketing concentration requirements.

Concentration Requirements. 15 credit hours of study to include:
Select one comprehensive course (3 credit hours) from the following:
BUS 3321 International Marketing Management
BUS 4321 Retail Management

Select 4 additional courses (12 credit hours) from the following:
BUS 3321 International Marketing Management
BUS 3322 Market Research
BUS 3323 Buyer Behavior Management
BUS 3324 Selling and Sales Management
BUS 3352 Topics in Business Leadership (marketing topic)
BUS 3357 Business Internship (marketing)
BUS 4321 Retail Management
BUS 4325 Integrated Marketing Communications
BUS 4352 Topics in Business Leadership (marketing topic)

Concentration in Business for non-business majors

Program Coordinator: H. Cousins

The Business Concentration offers an opportunity for non-business majors to study business in addition to their major program of study. It allows the non-business student to gain a broad understanding of the field of business and prepares students for business-related issues that will arise as a facet of their chosen careers. Accordingly, its curriculum draws on the strengths of the College of Business 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 and critical analysis and interpersonal skills needed for leadership roles in their careers and in social, volunteer, church, and community activities.

Concentration Requirements. 19 credit hours of study include:

BUS	1301	Business Foundations Seminar
BUS	1310	Accounting Principles
BUS	3320	Marketing Theory and Practice
BUS	3V57	Internship
GST	1117	Career Development

Select two upper BUS electives (elective cannot be fulfilled by an internship)

Courses in Undergraduate Business

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

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

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

3103. Applied Computer Databases. Development of skills necessary to facilitate problem solving, decision making, and communication with technology. Skill development competencies center around databases. Prerequisite: BUS 1301.

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

3303. Theory of Management. This course provides an understanding of the nature and origins of evolving managerial concepts and their application in contemporary enterprises. Students examine the historic and contemporary development of strategic perspectives and organization principles within the context of the growth of American business during the industrial revolution. Prerequisite: Bus 1301 or equivalent. (Credit may not be earned for both BUS 3303 and BLT 3312.)

3304. Practice of Management. The application of contemporary management theory to the operational aspects of businesses and non-profit organizations. Human resource concepts important in the management of individuals and groups are discussed and applied through the use of case study, experiential exercise, or simulation. Prerequisite: BUS 1301 or equivalent. (Credit may not be earned for both BUS 3304 and BLT 2311.)

3305. Global Business. The goal of this course is to provide foundations for taking effective action in the dynamic, multi-faceted world of international business. The course seeks to answer two basic questions about doing international business: What is different from doing business in the U.S.? What is new in terms of the

history of international business conduct over the last 20 years? External company issues include environment of countries, culture, regulatory environment, political and economic issues. Internal company decisions discussed include alternatives for international business conduct, trade economics and financial management, competitive strategy, organizing the international activity, and issues relating to culture, ethics, marketing, logistics, human resources, and technology issues. The course provides the basic framework for understanding competitiveness in international business at the level of the industry, location, and firm.

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

3310. Fundamentals of Finance. The foundational principles for managing the financial function within an organization. Students learn how to value uncertain cash flows, develop an understanding of the concept of risk, examine the relationship between risk and return, and develop an understanding of the relationship between accounting and finance. Course equivalent to ECO 3322; credit may be applied to a degree for only one of the two courses. Prerequisite: ECO 1311 or equivalent.

3311. Accounting Information Systems. Study of the manual and automated records, documents, procedures, and controls used in accounting systems. Course content emphasis is placed on information technology and the use of technology in financial accounting, decision-making, and auditing. Prerequisite: BUS 1310.

3312. Intermediate Financial Accounting I. Advanced study of the theory and practice of corporate financial accounting and reporting, including the preparation of financial statements and disclosures. Content focuses on measurement and reporting issues relating to receivables, inventories, intangible assets, property and equipment. Prerequisite: BUS 1310.

3313. Intermediate Financial Accounting II. Advanced study of the theory and practice of corporate financial accounting and reporting focusing on current liabilities, long-term debt, investments, stockholders' equity, and the statement of cash flows. Content also includes accounting issues related to investments, bonds, pensions, leases, deferred income taxes, earnings per share, comprehensive income, accounting changes, error analysis, and full disclosure in financial accounting. Prerequisites: BUS 3310 and BUS 3312.

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

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

3321. International Marketing Management. Study of the global strategic plan-

ning, pricing, promotion and distribution of goods or services. Focus is directed toward the impact of cultural, legal and political forces, demographic differences, and competitive forces on marketing decision-making. Topical coverage includes import/export, multinational market regions and emerging markets, and international advertising and sales. Prerequisite: BUS 3320.

3322. Market Research. Study of the quantitative and qualitative research methodologies necessary for systematically evaluating buyer needs and preferences, buyer behavior, and market profiles. Emphasis on the collection, analysis and representation of market information to aid marketing decision making. Prerequisites: MAT 2305 or equivalent and BUS 3320.

3323. Buyer Behavior Management. Study of the psychological foundations underlying the cognitive processing of marketing communications, the attraction of buyers to a product or service, the buying decision, and the post-buying evaluation. Emphasis on improving management decisions regarding pricing, promotion, design, and distribution of goods or services. Prerequisite: BUS 3320.

3324. Selling and Sales Management. Study of sales techniques and marketing activities focused on establishing and maintaining an active sales organization through management of the personal selling function. Examines the strategic and tactical dimensions of sales force management, including staffing and management of sales personnel, performance evaluation, selling technique training and maximizing sales revenue generation. Prerequisite: BUS 3320.

3330. Production and 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.

3340. Legal Environment. Study of law and jurisprudence relating to the conduct of business and corporate not-for-profit entities. Legal topics include forms of organization, contracts, torts, negotiable instruments, and securities, product liability, agency, insurance, employment, bankruptcy, governmental regulation, and legal forms and processes. Jurisprudential subjects include the relationship of law to the economic, political, and social orders, the evolution of Anglo-American common law, and comparative legal systems with particular attention to the Napoleonic Code. Prerequisites: BUS 1301.

3341. Business and Society. Study of the legal, political, and cultural dimensions of business practices and decisions. Topics include: Recognizing and responding to social issues; the cultural impact of business in developing countries; the rights and obligations of business in community, national, and international milieux. Prerequisite: BUS 1301.

3V54. Praxis I. Structured leadership coaching and field experience. By permission only.

3V55. Praxis II. Structured leadership coaching and field experience. By permission only.

3V56. Praxis III. Structured leadership coaching and field experience. By permission only.

3V52-4V52. Topics in Business Leadership. The study of theory and practice related to contemporary business issues or as detailed or intensive coverage of

advanced discipline specific content. Topics will vary, and course may be repeated for credit for different topics. Prerequisites: BUS 1301, Junior or Senior class standing and approval by a College of Business faculty advisor.

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

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.

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

4314. Federal Income Taxation. Fundamentals of federal income tax accounting for individuals and organizations, partnerships, and corporations. Individual level topics include income and exclusions, statutory deductions, depreciation, sale of business assets, capital gains and losses, and computation of tax. Organization level topics include the formation, income taxation, and liquidation of flow. Prerequisite: BUS 3313

4315. Auditing Principles. A financial accounting study of the topic of auditing focusing on the audit of financial statements. Topics also covered include professional ethics, internal and operational auditing, forensic accounting, and assurance services. Prerequisite: BUS 3313.

4321. Retail Management. Study of merchandising management focusing on buying, distribution, inventory control, store location and layout, promotion and advertising, and product pricing. Prerequisite: BUS 3320.

4325. Integrated Marketing Communications. Study of the strategic influence of customers and stakeholders by organizations through advertising and other forms of promotion. Focus on the primary components of promotion management, such as promotion mix, promotional budgeting, and the determination of appropriate messages and media, with the goal of developing integrated marketing communication strategies. Prerequisite: BUS 3320.

4V61. Independent Study. Independent research under the guidance of a full-time College of Business faculty member. Prerequisite: Declared major in Business, Senior class standing, and approval of the College's Associate Dean for Undergraduate Programs.

4490. Senior Leadership Seminar. Integration and application of the knowledge and skills gained throughout the business leadership program through the study of global leadership strategies. Students are required to demonstrate an integrated and applied understanding of strategic leadership theory and management principles in a global context. The seminar semester includes completion of the Senior Comprehensive Exam. Prerequisites: final semester of study and approval of a College of Business Undergraduate Faculty Advisor.

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STOPPER, No.

FACULTY
Chairman and Professor Hendrickson;
Professor Eaker; Associate Professor Starks;
Assistant Professor Boegeman.

CHEMISTRY

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

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

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

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

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

The John B. O'Hara Chemical Sciences Institute

Providing an intensive experience in chemical sciences, the O'Hara Institute awards eight credits in general chemistry. It involves the student in classroom and laboratory work, seminars, and various extracurricular activities of the University summer session. Students eligible are those who will be freshmen at the University in the fall. Those selected for the Institute normally receive a scholarship covering

room, board, and tuition. **Potential Chemistry and Biochemistry majors are strongly encouraged to participate in the O'Hara program to allow more time for research and electives**. Applications are due by April 1 and award letters are mailed by April 5.

The O'Hara Institute also supports undergraduate research at The University through scholarships for research during the summer. University students of junior standing should contact the Institute Director for a listing of available research positions.

Basic Requirements for the Chemistry Degrees

I. B.A. degree: 30 credit hours in chemistry to include: Chemistry 1303/1103, 1304/1104, 2414/2014, 3321/3121, 3322/3122, 3331/3131, 3332/3132, 3151, 4153. Also, Biology 1311/1111; Physics 2311/2111, 2312/2112; Math 1404, 1411.

II. B.S. degree: 42 credits in chemistry including 30 hours as indicated for the B.A. degree plus Chemistry 3335/3135, 4454 and four credits of student research. Also Biology 1311/1111; Physics 2311/2111, 2312/2112; Math 1404, 1411.

III. B.S. degree in Biochemistry: 38 credits in chemistry to include: Chemistry 1303/1103, 1304/1104, 2414/2014, 3321/3121, 3322/3122, 3151, 3331/3131, 3335/3135, 3336/3136, 4153, and four credits of student research. Also Biology 1311/1111, 1312/1112, and two selections from 3325/3125, 3327/3127, 3328/3128, and 4338; Physics 2311/2111, 2312/2112; Math 1404, 1411.

A grade of "C" or above in a prerequisite course is required for enrollment in an advanced course in chemistry. This requirement may be waived by permission of the instructor. Chemistry and biochemistry majors are encouraged to take additional courses (*e.g.,* advanced organic chemistry, inorganic chemistry, the second semester of physical chemistry for biochemistry majors) beyond the specified required courses. Selection of a foreign language depends upon background, interest and future plans.

Comprehensive Examination

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

Suggested Sequence for the Bachelor of Science in Chemistry Degree

Year I

Chemistry 1303/1103	4	Chemistry 1304/1104	4
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
Theology 1310	3	Philosophy 1301	3
	14		14

Year II

Chemistry 2414/2014	4	English 2311	3
Biology 1311/1111	4	History 2301	3
Economics 1311	3	Philosophy 2323	3
Politics 1311	3	Theology 2311	3
	14	Art 2311	3
			15

Year III

Chemistry 3321/3121	4	Chemistry 3322/3122	4
Language 2311	3	Language 2312	3
Physics 2311/2111	4	Physics 2312/2112	4
History 2302	3	Philosophy 3311	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	3	Elective	3
Elective	3	Elective	3
Elective	1		14
	15		

Suggested Sequence for the Bachelor of Science in Biochemistry Degree

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	3	Politics 1311	3
Economics 1311	3	Elective	3
	14		13/14

Courses in Chemistry

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

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

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

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

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

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

3320. Inorganic Chemistry. Descriptive chemistry of the elemental groups in terms of the electronic structures of the atoms, bonding theory, and the periodic

properties of the elements. Study of acid-base theories, reduction-oxidation theory, coordination chemistry, and symmetry properties. Three lectures weekly. Prerequisite: Chemistry 1304 and 1104. Fall.

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

3121-3122. Organic Chemistry Laboratory I & II. Sequential year course accompanying Chemistry 3321 and 3322. Theory and practice of functional group determination; IR and NMR spectroscopy for molecular structure determination; synthetic methods and class reactions; chromatographic methods for isolation and identification. One four-hour laboratory period weekly. Prerequisite: Chemistry 1104. Fall (I & II) Spring (I & II).

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

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

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

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

3445. Environmental Chemistry. A lecture/laboratory course dealing with the environmental domains of the atmosphere, the lithosphere, the hydrosphere, and the biosphere. Emphasis given to study of the major chemical systems in each

domain, with hands-on laboratory applications of natural samples. Three lectures and one three hour laboratory period weekly. Prerequisite: Chemistry 3321/3121 or consent of instructor. Spring.

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

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

4332. Physical Organic Chemistry. Modern concepts of bonding, stereochemistry, molecular orbital theory, and methods employed to determine reaction mechanisms and reactive intermediates. Extensive use is made of current literature. Prerequisite: Chemistry 3322. Fall, alternate years.

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

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

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

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

FACULTY
Chairman and Associate Professor Maurer; Associate Professors Sweet and G. West; Adjunct Assistant Professor Davies; Visiting Instructor Glicksman.

CLASSICS

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

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

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

The Core in Greek or Latin

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

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

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

The Majors in Classical Philology and Classics

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

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

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

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

Junior Paper, Classical Philology major only. At the end of the junior year the Classical Philology major writes a research paper of around 15 pages. The general topic of the paper is determined by the subject of one of the advanced literature courses in the major language for which the student is enrolled during the second semester, although the student chooses the specific topic in consultation with the professor for the course. The *junior paper* becomes part of the grade for that course. Through this project the student develops his ability to sustain a lengthier and more complex argument than has usually been required in his advanced language classes. The student reads widely in primary and secondary sources and gains experience in making critical judgments of ancient thinkers and contemporary scholars.

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

Concentrations

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

Associations and Honors

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

Teaching Latin

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

Summer Programs in Classics

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

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

24 advanced credits:

18 must be in the chosen major language (Greek or Latin), at the 3000 level or above. Included in these 18 are: Advanced Grammar and Composition (Greek 3324 or Latin 3324) and Senior Project in the major language (Greek 4342 or Latin 4342).

6 additional credits are selected from offerings at the 3000 level or above in the major or second language or, by permission of the chairman, may be chosen from advanced offerings in literature, politics, philosophy, history, etc., either in the Classics Department (CLC courses in English translation) or in other departments (related field). Whenever possible, the Classics faculty will assist the student in doing work CLC or in the related field courses in the appropriate classical language.

The second language (Greek or Latin) must be completed through one intermediate course (Greek 2315, Latin 2311). Advanced courses are recommended.

Reading knowledge of one modern language, preferably German, is determined through an examination administered by the program advisor in consultation with professors in the appropriate language. The student must pass this examination no later than the end of the junior year. Students may also fulfill this requirement by completing two courses at the intermediate level or equivalent.

Junior Paper: Written at the end of the junior year.

Senior Project: Written and presented orally at the end of the senior year.

Passing the **Comprehensive Examination** is a requirement for graduation and must be completed by the end of January of the senior year.

Suggested Sequence for the Classical Philology Major

The following outline assumes that the student is able to study Latin at the intermediate level in the freshman year. If the student must begin with Latin 1301 or 1305, he should plan to take one or more courses during at least one summer session. The outline also assumes that Classical Philology majors will participate in the Rome Program in the spring semester of the sophomore year.

Year I

Latin 2311	3	Latin 2312 or Economics 1311	3
Greek 1301	3	Greek 1302	3
English 1301	3	English 1302	3
Philosophy 1301	3	Theology 1310	3
Politics 1311	3	Art, Drama, Math, Music	3
	15		15

Year II

		(Rome)	
Adv. Major Language	3	English 2311	3
Greek 2315	3	History 2301	3
English 2312	3	Theology 2311	3
History 2302	3	Art 2311	3
Art, Drama, Math, Music	3	Philosophy 2323	3
	15		15

Year III

Adv. Major Language	3	Adv. Major Language	3
Philosophy 3311	3	Science	4
Science	3	History 1312	3
History 1311	3	Elective or Modern Language	3
Elective or Modern Language	3	Elective	3
	15		16

Year IV

Adv. Major Language 3324	3	Adv. Major Language	3
Philosophy 3325 or 4335	3	Senior Project 4342	3
Economics 1311 or Elective	3	Major or Second Language or Related Field/CLC	3
Major or Second Language or Related Field/CLC	3	Elective or Modern Language	3
Elective or Modern Language	3	Elective	3
	15		15

Basic Requirements for the Classics Major, Focus in Greek or Latin

24 advanced credits:

12 must be in the chosen major language (Greek or Latin) at the 3000 level or above.

6 minimum may be selected from offerings at the 3000 level or above in Classics Department courses in English translation (CLC).

6 additional credits may be chosen, with advice from the chairman, from offerings in other departments at the 3000 level or above in the literature, politics, philosophy, history, etc. of the ancient world (related field).

Whenever possible, the Classics faculty assists the student in doing work for CLC and related Field courses in the appropriate classical language

The second language (Greek or Latin) must be completed through one intermediate course (Greek 2315, Latin 2311). Advanced courses are recommended.

Senior Project: Written and presented orally at the end of the senior year.

Passing the **Comprehensive Examination** is a requirement for graduation and must be completed by the end of January of the senior year.

Suggested Sequence for the Classics Major

This outline assumes that Classics majors will participate in the Rome Program in the spring semester of the sophomore year.

Year I

Greek 1301	3	Greek 1302	3
Latin 1301	3	Latin 1302	3
English 1301	3	English 1302	3
Philosophy 1301	3	Theology 1310	3
Politics 1301	3	Art, Drama, Math, Music	3
	15		15

Year II

(Rome)

Greek 2315	3	English 2311	3
Latin 2311	3	History 2301	3
English 2312	3	Theology 2311	3
History 2302	3	Art 2311	3
Art, Drama, Math, Music	3	Philosophy 2323	3
	15		15

Year III

Adv. Major Language or Latin 2312	3	Adv. Major Language	3
Philosophy 3311	3	Science	4
History 1311	3	CLC or Related Field	3
CLC or Related Field	3	History 1312	3
Science	3	Economics 1311	3
	15		16

Year IV

Adv. Major Language	3	Adv. Major Language or Second Language or Elective	3
Philosophy 3325 or 4335	3	Senior Project	3
Adv. Major Language or Second Language or CLC	3	Elective	3
Elective or Second Language or CLC	3	Elective	3
Elective	3	Elective	3
	15		15

Courses in Classics

3301. Fundamentals of Rhetoric. Introduction to the art of speaking persuasively, as taught by the Greeks and Romans. Systematic approach to composing and delivering speeches. Study of model orations, ancient and modern, in English translations. Extensive practice.

3330. Historical Linguistics. The structural and the comparative approach with an emphasis on Indo-European languages. The formal, historical, and cultural connotations of man's symbol-creating capacity as manifested in vocabularies and grammar. Conducted in English.

4340. Classical Mythology. A study, through the reading of a series of texts in English translations, of the nature, the uses and the development of Classical mythology as it appears in poetry and philosophy.

4350. Special Topics in Classics. Three-credit courses offered as needed, focusing on particular authors, periods, genres, or other topics of interest to teachers and students. For advanced students only.

Courses in Greek

1301-1302. Elementary 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. Intermediate Greek. Grammar review and study of more advanced syntactical structures. Selected readings from classical Greek prose and poetry.

3119. Greek Language Internship. A one-credit practicum, under the direction of a language professor, involving three hours a week on assignments such as planning and conducting sessions for elementary language classes. Excellent experience for those planning to teach foreign language. Graded Pass/No Pass. May be repeated three times. Does not fulfill requirements for the majors or concentrations.

3324. Advanced Grammar and Composition. Required for Classical Philology majors whose primary language is Greek. Offered every other year.

3325. Greek Historians. Readings in Herodotus or Thucydides or both. A study of their aims, methods and distinctive styles, and a consideration of the principles in terms of which they understand historical action. Offered every other year.

3326. Greek Tragedy. Reading of one of the tragedies of Aeschylus, Sophocles, or Euripides, focusing on drama as a means of investigating human nature and the relationship between man and the city. Offered every other year.

3327. Homer. Extensive reading from either the *Iliad* or the *Odyssey*. Study of the Homeric world, Homeric language and poetic style. Offered every other year.

3328. Plato. Reading of one or more dialogues with an emphasis upon their literary form and philosophical content. Offered every other year.

3334. Biblical Greek Readings. Begins with an introduction to Koine Greek, focusing on its distinctive grammar, vocabulary, and syntax. Longer continuous passages are read from Septuagint, a Gospel, and a letter of Paul. Some exegesis of select texts. Offered every other year.

3335. Patristic Readings. An introduction to the rich tradition of Greek patristic literature that analyzes texts of four or five major writers from the II to the V century, usually including Ignatius, Athanasius, one of the Cappadocians, Cyril of Jerusalem, and John Chrysostom. Offered as needed.

4342. Senior Project. See description under The Majors.

4V51. Independent Research.

5V50. Special Topics in Greek. Courses offered as needed, focusing on topics of interest to teachers and students. For advanced students only.

Courses in Latin

1301-1302. Elementary 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 intermediate level. Open to students with no prior training in Latin by permission of the chairman. Fall only.

2311. Intermediate 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. Intermediate Latin II: Roman Poetry. Selected readings from the works of Catullus, Virgil, 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, Virgil (*Eclogues*), and Horace (*Odes*). A study of the uses, the power, and the diversity of lyric poetry in Latin. Offered every other year.

3327. Roman Drama. Reading of two comedies, one of Plautus and one of Terence; additional readings from a tragedy of Seneca. Emphasis on the specific character of drama of Rome, as compared to Greece, and on the nature and function of comedy. Offered every other year.

3328. Roman Historians. Reading in Sallust, Livy and Tacitus. A study of their aims, methods, and distinctive styles, and a consideration of the analytical and didactic functions of Roman historiography. Offered every other year.

3329. Roman Satire. Reading of the *satires* of Horace and Juvenal and of the *Cena Trimalchionis* of Petronius. Consideration of the question of satire as a uniquely Roman invention. Offered as needed.

3330. Virgil. *Aeneid*. A reading of selections from the poem in Latin and a study of the poem as a whole in translation. Offered as needed.

3331. Roman Elegy. Readings in Tibullus, Propertius, and Ovid (*amores*). Investigation of the nature of elegy in Rome and comparison of each elegist's aims. Offered as needed.

3332. Cicero. Translation of one of Cicero's works and study, primarily in translation, of additional writings of his with emphasis on his understanding of the education of the statesman in oratory and philosophy. Offered as needed.

3334. St. Augustine. Selections from the *Confessions* reveal a fascinating human being, a most influential Christian thinker, and a great master of Latin prose. Offered every other year.

3335. Medieval Latin Readings. This course explores the rich heritage of medieval Latin literature from the fifth century of Leo the Great to the thirteenth century of Thomas Aquinas and Bonaventure: prose and poetry, texts of history and philosophy, theology and spiritual writings. Offered as needed.

4342. Senior Project. See description under The Majors.

4V51. Independent Research.

5V45. Teaching Latin (Ed. 5V45). A course in the special concerns of teaching Latin in secondary school; evaluation of various approaches to teaching Latin; practice in pronunciation and in explaining the structures of the language; ways of relating the cultural background to the language foreground. Required for Latin teaching field if the student has no experience in teaching Latin. Does not fulfill requirements for the majors or concentrations.

5V50. Special Topics in Latin. Courses offered as needed, focusing on topics of interest to teachers and students. For advanced students only.

Courses in Biblical Hebrew

Biblical Hebrew provides access to the language-world of the Hebrew Bible. In studying Hebrew, the reader gains access to biblical texts that are fundamental sources for understanding the God of Judaeo-Christian tradition and which furnish

insight into some of the classic literature of the Hebrew Bible, including the poetry of the psalms and Job. A knowledge of biblical Hebrew also provides access to the historical roots of the Judaeo-Christian tradition. In a Christian framework, the significance of the Hebrew Bible is evident from the fact that it was the scripture of Jesus himself, as seen from his numerous references to it in the New Testament.

Emphasis is placed upon reading and translating the biblical text, with some minor attention given to pronunciation. Because of its focus on developing reading skills, a mastery of the basic elements in Hebrew can be accomplished in one semester.

Following this intensive introduction, the next course concentrates on mastering the Hebrew verbal system and introduces Hebrew syntax through the translation of prose texts. The later intermediate and advanced levels emphasize mastering Hebrew syntax through a critical reading and translation of biblical texts, with attention given to the literary qualities of a biblical writing.

Biblical Hebrew does not fulfill the undergraduate language requirement nor is it an option within the Classics Major for replacing Latin, Greek or a modern language. However, it does fulfill the language requirement in the graduate Theology programs.

1301. Elementary Biblical Hebrew. An intensive introduction into Hebrew grammar including the first conjugations of regular verbs through analysis of selected sentences of the Hebrew Bible.

2311. Intermediate Biblical Hebrew I. This course completes the teaching of Hebrew grammar through translation and analysis of biblical texts.

2312. Intermediate Biblical Hebrew II. This course enables students to understand the syntax of Hebrew verbs by translating and analyzing biblical texts selected from narratives, such as Ruth and Jonah, and selected psalms.

3316. Advanced Biblical Hebrew. This course focuses on the appropriation of *the syntax of Hebrew clauses* and appreciation of the nuances of Hebrew expressions and thought especially in prophetic and sapiential texts.

Biblical Greek Concentration

Following the University guidelines for Language Concentrations and utilizing its unusual resources in languages and scripture study, a student may earn a concentration in Biblical Greek. It requires five courses as follows:

Clg. 2315. Intermediate Greek.

Clg. 3334. Biblical Greek Readings.

Clg. 3335. Patristic Greek.

Two approved advanced courses in Scripture.

FACULTY
Chairman and Professor Dupree; Director of Spanish and Professor Wilhelmsen; Associate Professor Maddux; Assistant Professor I. Eidt; Visiting Assistant Professors L. Eidt, Forte, Pérez, and Zuercher; Adjunct Instructor Poublan.

Comparative Literary Traditions

The program in Comparative Literary Traditions proposes thinking of civilizations as though they were closely-knit families whose members may be different in many ways but which possess common heritages and continue to influence one another profoundly. The European family, which came into existence at a particular time and place at the beginning of the Middle Ages, has evolved not in isolation but in relation and reaction to others, each of which has likewise proceeded along its own path. In considering these intertwining traditions, the program studies chiefly their higher cultural manifestations: not only literary works in the narrow sense, but any products of human art which can be said to bear a meaning and are in some way expressive of a culture. What we wish to investigate is how Europe has imagined itself and how its self-imagination has developed in relation to other civilizations.

Basic Requirements

Thirty advanced credits in all, consisting of Principles of Comparative Studies (MCT 3309); two courses chosen from a group organized around three historical eras, the medieval [MCT 3310-29], early modern [3351-69], and modern [MCT 3370-89]; MCT 4381 Contemporary Europe; two literary survey courses in two different literary/linguistic traditions; two focus courses in particular linguistic/literary traditions; two electives. Students must pass a comprehensive exam in the Spring of the Senior year.

Students electing to major in this program should have completed the core curriculum language requirement by the beginning of the Junior year, if not earlier. Some experience in two or more languages other than English is highly desirable, but reading competence in at least one is sufficient for beginning study.

The CLT major allows integration of various kinds of foreign-language components, notably a Language Concentration (four courses). The CLT major can also be combined with a French, German, or Spanish major.

Year I

Art, Drama, Math, Music	3	Art, Drama, Math, Music	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 2311	3	Language 2312	3
Philosophy 1301	3	Theology 1310	3
	15		15

Year II (during Sophomore Year)

English 2311 and 2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Art, Drama, Math, Music	3
Science	3-4
	27-28

Year III

CLT	6	CLT	6
CLT	3	CLT	3
Philosophy 3311	3	Economics 1311	3
Elective	3	Elective (or required course)	3
	15		15

Year IV

CLT	6	CLT	3
CLT	3	CLT	3
Electives	6	Electives	9
	15		15

Comparative Literary Traditions as part of a double major

The CLT major may be combined with any other major, but may be particularly attractive to students majoring in Drama, Classics, English, French, German or Spanish, since the ability to have up to twelve credit hours count towards both of two majors allows one to do so by taking only eighteen additional hours.

Year I

Art, Drama, Math, Music	3	Art, Drama, Math, Music	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 2311	3	Language 2312	3
Philosophy 1301	3	Theology 1310	3
	15		15

Year II (during Sophomore Year)

English 2311 and 2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Art, Drama, Math, Music	3
Math	3
Science	3-4
	30-31

Year III

Major I	6	Major I	6
Philosophy 3311	3	Economics 1311	3
CLT	3	CLT	3
CLT & Major I	3	CLT & Major I	3
	15		15

Year IV

Major I	6	Major I	6
Science	3-4	CLT & Major 1	3
CLT & Major I	3	CLT	6
CLT	6		3
	18-19		18

Courses Specific to Comparative Literary Traditions

For an explanation of the CLT course numbering system, go to http://www.udallas.edu/modlang/clt/courses.cfm, bottom of the page.

CLT General and Epoch Courses (MCT)

3309. Introduction to Comparative Traditions. Theory and practice of literary study in the comparative mode, including concepts of genre, literary history, social representation, translation, influence, adaptation, and intertextuality, with examples taken from early monuments of European literature. Required for the CLT major.

3310-29. Epoch: Medieval. A range of courses dealing with European literatures during the Middle Ages.

3311. King Arthur in Europe I: The Search for the Holy Grail. An introduction to Arthurian literature principally of the twelfth and thirteenth centuries, emphasizing the French and German Grail romances: Chrétien de Troyes' *Perceval le Gallois*, Wolfram von Eschenbach's *Parzival*, the Vulgate Cycle's *Quête du Saint-Graal*.

3312. King Arthur in Europe II: Lancelot. Similar to the above, but emphasizing the figure of Lancelot, King Arthur's friend, chief knight, and chief betrayer. Studies texts written in French, German, and other languages. Includes study of the Tristan legend. Particular emphasis on the French prose romances used by Thomas Malory in his fifteenth-century *Morte D'Arthur*.

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: Early Modern. A range of courses dealing with European literatures during the Renaissance, the sixteenth, seventeenth, and eighteenth centuries.

3370-89 Epoch: Modern. A range of courses dealing with European literatures in the nineteenth and twentieth centuries.

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.

4321. J.R.R. Tolkien: Heroic Fantasy and the Literary Tradition. A study of Professor Tolkien's literary *projet* in the light of his ancient and medieval models, especially: *Beowulf*, the *Volsungsaga*, the two *Eddas*. Must already have read *The Hobbit* and *The Lord of the Rings*.

4324. The Menippean Tradition. Masters of a variety of narrative stretching back to ancient times and including such writers as Seneca, Petronius, Lucian, Rabelais, Cervantes, Swift, Carroll, as well as many others who created works that both parody established literary forms and draw attention to the conventions of structure and representation embodied in "official" literary genres. Also listed under English Language and Literature **4374. Menippean Satire**.

4381. Contemporary Europe. A portrait of the Europe of today, seen primarily through literature and the arts. A required course for the CLT major.

CLT French Focus Courses (MCTF)

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.

5311-5312. French for Reading Knowledge I and II. Designed especially for students needing quickly to reach reading competency in French. Fall and Spring every other year alternating with the corresponding course in German.

5315. Introduction to Old French. An introduction to the Old French language (9th through 13th centuries) and some of the great authors, titles, and genres of medieval French literature (ca. 1100 to 1500). Provides the tools necessary for reading in the original language texts such as the Chanson de Roland, the Roman de la Rose, and the Quête du Saint-Graal, and authors such as Chrétien de Troyes, Marie de France, Thomas d'Angleterre, Rutebeuf, Joinville, Froissart, Christine de Pisan, and François Villon. Permission of the instructor required. Offered as needed.

5316. Topics in Old French. Further readings in Old French. Offered as needed.

5V50. Special Topics. Courses offered as needed.

French 4000-level courses may also be cross-listed as MCTF courses.

CLT German Focus Courses (MCTG)

3305. Introduction to German Literature. This course, taught in English and requiring no prior knowledge of the German language, is meant as a quick introduction to the high points and overall sweep of German literature: what every cultivated person needs to know. Taught every other year alternating with the corresponding course in French.

5311-5312. German for Reading Knowledge I and II. Designed especially for graduate students seeking advanced reading competency in their discipline. Offered Fall and Spring every other year alternating with the corresponding course in French.

5V50. Special Topics. Courses offered as needed.

German 4000-level courses may also be cross-listed as MCTG courses.

CLT Occitan Focus Courses (MCTO)

5317. Introduction to Old Occitan. An introduction to medieval Occitan, a.k.a. Old Provençal, the language of the troubadours, the lyric poets in the South of France who, in the twelfth century, inaugurated the tradition of fin' amors ("courtly love"). Provides the basic linguistic tools necessary for reading these and other Occitan texts in the original. Permission of the instructor required. Offered as needed.

For other literature courses in French, German, Italian, and Spanish, see the course listings under Modern Languages.

DIRECTOR
Assistant Professor David Andrews; Cooperating Faculty from Mathematics and Physics.

COMPUTER SCIENCE CONCENTRATION

The Computer Science Concentration is a bridge to the future for any major at the University. The concentration helps prepare arts, humanities and science majors for a wide range of opportunities. The core courses required for the concentration are considered the beginning "breadth" courses for more advanced study in computer science. Therefore, one may pursue graduate studies in computer science by building on the concentration.

Anyone is eligible. Any major may complete the Computer Science Concentration. The prerequisites are minimal. Previous concentrators have included students majoring in art, economics, English, history, philosophy, physics, and mathematics.

The concentration consists of the following *five* courses.

MCS 2410. Introduction to Computer Science

MAT 2304. Discrete Mathematics

MCS 3316. Data Structures

MCS 3317. Computer Organization

Computer Science Elective, or Computational Physics (PHY 3363), or other elective approved by the Director

Courses in Computer Science

1101. Unix and Systems Administration. Fundamentals of the Unix operating system and topics relevant to managing a Unix network. Prerequisite/Co-requisite: MCS 2410.

2102. Other Programming Languages. May be repeated. Covers programming languages besides C++ such as HTML, Java, and Perl that are commonly used for specialized application. Prerequisite: MCS 2410.

2103. Computing Practicum. May be repeated. Topics chosen according to interests of students and instructors, e.g. debugging tools, GUI design. Prerequisite/ Co-requisite: MCS 2410.

2410. Introduction to Computer Science. Programming methodology. Introduction to the fundamental ideas and concepts of computer science with emphasis on the development of good programming style. The basic ideas of object-oriented programming are covered. Prerequisite: Satisfactory placement in Mathematics. Spring.

3311. Theory of Computation. Abstract models of computing machines and the data they process are developed. These are used to study the theoretical limitations of what they can achieve. The ultimate goal is to develop a sufficiently general model

of computation where one may discover universal laws that govern all programming languages together with the computing machines which may be built to interpret them. The topics covered are the theory of automata, formal languages, computability by Turing machines, and Church's thesis. Proofs are required. Prerequisite: MAT 2304 or consent of instructor.

3312. Analysis of Algorithms. A mathematical study of the complexity of fundamental algorithms in computer science. Prerequisite: MCS 3316.

3316. Data Structures. A conceptual introduction to the fundamental principles in the design and implementation of complex software systems with an emphasis on abstraction and object-oriented programming. Topics include API specification, polymorphism, aggregate data types, and GUI design. A sizable programming project is required. Prerequisite: MCS 2410. Spring, even years.

3317. Computer Organization. Hardware design methods in particular formal models of simple register machines are developed and then used to study program interpretation and compilation techniques. Some topics in storage allocation such as garbage collection and maintaining the illusion of infinite memory are also discussed. A sizable programming project is required. Prerequisite: MCS 3316. Fall, odd years.

3352. Programming Languages. Study of the fundamental principles in the design and implementation of programming languages. Study includes the mathematical theory behind these principles and students must be comfortable with proofs. Topics include the substitution model, hierarchical structures, the environment model, metalinguistic abstraction, and memory representation. Students write their own language interpreter. Prerequisite: MCS 3316.

3451. Operating Systems and Concurrent Programming. A survey of the issues involved in the design and implementation of modern timesharing, multitasking systems. Topics covered include scheduling algorithms, synchronization problems, memory management, and file management. Students partially write their own operating system. Prerequisites: MCS 3316.

3V57. Internship. Graded Pass/No Pass.

4410. Compiler Design. Exploring the issues related to the design and implementation of programming language translators including formal grammars and parsing, semantic definitions and semantic processing, run-time storage management and symbol tables, error recovery, code generation, and as time permits optimization of compiled code. Students write a significant amount of a compiler on their own, a large and complex coding project.

4350. Special Topics in Computer Science.

4V43. Research in Computer Science.

4V61. Independent Studies. An opportunity for the student to examine in depth any topic within the field under the guidance of the instructor. For advanced students.

FACULTY
Chairman and Professor Patrick Kelly; Emeritus Professor Judith Kelly; Assistant Professor and Director of University Theater Lemieux; Assistant Professor Cox; Visiting Assistant Professor Forsythe; Technical Director Decker.

DRAMA

Study of Drama

A person committed to the study of theater within the framework of a liberal education must be prepared to work toward two goals: first, a thorough competence in the basic skills of dramatic expression and interpretation; and, concurrently, a view that comprehends dramatic art as it relates to, expresses, and extends the surrounding culture.

The development of this twofold capability is the aim governing the structure of the Drama Department's major program: the students' balance of course work and continuing practical development in University Theater productions is closely coordinated with their overall experience of the University and the demands of the core curriculum.

Besides providing the foundation for graduate study and training in the theatrical professions, the Drama major may prepare students for graduate work in other academic disciplines as well in the fields of teaching, law, communications, and, with proper choice of electives, medicine.

University Theater

Under the direction of the Department, University Theater is an extracurricular organization that presents a series of major productions annually.

Each production's acting company and technical crew is composed of students from every university program.

The goal of the University Theater is to provide the University community with a repertoire of productions representing the most stimulating artists, forms and visions from the world of drama.

Basic Requirements

35 hours in all. In addition to the University's core requirements, which may include Theater History, Drama 3310, Drama majors must take three credits of 1101 or 4142 (Theater Arts Workshop or Studio Rehearsal & Production) and 29 hours of advanced credit: Drama 3301, 3310, 3312 or 3313, 3332, 3335, 3336, 4141, 4341, 4342 or 4V61, 4345, and a three credit upper division elective in Drama department offerings or in related courses from other departments, such as Shakespeare, Greek Tragedy, Roman Drama, French Drama in the Twentieth Century, German Drama, Contemporary Drama in Spain, Elizabethan and Jacobean Drama, etc.

Comprehensive Examination

The Comprehensive Examination is given early in the Spring semester of senior year. Drama majors must pass this examination covering Theater History, Theater Literature, Production, Contemporary Theater, and Stagecraft to fulfill requirements for graduation. The Examination may be taken a second time or a separate section may be repeated if necessary.

Major in Drama

Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	3	Theology 1310	3
Drama 1101 or 4142	1	Drama 1101 or 4142	1
Drama 3310-Theater History	3		13
	16		

Year II (during Sophomore Year)

English 2311 and 2312	6
History 2301-2302	6
Philosophy 2323	3
Economics 1311	3
Drama 1101 or 4142	1
Drama 3301-Acting	3
Theology 2311	3
Electives (or Language)	3-6
	28-31

Year III

Drama 3335-Theater Lit I	3	Drama 3312 or 3313	3
Life Science	3	Drama 3336-Theater Lit. II	3
Philosophy 3311	3	Drama 3332-Basic Staging	3
Math	3	Physical Science	4
Politics 1311	3	Elective	3
	15		16

Year IV

Drama Elective	3	Drama 4342-Production	3
Drama 4341-Directing	3	Drama 4142-Studio Rehearsal	1
Drama 4141-Directing Lab	1	Electives	12
Drama 4345-Seminar	3		16
Electives	6		
	16		

Courses in Drama

1101. Theater Arts Workshop. A course specially designed for students seeking credit for participating in University Theater productions. Graded Pass/No Pass basis. May be repeated. Fall and Spring.

2103. Lyric Theater. A workshop for selected students to present scenes and excerpts from musicals and opera. Taught in conjunction with music program. Graded Pass/No Pass basis.

3301. Acting. An intensive exploration of the imaginative conditioning, sensory awareness, and craft disciplines which provide the basis of acting technique. Fall.

3304. Modern Drama. Readings in the modern European and American repertoire. Fall and Spring.

3305. Playwriting. The organization of narrative line, character, and dialogue in an original dramatic text. Credit is given only to those who complete satisfactory manuscripts within the time limits of the course. Offered as needed.

3310. Theater History. A survey of Western theater focused primarily upon the periods of Antiquity, the Middle Ages, European and English Renaissance, and modernity through the rise of Realism. Theater practice (acting, writing, design, directing, and patronage) is seen in relation to its motives, purposes, and significance in the broader cultural context of each era. Fall and spring.

3312. Stage Craft. A study of the fundamentals of scenery construction, costuming, and stage lighting. Supervised laboratory hours of practical production work on University Theater productions are required.

3313. Stage Design. Introduction to scenic, costume, and lighting design.

3330. Experimental Theater. Practical application of accumulated classroom skills in independent research or creative project. Prerequisite: permission of the instructor.

3331. Topics in Advanced Acting. A semester concentrated upon one performance technique (for example, Shakespearean verse; improvisation; modern realism, *etc*.) Prerequisites: Drama 3301, appropriate stage experience and permission of instructor. May be taken twice for credit towards graduation if content is different.

3332. Basic Staging. Technique of realizing the dramatic action of a script through analysis of the play, development of floorplan, blocking, phrasing of activity and work with actors. Spring.

3335. Theater Literature I. A study of major works of dramatic literature from Aeschylus to Congreve. Fall.

3336. Theater Literature II. Continuation of Drama 3335. Plays considered range from 19th through mid-20th century. Spring.

3V57. Special Topic. Course not listed but offered as a regular course according to student interest and faculty availability.

4312. Advanced Stage Craft. Advanced studies in costuming, scenery construction and/or stage lighting. Prerequisites: Drama 3312 and permission of instructor.

4313. Advanced Stage Design. Scenic, costume, makeup and/or lighting design problems and techniques, tailored to the advanced student. Prerequisites: Drama 3313 and permission of instructor.

4332. Educational Theater. A course in the special problems of the teacher or director of dramatics in an educational situation. Fall and Spring.

4336. Theater of An Era. The significant drama and worldwide theatrical practice during a particular historical period, e.g., Ancient Theater, Renaissance Theater, 18th Century Theater, Victorian Theater, Early 20th Century Theater, Avant-Garde Theater, Contemporary Theater. Offered as needed.

4337. National Theater. The development of dramatic literature and theatrical practice in one nation throughout its history, e.g., American Theater, British Theater, French Theater, German Theater, Greek Theater, Irish Theater, Italian Theater, Russian Theater, Scandinavian Theater.

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.

4341. Directing. Analysis and application of the theories and methods of play direction. Prerequisites: Drama 3301, 3332, 3335, 3336, and extensive experience in University Theater rehearsal and performance. Fall.

4342. Production. Creative culmination of the drama major's course of study in the directing and studio production of a play. Prerequisites: Drama 3301, 3332, 3335, 3336, senior standing, extensive experience in University Theater, especially in Stage Management, and faculty approval. Fall and Spring.

4343. Advanced Production. Directed individual advanced projects in acting, design, or production management. Prerequisite: Senior standing and faculty approval.

4345. Departmental Seminar—Contemporary Theater. Readings and seminar discussions in contemporary theater geared toward the special needs of senior drama majors serving as final preparation for the comprehensive examination. Fall.

4V61. Independent Research.

5332. Improvisation for Teachers. Development of the imaginative techniques of creative dramatics, theater games, creative experience for groups, and improvisational learning.

FACULTY
Chairman and Assistant Professor Weston; Professor Bostaph; Associate Professor Doyle; Visiting Professor Kjar; Adjunct Instructor Jadhav.

ECONOMICS

Economics is the study of those aspects of individual and social life that affect and are affected by scarcity. Economists are concerned with the principles and practices of individual and collective planning and decision making in the face of scarce material and temporal resources. The main object of economic studies is to reach an understanding of that part of social systems organized around the process of exchange, and known as the market economy.

Finance is the field that applies economic principles to the improvement of the processes that transfer money among businesses, individuals, and governments.

Major in Economics

The curriculum is designed to enable students to acquire a thorough grounding in economic theory; to understand the methods and insights of the economic way of thinking; to study classic works in economics; to learn the economic history of western civilization; and, to gain a specialized understanding of those aspects of contemporary economics that are of most interest to them.

Basic Requirements for Major

Economics 1311, 3312, 3320, 3327, 3328, 3340, 4325, 4359 and three additional upper-level courses. The Economics major is encouraged to follow the option of taking two mathematics courses and one arts course. Students intending to pursue graduate study in Economics will find either a double major in Economics and Mathematics or a major in Mathematics and core Economics courses desirable. Consult department faculty for advice concerning graduate studies.

Suggested Sequence for the Bachelor of Arts in Economics

Year I

Economics 1311	3	English 1302	3
English 1301	3	History 1312	3
History 1311	3	Language 1302 (or 2312)	3
Language 1301 (or 2311)	3	Philosophy 1301	3
Mathematics	3	Mathematics	3
	15		15

Year II (during Sophomore Year)

Economics 3312	3
English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 1310, 2311	6
Language 2311, 2312 or electives	6-8
	30-32

Year III

Economics 3320	3	Economics 3328	3
Economics 3327	3	Economics 3340	3
Philosophy 3311	3	Politics 1311	3
Science	3	Science	3
Art, Drama or Music	3	Elective	3
	15		15

Year IV

Economics electives	6	Economics 4325	3
Philosophy elective	3	Economics elective	3
Electives	6	Economics 4359	3
	15	Electives	6
			15

Major in Economics and Finance

The major consists of courses in the theory of finance, as well as in economics, and it is designed for liberal arts and sciences students with an interest in the field of finance. It provides a foundation in economics and the allied field of financial theory, coupled with courses in those specializations that either bridge both fields of study or are tools used in financial analysis.

Basic Requirements for Major

Economics 1311, 3312, 3320, 3322, 3327, 3328, 3330, 3340, 4325, 4337, 4338, and BUS 1310. Internship highly recommended. The Economics and Finance major is encouraged to follow the option of taking two mathematics courses and one arts course. Students intending graduate studies in Finance should include calculus in their program.

Suggested Sequence for the Bachelor of Arts in Economics and Finance

Year I

Economics 1311	3	English 1302	3
English 1301	3	History 1312	3
History 1311	3	Language 1302 (or 2312)	3
Language 1301 (or 2311)	3	Philosophy 1301	3
Mathematics	3	Mathematics	3
	15		15

Year II (during Sophomore Year)

Economics 3312	3
English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 1310, 2311	6
Language 2311, 2312 or electives	6-8
	30-32

Year III

Economics 3320	3	Economics 3328	3
Economics 3322	3	Economics 3340	3
Economics 3327	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
Business 1310	3	Economics 4337	3
Philosophy elective	3	Economics 4338	3
Electives	6	Economics 4V57	3
	15	Elective	3
			15

Comprehensive Examination (Required for both majors)

The required comprehensive examination is given in the last semester of the senior year. It consists of two mandatory written sections. Students failing either or both of the parts of the examination are offered an opportunity to retake the failed section(s) during the final week of classes.

Courses in Economics and Finance

1311. Fundamentals of Economics. Introduction to the fundamental concepts developed by modern economists for understanding the nature of the exchange economy and explaining the uniqueness of its prosperity in contrast to other economic systems. Special emphasis is placed on the U.S. economy as a source of examples and a medium for explanation. Readings from original sources stimulate awareness of distinctive alternative views of central economic questions as well as of the ethical dimension of economic activity. Fall and Spring.

3312. Intermediate Microeconomic Theory. The behavior of individuals and firms. Market coordination and adjustment. Topics include: consumer demand, theories of production and cost, pricing and output under competitive and non-competitive conditions, factor usage and pricing, and rudiments of general equilibrium analysis. Prerequisite: Economics 1311. Spring.

3320. Intermediate Macroeconomic Theory. Aggregate demand and supply analysis. Measurement and determination of national income, the price level, and the rate of national economic growth. A critical examination of monetary and fiscal policies aimed at price and income stability. Prerequisite: Economics 3312. Fall and Spring.

3322. Fundamentals of Finance. Basic concepts of finance. Coverage of financial markets, financial management, and investments. Emphasis on the financial environment, financial institutions, interest rates, time value of money, risk and return, company and security valuation, capital budgeting, corporate financial planning, and security markets. Prerequisite: Economics 1311. Fall.

3327. Statistical Theory and Methods. A study of statistics as both an experimental tool and measuring device, the course includes a comprehensive treatment of both parametric and non-parametric methods. Major topics considered include research

design, sampling, statistical inference, and correlation analysis. No prerequisites. Fall.

3328. Business and Economic Forecasting. The use of statistical techniques to analyze, explain, and forecast business and economic relationships. Focus will be on the application of time series and multiple regression methods to real world business and economic data. Solutions to data problems that invalidate the basic assumptions underlying time series and regression methods will be discussed in detail. Prerequisite: Economics 3327. Spring

3330. International Economics and Finance. The theory of international trade and finance. Balance of payments, exchange rates, and adjustment mechanisms. Tariffs and other controls. Foreign commercial policies of the United States. The functioning of the international monetary system. Prerequisite: Economics 3320.

3340. Money, Banking and Financial Markets. Nature of money, debt, and credit; Federal Reserve System; financial markets, instruments and institutions in the U.S.; relation between money and economic activity. Prerequisite: Economics 3320.

4325. History of Economic Thought. A study of classic works in the development of contemporary economic theory. Students will read and discuss Adam Smith's *Wealth of Nation*s, Carl Menger's *Principles of Economics* and one key twentieth century masterwork.

4332. Comparative Economic Systems. A survey of the theoretical foundations and present status of major forms of economic organization in a variety of modern-day economies. Actual economies surveyed include France, Japan, China, Eastern Europe and the C.I.S. Prerequisite: Economics 1311.

4334. Industrial Organization. Structure and performance of markets. Evaluation of government regulation of monopoly and antitrust policy. A critical examination of the theories of concentration, advertising, dominant firms, and other purported anti-competitive influences. Prerequisite: Economics 3312.

4335. Economic Development. General theory of economic development; obstacles to, and future possibilities for, economic growth of less-developed nations. Prerequisite: Economics 1311.

4336. Labor Economics. Labor productivity, unemployment, and wage determination. Role of organized labor. Problems of labor immobility and stratification of opportunity. Government labor policies. Prerequisite: Economics 3312.

4337. Managerial Finance. Intermediate techniques of financial management. Emphasis on cash budgeting, capital budgeting, determination of capital structure, short and intermediate financing, long-term financing, external growth and contraction. Prerequisite: Economics 3322. Spring.

4338. Public Finance. Determination of optimal levels of government activities and expenditures. Evaluation of income and payroll taxation, general and selective sales taxation, and wealth and transfers-of-wealth taxation. Fiscal policy. Economic impact of public debt. Prerequisite: Economics 3320.

4339. Political Economy. Interrelations of political policies and economic processes. Economics of governmental policies and programs directed toward regulation and control of business. Institutional aspects of regulatory programs and bureaucratic control in regulated industries, to include health, safety, product quality, pollution standards, zoning and public utilities.

4340. Law and Economics. The impact of tort, contract, criminal and property law on incentives and economic behavior. Legal reasoning and its relationship to economic analysis. Economic factors in the evolution of common law precedents. Constitutional and legislative questions in the economic analysis of law. Prerequisite: Economics 1311.

4341. Economics and Social Ethics. An examination of the relevance of economic insights to ethical reasoning. The limits of economics in the determination of correct public policy; the division of labor between economics and ethics in the area of public policy. Critical assessment of recent major works in social ethics. Prerequisite: Economics 1311.

4343. Western Economic History I. Local economies in Greece, Babylon, and Rome, circa 800 B.C.- 400 A.D. International trade and empire-building during the classical period. Economic aspects of the decline of the Ancient World. Medieval European economies. Economics during the Carolingian period. Feudalism and Manorialism. Medieval agriculture and land tenure; manufacturing, trade, and commerce. Medieval economic ethics, the legal system, and the Church. Finance and banking; medieval entrepreneurs. Early capitalism in agriculture, manufacturing, and long-distance trade. The major tenets of mercantilism. Mercantilism in England, France, and Germany, 1500-1750. Prerequisite: Economics 1311.

4344. Western Economic History II. The Industrial Revolution in England. Industrialization and the spread of the factory system in Germany, France, and the U.S. Long-distance trade and the gold standard. Eighteenth-century banking and finance. Comparative labor movements. Economic ideology and economic history: the socialist challenge to economic liberalism. Economic consequences of World War I and the Russian Revolution. Inter-war Europe, the Great Depression, and the emergence of National Socialism. Normalcy, the "Roaring Twenties" and the Great Depression in the U.S. World War II. Soviet Economic Development. Economics in a bi-polar world. Modern mixed capitalism in Western Europe and the U.S. Prerequisite: Economics 1311.

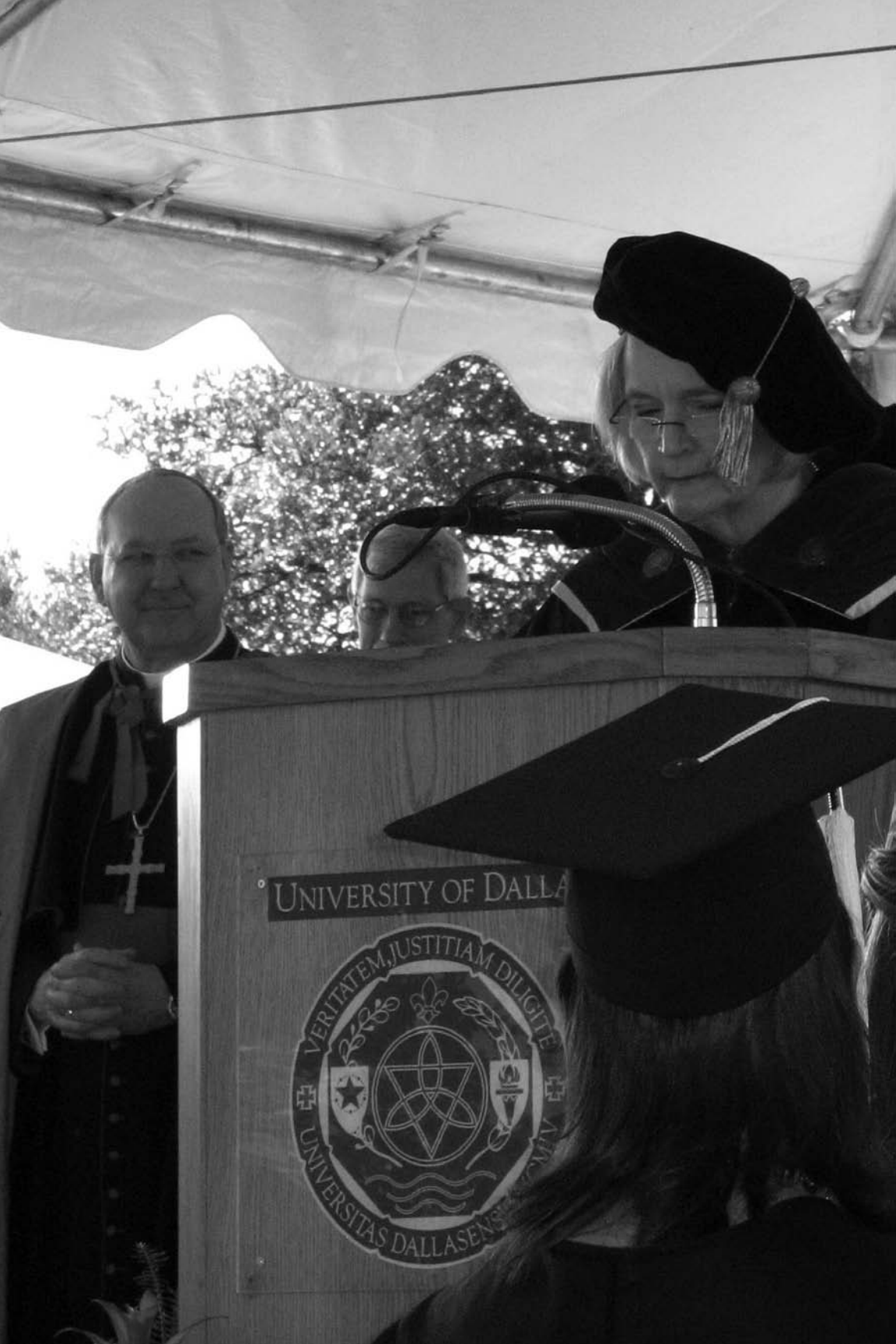
4356. Special Topics. Offered according to the interests of faculty and students.

4V57. Internship in Finance. For students desiring placement during their senior year, 1-3 credits is awarded for internships obtained in local financial institutions, depending on the hours and sophistication of the position.

4359. Senior Seminar. Culminating course required of economics majors. Spring only. Organized around a debate format. Concerns current public policy questions such as transfers and subsidies, financial sector reorganization, industrial policy, environmental regulation, international debt and trade barriers.

4V61. Independent Research. An opportunity to conduct a special program of inquiry under the guidance of a faculty member. Approval by the department chairman required.

BUS 1310. Principles of Accounting I. The basics of financial accounting required to communicate the results of operations to external users and includes a study of the various methods used by internal managers to develop accounting information for cost control and business planning.


UNIVERSITY OF DALLA
VERITATEM, JUSTITIAM DILIGITE

FACULTY
Chairman and Visiting Professor Irons; Assistant Professor Caraway; Visiting Assistant Professor Patton; Visiting Instructors Khirallah and Miliara; Certification Officer Haaser.

EDUCATION

As an independent liberal arts university, the University of Dallas has a unique contribution to make to the dialogue in teacher education. Teacher education at the University focuses not only on a sound academic preparation, but also on a strong professional preparation with specific emphasis given to moral and ethical issues embedded in what it means *to teach*. It is important to recognize that learning *to teach* is a collaborative process with undergraduate students, faculty, the Education Department, and practitioners in the field.

The primary objective of the teacher education programs is to lead, encourage, and allow prospective teachers to become responsible, articulate teachers with strong academic preparation; with professional attitudes that reflect knowledge of the learning process; and with a deeply felt sense of their role as models for their future students to emulate.

The program is planned within the mission of the University to meet standards for teacher education and certification as established by the Texas Education Agency. The curriculum incorporates a strong historical and philosophic approach. In addition, prospective teachers acquire knowledge and skills necessary to create enriching, rewarding classroom environments while differentiating instruction for their students living in a world of accelerating change.

I. Degree Requirements for a B.A. in Interdisciplinary Studies

Within the Interdisciplinary Studies major, seven areas of emphasis are offered. The areas correspond with certification frameworks in the State of Texas. Areas of emphasis include Early Childhood Generalist (EC-4) and middle school areas of English Language Arts and Reading 4-8, Social Studies 4-8, Mathematics 4-8, Science 4-8, English Language Arts and Reading/Social Studies 4-8, and Mathematics/Science 4-8. In some areas, Student Teaching is completed after graduation.

The Basic Requirements for All Areas (22 hours):

Edu 3322, 3323, 3102, 3305, 3325, 3101, 3327, 3147, 3148, 5351.

Additional Required Courses according to emphasis:

EC-4 (16 hours): 3326, 3103, 4343, 3330, plus one reading elective selected from either 3324 or 5354; and one education elective (3 hours) selected from 3324, 3329, 5352, 5354, or course approved by the Department Chair.

English Language Arts and Reading 4-8 (22 hours): one reading elective selected from 3324, 5323 or 5354, 3328, 4343 or 4346, 3111, 5352, and 9 hours upper division English selected and approved by advisor.

Social Studies 4-8 (22 hours): 3328, 3330, 4343 or 4346, 3111, 5352, and 9 hours upper division History/Politics/Economics selected and approved by advisor.

Mathematics 4-8 (25 hours): 3328, 3329, 4343 or 4346, 3111, 5352, 6 hour math elective beyond core, plus 9 hours upper division math selected and approved by

advisor. A minimum of 18 hours Math required.

Science 4-8 (26 hours + lab hours): 3326, 3103, 3328, 4343 or 4346, 3111, 5352, 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.

English Language Arts and Reading/Social Studies 4-8 (28 hours): one reading elective from 3324, 5323, or 5354; 3328, 3330, 4343 or 4346, 3111, 5352, and 6 hours upper division English and 6 hours upper division History/Politics/Economics selected and approved by advisor.

Mathematics/Science 4-8 (32 hours + lab hours): 3326, 3103, 3328, 3329, 4343 or 4346, 3111, 5352, at least 12 hours each in Math and Science (1 course Math beyond core plus 6 additional upper division hours in Math and 6 additional upper division hours in Science beyond core). Ecology is a recommended Science course.

Suggested Sequence for the Bachelor of Arts Degree

Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Philosophy 1301	3	Theology 1310	3
Foreign Language 1301	3	Foreign Language 1302	3
Math or Science Core	3	Math or Science Core	3
	15		15

Year II

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Politics 1311	3
Art 2311	3
Foreign Language 2311	3
Theology 2311	3
Edu 3305 Computer Prob. Solving	3
Eco 1311	3
	33

EC-4 Generalist

Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Foreign Language 2312	3	Edu 3102 Reading Practicum	1
Edu 3325 Elem. Math Concepts	3	Edu 4343 Principles	3
Edu 3101 Math Practicum	1	Phi 3311	3
Edu 3327 Child Growth & Dev.	3	Edu 3326 Elem. Science	3
Elective	3	Edu 3103 Science Practicum	1
Edu 3147 Reflective Teaching	1	Edu 3330 Integrated Curriculum	3
	17	Edu 3148 Reflective Teaching	1
			18

Year IV

Edu 4847 Student Teaching	8	Edu Elective	3
Edu 4147 Teaching Seminar	1	Edu 5351 Hist. of Am. Education	3
Phi/Edu 3335	3	Science Core w/Lab	4
	12	Elective	3
		Elective	3
			16

English Language Arts and Reading 4-8

Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
English Elective	3	Edu 3102 Reading Practicum	1
Edu 3327 Child Growth & Dev.	3	Edu 3148 Reflective Teaching	1
Foreign Language 2312	3	Edu 3328 Psych of Adolescence	3
Edu 3325 Elem. Math Concepts	3	Phi 3311	3
Edu 3101 Math Practicum	1	English Elective	3
Edu 3147 Reflective Teaching	1	Edu 4343 or 4346 Principles	3
	17	Edu 3111 Practicum	1
			18

Year IV

Edu 4847 Student Teaching	8	English Elective	3
Edu 4147 Teaching Seminar	1	Edu 5351 Hist. of Am. Education	3
Edu 3324, 5323 or 5354	3	Edu 5352 Educational Eval/Assess.	3
	12	Phi/Edu 3335 Phil of Education	3
		Science Core w/lab	4
			16

Social Studies 4-8

Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Edu 3327 Child Growth & Dev.	3	Edu 3102 Reading Practicum	1
Foreign Language 2312	3	History/Politics Elective	3
History/Politics Elective	3	Phi 3311	3
Edu 3325 Elem. Math Concepts	3	Edu 3330 Integrated Curriculum	3
Edu 3101 Math Practicum	1	Edu 4343 or 4346 Principles	3
Edu 3147 Reflective Teaching	1	Edu 3111 Practicum	1
	17	Edu 3148 Reflective Teaching	1
			18

Year IV

Edu 4847 Student Teaching	8	History/Politics Elective	3
Edu 4147 Teaching Seminar	1	Phi/Edu 3335 Phil of Education	3
Edu 3328 Psych of Adol.	3	Edu 5352 Educational Eval/Assess.	3
	12	Science Core w/lab	4
		Edu 5351 Hist. of Am. Education	3

16

Mathematics 4-8

Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Mathematics Elective	3	Edu 3102 Reading Practicum	1
Edu 3325 Elem. Math Concepts	3	Edu 3329 Math Problem Solving	3
Edu 3101 Math Practicum	1	Edu 3148 Reflective Teaching	1
Edu 3327 Child Growth & Dev.	3	Phy 1302, 1102 B/I Astronomy	4
Foreign Language 2312	3	Math Elective	3
Edu 3147 Reflective Teaching	1		15
	17		

Year IV

Math upper division elective	3	Phi/Edu 3335 Phil of Education	3
Edu 5352 Education Eval.	3	Math upper division elective	3
Math upper division elective	3	Edu 4343/4346 Principles	3
Phi 3311	3	Edu 3111 Practicum	1
Edu 3328 Psych. of Adol.	3	Edu 5351 Hist. of Am. Education	3
	15	Elective	3
			16

Science 4-8

Year III

Edu 3322 Children's Lit.	3	Math or Science	3
Edu 3327 Child Growth & Dev.	3	Elective	3
Edu 3325 Elem. Math Concepts	3	Edu 3326 Elem. Science	3
Edu 3101 Math Practicum	1	Bio/Chem/Phy upper div. elec.	3
Bio/Chem/Phy upper div. elec.	3	Edu 3103 Science Practicum	1
Foreign Language 2312	3	Edu 3148 Reflective Teaching	1
Edu 3147 Reflective Teaching	1	Edu 3323 Developmental Reading	3
	17	Edu 3102 Reading Practicum	1
			18

Year IV

Math or Science	3	Phi/Edu 3335 Phil of Education	3
Edu 5352 Education Eval.	3	Ecology Elective	3
Edu 5351 Hist. of Am. Education	3	Edu 4343/4346 Principles	3
Edu 3328 Psych. of Adol.	3	Edu 3111 Practicum	1
Edu 3311 Phil of Being	3	Phy 1302, 1102 B/I Astronomy	4
	15		14

English Language Arts/Social Studies 4-8

Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Phi 3311	3	Edu 3102 Reading Practicum	1
Edu 3327 Child Growth & Devel.	3	His upper division elective	3
Foreign Language 2312	3	Edu 3330 Integrated Curriculum	3
Edu 3147 Reflective Teaching	1	Edu 3148 Reflective Teaching	1
Edu 3325 Elem. Math Concepts	3	Eng. upper division elective	3
Edu 3101 Math Practicum	1	Elective	3
	17		17

Year IV

Edu 5351 Hist. of Am. Education	3	Eng/His upper division elective	3
Eng/His upper division elective	3	Science Core w/lab	4
Edu 5352 Educational Eval.	3	Phi/Edu 3335 Phil. of Education	3
Edu 3324 Diag. & Corr. Reading or Edu 5354 Linguistics	3	Edu 3111 Practicum	1
		Edu 4343/4346 Principles	3
Edu. 3328 Psych of Adolescence	3		14
	15		

Mathematics/Science 4-8

Year III

Edu 3322 Children's Lit.	3	Edu 3323 Developmental Reading	3
Edu 3327 Child Growth & Dev.	3	Edu 3102 Reading Practicum	1
Edu 3325 Elem. Math Concepts	3	Edu 3329 Math Problem Solving	3
Edu 3101 Math Practicum	1	Math upper division elective	3
Math	3	Edu 3148 Reflective Teaching	1
Foreign Language 2312	3	Phy 1302, 1102 B/I Astronomy	4
Edu 3147 Reflective Teaching	1	Math Elective	3
	17		18

Year IV

Math upper division elective	3	Phi/Edu 3335 Phil of Education	3
Edu 5352 Education Eval.	3	Ecology Elective	3
Edu 5351 Hist. of Am. Education	3	Edu 4343/4346 Principles	3
Edu 3328 Psych. of Adol.	3	Edu 3111 Practicum	1
Phi 3311	3	Edu 3326 Elementary Science	3
Science upper division elective	3	Edu 3103 Science Practicum	1
	18	Math/Science Elective	3
			17

Eng 2312 and either His 1311 or 1312 are not required for core with this major.

II. Admission to Teacher Certification

Formal admission to the Teacher Certification Program is required for all students seeking Texas Teacher Certification. Admission requirements include:

a) An overall grade point average of 2.75 (on a 4.0 scale) and 2.75 in pedagogical and teaching field courses.

b) Demonstrated proficiency in *each* of the basic skills of reading, writing, math, critical thinking, and oral communication in English. A student can demonstrate

proficiency of basic skills by submitting current (within the last five years) passing scores on approved standardized tests. Grades B or higher on approved UD courses may also satisfy the requirement. Approved standardized tests and minimum passing scores are:

THEA (TASP)—English 230, Math 230, Writing 220; SAT or GRE—1070 with at least 500 in English and in math; ACT—Composite score of 23 with at least 19 in English and in math.

c) Completion of required general education courses as follows:

6 hours in English; 3 hours in math, college algebra or above; 3-4 hours of laboratory science; 6 hours in American history (Secondary, 3 in American and 3 in other); 3 hours in American government. Students who have not completed all general education requirements may apply for conditional acceptance.

d) A completed application form and essay.

e) A certification plan developed by the Department Certification Officer.

f) Recommendation by the Department of Education faculty.

III. Certification Programs

A. EC-4 Generalist Certification

1) Bachelor's Degree with an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in pedagogical courses.

2) General education courses—6 hours in English required—12 recommended; 3 hours in math, college algebra or above; 3-4 in laboratory science; 6 hours in history, 3 of which must be American; 3 hours in American Government.

3) Complete: Edu 3101, 3102, 3103, 3305, 3322, 3323, 3324 or 5354, 3325, 3326, 3327, 3330, 3335, at least one semester of Reflective Teaching (Edu 3147, 3148), 4343, 4847, 4147 and 5351.

4) Pass the written and oral comprehensive examinations in Education.

5) Pass appropriate TExES.

6) Complete placement file and teaching portfolio.

B. Middle School 4-8 Certification

Teaching Fields offered: English Language Arts and Reading, Social Studies, Mathematics, Science, Composite English Language Arts and Reading/Social Studies, and Composite Mathematics/Science.

1) GPA 2.75.

2) General education courses—6 hours in English required—12 recommended; 3 hours in math, college algebra or above; 3-4 in laboratory science; 6 hours in history, 3 of which must be American; 3 hours in American Government.

3) Complete: Edu 3101, 3102, 3111, 3305, 3322, 3323, 3325, 3327, 3328, 3335, 4343, or 4346, 4847, 4147, 5351, 5352, and at least one semester of Reflective Teaching, and one or two electives from 3324, 3326 with 3103, 3329, 3330, or 5354 depending on academic emphasis.

4) Eighteen hours in a teaching field, 9 of which must be upper division hours. (Composite teaching field certificates require additional hours.)

5) Pass the written and oral comprehensive examinations in Education.

6) Pass appropriate TExES.

7) Complete placement file and teaching portfolio.

C. Secondary Certification

Teaching Fields offered: Art, Life Science (Biology), Theater Arts (Drama), English, French, German, History, Latin, Mathematics, Physical Science (Physics and Chemistry), Spanish, Composite Social Studies (history, politics, economics and geography), Composite Physics/Mathematics, and Composite Science (Biology, Chemistry, Geology and Physics).

1) Bachelor's Degree with an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in pedagogical and teaching field courses.

2) General Education Courses—6 hours in English required—12 recommended; 3 hours in math, college algebra or above; 3-4 hours in laboratory science; 6 hours in history, 3 of which must be American; 3 hours in American Government

3) Complete: Edu 3111, 3112, 3305, 3328, 3335, 4346, 4848, 4148, 5323, 5351, 5352, and at least one semester of Reflective Teaching (Edu 3147 or 4150). Composite teaching field certificates require additional hours.

4) Twenty-four hours in a teaching field, 18 are upper division hours.

5) Pass the written and oral comprehensive examinations in Education.

6) Pass appropriate ExCET tests

7) Complete placement file and teaching portfolio.

D. All-Level Art Certification

1) Bachelor's Degree with at least 24 hours of art, 18 upper division, with an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in pedagogical and teaching field courses.

2) General education courses—6 hours in English required—12 recommended; 3 hours in math, college algebra or above; 3-4 in laboratory science; 6 hours in history, 3 of which must be American; 3 hours in American Government.

3) Complete: Edu 3102, 3111, 3305, 3322, 3327, 3328, 3335, 4149, 4849, 5351, 5352, and at least one semester of Reflective Teaching (Edu 3147 or 3148), plus Edu 4346 and Art 3327 *or* Edu 4343 and Art 3328.

4) Pass the written and oral comprehensive examinations in Education.

5) Pass appropriate TExES.

6) Complete placement file and teaching portfolio.

IV. Completion of Certification and Recommendation

To be recommended to the Texas State Board for Educator Certification, a student must:

1) Meet Grade Point Average requirements for the University of Dallas Teacher Education Program.

2) Pass University of Dallas Department of Education Oral Examinations.

3) Pass University of Dallas Department of Education Comprehensive Written Examination.
4) Pass appropriate Texas Examinations of Educator Standards (TExES).
5) Earn favorable review by the Department of Education Teacher Education Review Committee.

V. Other Information Regarding Certification

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

Transfer Students/Transfer of Courses

Students transferring from other accredited institutions must submit transcripts and other documentation to an academic dean for evaluation before completing departmental admission requirements. Decisions regarding Education courses taken at other universities are made by the Department Chair.

Retention

The academic progress of each student admitted to the teacher certification program is reviewed each semester. Students who fail to do satisfactory work are placed on departmental probation. Continued unsatisfactory work results in dismissal from the program. Grades below C- in upper division (numbered 3000 or higher) education and teaching field courses may not be used.

Pre-Teaching Experience

The preservice teacher has the opportunity to observe and aid students in the learning process through: Education 3101, 3102, 3103 elementary; Education 3111, 3112, secondary. Under the guidance of University faculty, the preservice teacher observes and aids the classroom teacher who functions as stimulator, diagnostician, prescriber, and model. Courses related directly to principles and approaches are designed to balance theory and application.

Directed Teaching Requirements

Successful completion of Directed Teaching is required of students who seek certification. It is taken in the final year. Students who have received a "D" or "F" in required education or academic emphasis (teaching field) courses may not take Directed Teaching until the course has been repeated and a grade of "C" or higher obtained. Applications and supporting documents for Directed Teaching must be filed with the Coordinator of Directed Teaching no later than the middle of the semester immediately prior to the desired assignment. Before a Directed Teaching assignment will be made, a students must meet the following requirements:

1) Submit a Directed Teaching Application.
2) Submit transcripts from all colleges and universities attended.
3) Achieve an overall grade point average of 2.75 (on a 4.0 scale) and a 2.75 in teaching field and pedagogical courses; no incompletes allowed.
4) Complete three-fourths of the courses in the academic emphasis or teaching field(s) and 12 credits in Education for secondary teachers and 27 credits in Education for elementary and middle school teachers.
5) Submit two academic recommendations.

6) Demonstrate professional conduct consistent with the Texas Educators' Code of Ethics.

7) Receive favorable recommendations from all members of the teacher education faculty.*

*If any faculty member judges a student to exhibit behavioral characteristics or communication skills that indicate potential problems in school settings, he may refer the student to the Teacher Education Review Committee (TERC) for review and evaluation. The TERC may recommend specific courses of action to the student and/or the faculty member.

In order to accommodate the time required to effectively complete directed teaching, the student must plan ahead in consultation with the Certification Officer. No more than 15 credits, including Directed Teaching, may be taken.

Directed teaching is *not* required of those students who have two or more years of verified, successful teaching experience in an accredited school. The University may require six hours of upper-division education or related course work as a substitute. Letters from the student's supervisor(s) attesting to successful teaching must be provided.

Comprehensive Examination

Education students must pass written and oral examinations consisting of questions in the history and philosophy of education and in principles and approaches of education. The examination committee includes education faculty and faculty representing the areas of the student's undergraduate academic curriculum. The examination is designed and evaluated by the Department in concert with the outside examiner.

Grades that can be earned on the examination are: Pass with distinction, pass, provisional pass, or fail. Failure means that the exam must be retaken. The student must correct major weaknesses before re-examination can be scheduled. At least one semester's work is usually involved.

State Certification Examination

Texas Senate Bill 50 requires that persons seeking certification in Texas perform satisfactorily on criterion-referenced examinations administered by the State. The purpose of these examinations is to ensure that each educator has the necessary content and professional knowledge required to teach. These TExES examinations are usually taken during the Directed Teaching semester. Registration and study guides for the TExES are available from the Department. Several states require additional tests for certification. Details about these tests may be obtained from the Certification Officer.

Residency Requirements

Candidates for certification must complete the equivalent of one semester's work (12 credits minimum) before the Department considers their recommendation for certification. Residency begins after formal acceptance to the Teacher Certification Program. The courses required are decided by the Department upon recommendation of the certification officer.

Credentials and Placement

Each candidate must complete certification forms and a placement file with the Department Certification Officer. The officer represents the Department in recommending candidates to the State Board.

VI. Theology Certification

There is no state certification in the area of Theology. However, the Department of Education works with theology majors to prepare them for teaching positions in Catholic schools. Each diocese/school determines the qualifications required to teach theology. Students must check specific diocesan requirements to insure compliance.

The Diocese of Dallas is part of the Texas Catholic Conference, which requires that all teachers in a Catholic School be degreed in the area they are assigned to teach and have 12 credits of education. Courses should include Developmental Psychology (Edu 3327 or 3328); Educational Evaluation (Edu 5352); Instructional Strategies for Elementary or Secondary Education (Edu 4343 or 4346); Classroom Management and Teaching Methods (Edu 5V50 or Edu 5323) and Educational Technology (Edu 3305). The Diocese of Dallas requires that a Deficiency Removal Plan be on file.

The Department develops and maintains a placement portfolio for students who successfully complete a minimum of 18 hours in education which include the courses asterisked.

Recommended courses for those who wish to teach Theology:

Edu 3305	Computer Problem Solving (required)
Edu/Psy 3328	Psychology of Adolescence
Edu/Psy 3327	Child Growth and Development
Edu 4346 or Edu 4343	Instructional Strategies in Secondary or Elementary Education
Edu 3111	Practicum (Pre-Student Teaching Middle School Field Experience)
Edu 3112	Practicum (Pre-Student Teaching High School Field Experience)
Edu 5352	Educational Evaluation
Edu 5323	Reading in the Secondary Schools or Edu 5357 Instructional Strategies (summer only)
Edu 4350* or Edu 4850*	Directed Teaching in Religion and Theology
Edu 4148*	Directed Teaching Seminar

VII. Associations, Scholarships, Awards

Kappa Delta Pi

The Nu Kappa Chapter of Kappa Delta Pi, an honor society in education, was established at the University in 1975. Membership is approved by the officers of the chapter. Qualifications include high academic standing (at least 3.0 GPA), professional attitude that would enable one to grow in the field of education, and the moral character and integrity to serve as models to emulate.

The Clodecott Award

An engraved medallion is presented each year to the author/illustrator of the best children's book written in that child and young adult literature course. The name of the award is a parody on the Caldecott Award given by the American Library Association to the best picture book of the year for children. The Clodecott Award is named for Dr. Cherie Clodfelter, longtime chair of the Department.

The Teller Award

Established by the alumni and faculty of the Department, this award is named for Professor Emeritus James D. Teller and is awarded to the outstanding student based upon scholastic achievement, leadership ability and potential as a teacher.

The Hazel McDermott Outstanding Student Teacher Award

Established in 1992, this award is reserved for an outstanding student teacher. Not presented regularly, the Hazel McDermott Award honors the student whose experience in the classroom has reflected the highest ideals in teaching. Named in honor of Dr. Hazel McDermott, professor and certification officer from 1975-1992, the award is given only when there is a student teacher of rare caliber.

The Teller Endowed Scholarship

The Teller Endowed Scholarship was established by the Teller family after the deaths of Dr. and Mrs. Teller in 2000. The wills of the Tellers provide monies from an endowment to be awarded to a student at the University of Dallas who plans to teach above the primary education level. The scholarship is awarded only when there is a candidate of worthy consideration. The student must be returning to the University the following semester to take Education courses.

VIII. Resources

Excellence in Education Forum

Through a generous benefactor, the Department established in 1986 a yearly forum honoring the profession of teaching. The *Forum* has featured such renowned educators as Madeline Hunter, David Elkind, William Glasser, Louise Cowan, and William Farmer. The *Forum* is a gift from the Department to the community.

A.I.R. Program

The A.I.R. Program (authors/illustrators/readers) was established in 1975. It brings noted authors and/or illustrators of child and young adult books to the University campus to speak and work with University students preparing to teach.

The literary and graphic artists are at the University in November to celebrate National Children's Book Week.

D.A.N.T.E.

The Dallas Area Network for Teaching and Education (DANTE) offers teachers opportunities to revitalize their learning using the tools of a new millennium. As new technologies replace traditional teaching tools and redefine what it means to teach and learn, DANTE offers teachers a supportive environment in which to develop and practice and fall in love with teaching for the first time or all over again. The role of the teacher in student achievement remains the critical element. DANTE is committed to creating a "community of practice" for the purpose of supporting the growth and continuing education of teachers.

Each summer, on campus, DANTE offers workshops and classes in which teachers, especially those who serve low-income populations, can join their peers to "play" with new tools, increase subject-area knowledge, increase knowledge of effective teaching, and practice with one another. On-line, DANTE is a repository for materials and resource links constructed and/or selected by teachers.

Education Laboratory

Use of the Education Laboratory is essential for Directed Teaching. Space is available for the preparation of lesson plans, transparencies, and supplemental materials. Teaching aids include computers, audio-visual equipment, and various kinds of hardware and software for teaching in the appropriate disciplines. Video equipment may be reserved by students.

The Cherie A. Clodfelter Children's Literature Library

Named for the distinguished Chairman of the Department of Education, the 8,500 volume Clodfelter Children's Library houses books for children and young adults. Among these are approximately 500 volumes authored by University students.

The Department also maintains a Curriculum Library that supplements the volumes in the Blakley Library. The collection includes state adopted textbooks and professional volumes in elementary and secondary school curricula.

The Chris Slavik Collection

Books given to the Children's Library in memory of Christine Slavik from an eclectic collection numbering about 150 volumes.

The Melvin and Frances Frnka Campbell Collection

Classics of child and young adult literature established by the Clowe family of Dallas. The collection includes books originally written in a language other than English. The internationally recognized volumes are translated into English in a manner which preserves the essence of the culture in which it was first written.

Courses in Education

3101. Education Practicum (Elementary—Math). Concurrent enrollment with Education 3325 Mathematics in the Elementary School required. Beginning students in teacher education (grades 1-8) assist practitioners in a school setting. Students work in a tutorial capacity in the teaching of mathematical concepts. Orientation precedes assignment. Fall.

3102. Education Practicum (Elementary—Reading). Concurrent enrollment with Education 3323 Developmental Reading required. Students assigned to language arts teachers at Shelton School observe and work with practitioners in a school setting. Orientation precedes assignment. Spring.

3103. Education Practicum (Elementary—Science). Concurrent enrollment with Education 3326 Science in the Elementary School required. Students observe and work with practitioners in the teaching of laboratory science in a school setting. Spring.

3111. Education Practicum (Middle School). Concurrent enrollment with Education 4346 recommended. Students are assigned to middle school teachers in the students' respective teaching fields six hours a week for approximately five weeks. While engaged in classroom observations and related instructional experiences, students write field notes, gather instructional artifacts, converse with teachers and students, and offer instructional support to students when appropriate. Orientation precedes the observation assignments. Fall and Spring.

3112. Education Practicum (High School). Concurrent enrollment with Education 4346 recommended. Students are assigned to high school teachers in the students' respective teaching fields six hours a week for approximately five weeks. While engaged in classroom observations and related instructional experiences, students write field notes, gather instructional artifacts, converse with teachers and students, and offer instructional support to students when appropriate. Orientation precedes the observation assignments. Fall and Spring.

3113. Storytelling. Designed especially for students enrolled in or who have taken Education 3322. Students spend two hours a week at one of the Irving elementary school libraries learning and participating in storytelling for children. May be

taken twice for credit. Fall and Spring.

3305. Computer Problem-Solving. Explores the use of the computer as a tool for learning, as a guide to communication and research, an organizer in the presentation of knowledge, and as a mediator in the construction of knowledge. Students explore the internet, evaluate web sites, create PowerPoint presentations, construct web pages and author interactive programs/lessons. This course meets the educational technology foundations for teachers as defined by NCATE and ISTE. Fall and Spring. (Does not satisfy University Math requirement.)

3322. Child and Young Adult Literature. Examines the scope of literature for children and young adults and the principles necessary for a successful and fruitful literature program. The course intends to create a love for fine writing and a sensitivity to and appreciation for the relationships among art, music, drama and literature in a multicultural setting. Emphasis is given to personal authorship as a means of expression. Fall and Spring.

3323. Developmental Reading. Examines the process of reading through skill development and mastery of content. Phonic analysis, structural analysis, and other decoding skills are integral facts of teaching listening, written language, spelling, and handwriting in the process of reading. Analysis of state adopted textbooks and library materials. Concurrent enrollment in EDU 3102 is required. Prerequisite: Education 3322. Spring.

3324. Diagnostic and Corrective Reading. Basic principles of reading instruction. Topics include the diagnosis of reading problems (language problems) and the correction of them through assessment, evaluation, and testing procedures. Research studies, intellectual evaluations, empirical observations, criterion-referenced testing, and other strategies are utilized. Prerequisite: Education 3323. Fall.

3325. Mathematic Concepts for Elementary Teachers. Two questions provide the focus for this course: What is mathematics? How do children learn mathematics? Each concept is initially developed through the use of concrete manipulatives appropriate for grade school children. Concurrent enrollment in EDU 3101 is required. Fall.

3326. Science in the Elementary School. Develops concepts that are appropriate for elementary school science. A laboratory approach is used. Attention is directed to those aspects of the growth and development of children that particularly invite the teaching of science. Concurrent enrollment in EDU 3103 is required. Prerequisite: Six credits of laboratory science. Spring.

3327. Child Growth and Development (Psychology 3327). Exploration of the physical, mental, social, and moral growth of children from infancy through early adolescence. Students examine significant theories of development with emphasis on the work of Piaget, Erikson, Kohlberg, and Vygotsky. Children are the primary texts, and interacting with them is an essential component of the course. A research project requires students to examine the activity of children in light of developmental theories. Fall and Spring.

3328. Psychology of Adolescence (Psychology 3328). Consideration of selected themes as they relate to the adolescent experience, including rebellion, caring, infatuation, peer group, rejection, loneliness, and sexuality. Emphasis on the methodology of understanding these phenomena on their own terms and psychological reflections which deepen their significance in relation to questions of culture. Significant theories of adolescence such as those offered by Carol Gilligan, Harry

Stack Sullivan, and Erickson. 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.

3335. Philosophy of Education (Philosophy 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 fundamental considerations of the nature of the human person, of mind, of being, and of the good chiefly through study of classic texts of the Western philosophical tradition (e.g., Plato's *Republic*, and Rousseau's *Emile*). Attention given to contemporary issues in education. Fall and Spring.

3147, 3148, 4150. Reflective Teaching. Reflective teachers think critically about pedagogy, subject matter, and the needs and backgrounds of all students. These seminars guide the student in a critical examination of what it means to teach and in the construction of a teaching portfolio. Fall and Spring.

3V57. Field Experience. Practical experience in a teaching-related assignment. Approval of chairman required.

4147. Seminar in Elementary School Directed Teaching. Weekly seminars *concurrent* with directed teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching lead to independent work related to grade level and area of specialization. Educators from areas of concern will be utilized. Fall and Spring.

4148. Seminar in Secondary School Directed Teaching. Weekly one-hour seminars *concurrent* with directed teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Educators from area of concern will be utilized. Fall and Spring.

4149. Seminar in All Grades Directed Teaching. Weekly one-hour seminars *concurrent* with directed teaching offer the opportunity for in-depth reflections on the experience of teaching. Advanced treatment of selected issues arising from the experience of teaching leads to independent work related to teaching field(s). Fall and Spring.

4343. Principles of Elementary Education. Addresses elementary classroom management, teaching methodology, curriculum planning, and educational evaluation as they relate to both the classroom teacher and the student. Fall.

4346. Principles of Secondary Education. Concurrent enrollment in Education 3111 and/or 3112 required. Students are engaged in serious conversation and writing as they reflect upon their practica observations in secondary school classrooms in order to extend and enhance their understanding of instructional principles and pedagogy. Active class participation and presentations increase knowledge about the theory, research, and practice related to secondary school students; curricula; policies; assessments; and instructional strategies, activities, and resources. Fall and Spring.

4847. Elementary/Middle School Directed Teaching. The capstone course in

teacher education (grades PK-4 or 4-8). Application and participation in an accredited elementary school or a middle school. The directed teacher is supervised by a cooperating classroom teacher and a university supervisor. Fall and Spring.

4848. Secondary School Directed Teaching. The capstone course in teacher education (grades 8-12). Application and participation in an accredited middle school or high school. The directed teacher is supervised by a cooperating classroom teacher and a University supervisor. Fall and Spring.

4849. All Grades Directed Teaching. The capstone course in teacher education (grades PK-12). Application and participation in both accredited elementary and secondary schools. The directed teacher is supervised by cooperating classroom teachers and a university supervisor. Fall and Spring.

4350,4850. Directed Teaching 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 directed teacher is supervised by a cooperating classroom teacher and a university supervisor. Directed teaching can be half day (4350) or full day (4850). Fall and Spring.

5323. Reading in the Secondary Schools. This course extends and enhances the students' knowledge, awareness, and understanding of literacy as a multifaceted, quintessential ingredient in all teaching/learning while focusing on the development of literacy at the secondary school level (grades 8-12) in all content areas. Within a collaborative environment, students explore research and theory and engage in applying proven principles and practices related to literacy instruction. Fall and Spring.

5324. Writing Children's Books. The course delineates why children's books must and do exist, to what standards their readers are entitled, and how and by whom good children's books are written, including an overview of the history of writing for children. Prerequisite: Education 3322 or equivalent. Fall and Spring.

5325. Issues in the Teaching of Science: Elementary. Identification and selection of problems in earth sciences, physical and/or biological sciences; research studies and innovations in teaching; review of current literature; guided independent work in problems of teaching science. Prerequisite: Elementary teaching experience. Offered as needed.

5332. Improvisation for Teachers. Development of the imaginative techniques of creative dramatics, theater games, creative experience for groups, and improvisational learning. Offered as needed.

5351. History of American Education (History 3360). Students acquire knowledge and keener insight into the present and future promises and perils of America's schools while exploring the historical events and the multifarious factors that have shaped this quintessential, evolving American enterprise from the 18th to the 21st centuries. While reading primary and secondary sources, engaging in classroom discussion, viewing videos, and making presentations, students learn the historical, philosophical, social, political, and economic forces that have influenced education in America. Fall and Spring.

5352. Educational Evaluation. An examination of assessment through reflective practice offers insight into the selection, construction, and implementation of assessments. Offers preservice and inservice teachers a responsive/interactive environment in which to explore what it means to assess in the context of teaching.

Fall and Spring.

5354. Language Acquisition/Linguistics. Language is central to everything and it, more than any other characteristic, distinguishes mankind from other living creatures. The nature of language, phonology, morphology and syntax, structural and transformational grammar, social variations and dialects of English, and kinesics and proxemics are topics studied. Fall and 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. Offered as needed.

5357. Special Topic. Course not listed but offered as a regular course according to student interest and faculty availability.

5V50. Research in Elementary or Secondary Education. Advanced treatment of selected topics through *individual* research. Approval of chairman required. Credits vary 1-6. May be repeated. Fall, Spring, and Summer.

5378, 5379. Internship in Education. A full-time teaching experience in an area elementary, middle, or high school under the supervision of a University Professor from the Department of Education. The Internship in Education is accomplished as a Post Baccalaureate in the Braniff Graduate School Teacher Certification Program. Two semesters are required. Graded course. Fall and Spring.

FACULTY
Chairman and Associate Professor Kenney; Professors Alvis, Curtsinger, Dupree, Gregory and Wegemer; Associate Professors Baldwin, Crider, Roper and Waterman Ward; Assistant Professors Bourbon, Davies, Moran, Osborn and Stryer; Visiting Assistant Professor Maguire; Adjunct Assistant Professors Alexander, H. de Alvarez, Saylor and Stelzer.

ENGLISH LANGUAGE AND LITERATURE

A tradition of thought extending back to Milton, Sidney, and Aristotle holds that literature imparts wisdom. With respect to the kind of wisdom that governs human conduct, poetry promotes a grasp of reality superior to other ways of knowing in its combination of immediacy, lucidity, practicality, sensitivity to refinements, capacity to shape the affections, and adequacy to the whole. This conviction guides literary study at every level of the curriculum pursued at the University of Dallas. The program in literature provides a course of study in those authors who best exemplify the capacity of imagination to grasp truth. Teachers and students seek to learn what the best of the poets understand of nature and human experience. In this mutual learning enterprise, students and teachers are related as beginning and advanced students of their common masters, the major imaginative writers.

Undergraduate courses in literature answer to two guiding principles: first, continuous study of the classic works of the literature of the West in the effort to appropriate a tradition that ought to be possessed by every educated person; second, intensive study of the literature of England and America for the sake of acquiring the heritage proper to the English-speaking peoples and as the means to complete mastery of a language. The two principles are interdependent: one best learns English by knowing its best literature, and one best knows the English poets when one can measure them against those masters and rivals in European literature whom they themselves acknowledge.

The Literary Tradition

The Literary Tradition sequence introduces students to the classics of the West and, thus, to major models and themes of human action, experience, and understanding. They further self-knowledge by encouraging students to know themselves in the light of what the best minds have thought human beings are and ought to be. In the first two years of the students' college career, the Literary Tradition core provides a moral focus for discovering the terms upon which one may assume responsibilities within a community. A large part of the subject of many literary works is portrayal of communities living out the convictions shared by their members, and the heart of heroic poetry is the depiction of the efforts of extraordinary characters to exercise their virtue in a way that benefits their city while fulfilling themselves.

Beginning students may learn that seeking truth is analogous to the heroic enterprises of Achilles, Hector, Odysseus, Aeneas, Beowulf, and Sir Gawain. From the heroic models students come to address the challenges presently encountered with something of that combination of boldness and modesty displayed by the traditional heroes. In the second semester (Literary Tradition II) students are

prepared to reflect upon those differences in the conception of human excellence and world order that come to view once the Christian epic poet envisions divine grace perfecting nature. *The second year* introduces tragedy and comedy (Literary Tradition III) and the novel (Literary Tradition IV), the one literary form distinctive to the modern era. From a study of tragedians of Greece, Shakespeare, and modern playwrights, students can grasp how tragic dramatists have depicted human nature in the light of its limits. In the comic writers of Greece, medieval Christendom, and Elizabethan England, one may see that tragic emphasis upon individual virtue under the pressure of painful limits finds an answer in certain comic writers who celebrate powers human, and sometimes divine, that heal broken communities and restore characters to their proper integrity. In the most accomplished novelists of the nineteenth and twentieth centuries, students will see in the novels portrayals of societies negotiating the changes effected by modern economics, technology, education and politics—a world quite close to our own in local detail as well as in its governing moral intellectual tendency.

The courses that make up the Literary Tradition core depend upon rigorous practice in composition. The writing assignments are exclusively interpretive, requiring careful documentation from the works students read; they are judged by their success in elucidating and critically addressing the works under consideration. Essays are expected to show sophistication in style and argument, and students are requested to resubmit corrected essays that answer to exacting criticism.

The Major Program

Advanced courses for English majors aim at deepening the understanding of literature as a mode of knowing. The same principles of attentive care in reading and critical interpretation in writing that guide study in the core also animate the program for majors. The theme implicit in the Literary Tradition sequence also carries over to the advanced courses: students learn to confront the alternative understandings of human beings, society, nature, and the divine offered by the major poets. Now, however, the subject of inquiry is primarily the tradition of English and American writers. By studying the literature of the English language, majors learn their most immediate heritage. The seven required advanced courses have four primary aims: to give students specific training in the reading and interpretation of literary texts; to continue the students' engagement in the discipline of writing, addressing continually the intricacies of an immediate engagement with language; to acquaint them with major writers within English and American literature; and to establish a general sense of literary history, within which one may understand the interpretative nature of imaginative writing, seen within specific cultural, historical contexts.

Courses in English and American literature are arranged in a roughly chronological sequence, beginning with Anglo-Saxon and medieval poetry, drama, and narrative, and concluding with intensive study of nineteenth-and twentieth-century writing. This sequence of courses is framed by two others (Literary Study I and II) that address specifically the discipline of reading and interpretation of literature. Each of these courses concludes in a major project, based on independent study of particular authors. In the junior year students pursue research in the complete canon of a single lyric poet. The project culminates in an oral examination before the faculty, in which students demonstrate mastery of the poems and of the criticism devoted to the poet. In the senior year English majors conclude a course in interpretation of prose narrative with a written essay and a public lecture on a major novel.

All majors must pass a comprehensive examination which assumes familiarity with the works encountered both in the core and major sequence and the Senior Comprehensive Reading List. This examination is offered once a year at the beginning of the Spring semester. Students who anticipate graduation in December or August rather than at the formal ceremonies in May must meet with the Department Chairman to schedule when in their final semesters of course work they will schedule this Spring examination.

Reading List for Senior Comprehensives

Narrative Literature (Epic or Romance)

Bible: *Genesis, Exodus 1-2, Samuel, Isaiah, Four Gospels*
Homer: *The Iliad, The Odyssey*
Virgil: *The Aeneid*
Dante: *The Divine Comedy*
Anon: *Beowulf*
Anon: *Sir Gawain and the Green Knight*
Chaucer: *The Canterbury Tales* (General Prologue, Knight's Tales, Miller's Tale, Wife of Bath's Tale, Merchant's Tale, Franklin's Tale, Pardoner's Tale)
More *Utopia*
Spenser: *The Faerie Queene,* Book I
Milton: *Paradise Lost*
Pope: *The Rape of the Lock*
Swift: *Gulliver's Travels*
Wordsworth: *The Prelude*
Coleridge: *The Rime of the Ancient Mariner*
Eliot: *The Waste Land*

Narrative (Novel)

Sterne: *Tristram Shandy*
Austen: *Emma*
Dostoevsky: *Crime and Punishment*
Flaubert: *Madame Bovary*
Hawthorne: *The Scarlet Letter*
Melville: *Moby Dick*
Twain: *The Adventures of Huckleberry Finn*
Eliot: *Middlemarch*
Dickens: *Great Expectations*
Thackery: *Vanity Fair*
James: *The Ambassadors*
Conrad: *Heart of Darkness*
Hardy: *The Return of the Native*
Joyce: *Portrait of the Artist as a Young Man*
Woolf: *To the Lighthouse*
Faulkner: *The Sound and the Fury*

Dramatic

Aeschylus: *Oresteia*
Sophocles: *Oedipus the King, Oedipus at Colonus, Antigone*
Euripides: *The Bacchae*
Aristophanes: *The Frogs*
Anon: *Everyman, Second Shepherd's Play*
Marlowe: *Dr. Faustus*
Shakespeare: *Othello, Hamlet, King Lear, Macbeth, Richard II, Henry IV & V, A Midsummer Night's Dream, The Tempest*
Milton: *Samson Agonistes*

Lyric

Bible: Selected Psalms
Anglo-Saxon: "The Wanderer," "The Seafarer," "Caedmon's Hymn"
Middle-English: "I Sing of a Maiden," "Sir Patrick Spens," "The Corpus Christi Carol," "Western Wind"
Wyatt: "Whoso List to Hunt," "They Flee from Me"
Raleigh: "The Nymph's Reply to the Shepherd"

Sidney:	*Astrophel and Stella*, 1
Shakespeare:	Sonnets 18, 29, 30, 55, 65, 73, 94, 116,129, 146; "Fear No More The Heat of the Sun," "Full Fathom Five"
Donne:	"The Canonization," "A Valediction: Forbidding Mourning," "The Ecstasy," "The Good-Morrow," "Air and Angels," "A Nocturnal upon St. Lucy's Day," "Holy Sonnets 10 and 14"
Jonson:	"To Penshurst," "On My First Son," " Song: To Celia" "Slow, Slow Fresh Fount"
Herrick:	" To the Virgins, to Make Much of Time," "Corinna's Going A-Maying"
Herbert:	" The Altar," "Virtue," "The Pulley," "The Collar," "Easter Wings," "Love (III)"
Vaughn:	"The Retreat," "The World"
Milton:	"Lycidas," "On Morning of Christ's Nativity," "How Soon Hath Time," "When I Consider How My Light is Spent"
Marvell:	"To His Coy Mistress," "The Garden"
Gray:	"Elegy Written in a Country Churchyard"
Blake:	"The Lamb," "The Tyger," "The Sick Rose," "London", "Mock on, Mock on, Voltaire, Rousseau"
Wordsworth:	"Lines Composed a Few Miles above Tintern Abbey," "A Slumber Did My Spirit Seal," " I Wandered Lonely as a Cloud," "Ode: On Intimations of Immortality from Recollections of Early Childhood," "The Solitary Reaper"
Coleridge:	*The Rime of the Ancient Mariner*; "Kubla Khan," "Dejection: An Ode"
Shelley:	"Ozymandias," "Ode to the West Wind," "Mont Blanc"
Keats:	"On First Looking into Chapman's Homer," "Ode to a Nightingale," "Ode on a Grecian Urn," "To Autumn"
Tennyson:	"Ulysses," "The Lady of Shalott", *"In Memoriam* 1, 2, 7, 48, 55, 56"
Browning:	"My Last Duchess," "Fra Lippo Lippi," "Two in the Campagna," "Childe Roland to the Dark Tower Came"
Arnold:	"The Buried Life," "Dover Beach"
Whitman:	"Song of Myself" (1, 24), "Crossing Brooklyn Ferry," "Out of the Cradle Endlessly Rocking," "Vigil Strange Kept I on the Field One Night"
Dickinson:	"Success is Counted Sweetest," "There's a Certain Slant of Light," "After Great Pain a Formal Feeling Comes," "I Heard a Fly Buzz When I Died," "Because I Could *not* Stop for Death," "Further in Summer than the Birds," "Tell all the Truth but Tell it Slant"
Hopkins:	"God's Grandeur," "The Windhover," "Pied Beauty," "Spring and Fall"
Hardy:	"Hap," "The Darkling Thrush," "Convergence of the Twain"
Housman:	"Loveliest of Trees," "To an Athlete Dying Young," "Epitaph on an Army of Mercenaries"
Yeats:	"Easter 1916," "The Second Coming," "Leda and the Swan," "Sailing to Byzantium," "Among School Children"
Eliot:	" The Waste Land" "Preludes," "The Love Song of J. Alfred Prufrock," "The Journey of the Magi," "Ash Wednesday"
Frost:	"Birches," "After Apple-Picking," "Stopping by Woods on a Snowy Evening," "For Once, Then Something," "Desert Places," "Design"
Stevens:	"Sunday Morning," "Thirteen Ways of Looking at a Blackbird," "Anecdote of a Jar," "The Idea of Order at Key West"
Auden:	"Musée des Beaux Arts," "The Shield of Achilles"

Literary Criticism

Plato, Book 10 of *The Republic*
Aristotle, *The Poetics*
Sidney, "An Apology for Poetry"
Wordsworth, "Preface to *Lyrical Ballads*"
Coleridge, *Biographia Literaria* (selections)
Keats, Selected Letters
Eliot, "Tradition and the Individual Talent"
Tate, "The Man of Letters in the Modern World"
Stevens, "The Noble Rider and the Sound of Words"
Derrida, "Structure, Sign, and Play in the Discourse of the Human Sciences"

Basic Requirements for Major

Literary Tradition, I, II, III, IV; English 3323 (Medieval Literature); 3324 (Literary Study I: Lyric); 3326 (Early Modern Literature); 3327 (Romantic Tradition); 4360 (American Literature); 4362 (Twentieth-Century Literature); 4363 (Literary Study II: Prose Fiction); and one upper-level English elective. Students may substitute for 4362 some other course in twentieth-century literature, provided it covers a *range* of major writers in the first half of the twentieth century.

Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Art, Drama, Music, or Math	3	Art, Drama, Music, or Math	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	3	Theology 1310	3
	15		15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Economics 1311	3
Language (or Science)	6
Politics 1311	3
	30

Year III

English 3323	3	English 3326	3
English 3324	3	English 3327	3
Arts or Math	3	Philosophy 3311	3
Science or elective	3	Science or elective	4
Elective	3	Elective	3
	15		16

Year IV

English 4360	3	English 4363	3
English 4362	3	Required English Elective	3
Philosophy elective	3	Electives	9
Electives	6		15
	15		

Suggested Electives

Language: Greek, Latin, French, or German
Philosophy: Epistemology, Aesthetics, Philosophy of Language, Ethics
History: History of England I and II
Politics: Politics 3311, 3312, and other appropriate electives
Art: Art History I, II, and other appropriate electives
Psychology: Foundations of Psychology as a Human Science

Courses in English

1301. The Literary Tradition I. An introduction to the study of poetry exploring the bearing of poetic form upon meaning and of poetic meaning upon truth. The student acquires the arts of careful, responsive reading; intelligent discussion; and lucid interpretive writing. Readings in classical epic poetry provide introduction to the heritage of great poems which have defined the Western tradition. Intensive study of *The Iliad, The Odyssey, The Aeneid, Sir Gawain and the Green Knight,* and *Beowulf* emphasizing the epic poet's representation of a comprehensive view of the cosmos, human effort, the city, and the divine, as well as his portrayal of the heroic life in confrontation with death. Fall and Spring.

1302. The Literary Tradition II. A treatment of Dante's *The Divine Comedy* and Milton's *Paradise Lost*, establishing terms different from the classical epic by which to understand heroic action and its ends, within an imaginative cosmos shaped by Revelation and by Christian culture. The course concludes with a selection of English and American lyric poems from Renaissance to the present day which now continue the meditations on man and his place in the cosmos from within the lyric utterance of a single speaking voice. Fall and Spring.

2311. The Literary Tradition III. The study of dramatic tragedies and comedies with a view to understanding the meaning of these two alternative yet concurrently enduring vistas upon the human condition. Readings in the Greek dramatists, the Elizabethans, and modern European and American playwrights. Discussion of individual plays and continuity and difference within the tradition, accompanied by the student's composition of interpretive essays. *Prometheus Bound, The Oresteia, Oedipus Tyrannos, Oedipus at Colonus, Antigone, The Bacchae, Frogs, The Book of Job, Everyman, The Second Shepherd's Play, Dr. Faustus, Hamlet, Othello, King Lear, Merchant of Venice, The Tempest*. Fall and Spring.

2312. The Literary Tradition IV. Reflections upon the novel as the distinctive modern contribution to the literary tradition. Studies in 19th and 20th-century European and American fiction with emphasis on the portrait of human beings in a modern society confronting their ample freedoms and the attendant problems of those freedoms. A growing unease with God, nature, and tradition as authoritative guides for human living gives rise to new notions of human community in a period of immense social and economic, and political change. Further training in the writing of the interpretative essay, together with sequenced assignments leading to composition of a short story displaying the techniques of narrative fiction. *Moby Dick, Mansfield Park, Crime & Punishment*, the "Ike McCaslin" stories in *Go Down, Moses*, and other short stories or novellas. Fall and Spring.

3323. Medieval Literature. Anglo-Saxon and Medieval poetry, narrative, and drama, with special emphasis on the Bible and biblical typology in the determination of medieval themes and patterns. Authors treated include Chaucer, the Pearl Poet, Malory, and others. Fall.

3324. Literary Study I: Lyric. Introduction to literary study and interpretation, with a central focus upon lyric poetry in English. The course establishes the nature and practice of close reading of a literary text. At the same time it treats the various resources of poetic language—prosody, figurative language, tone, and allusiveness, with a view to grasping continuities within and new developments of the tradition of the English lyric. The course concludes with the Junior Project, independent study of an important British or American lyric poet. Fall.

3326. Early Modern Literature. Consideration of major writers of the period in light of their contribution to modern culture: the way in which they explore the limits of continental and English lyric conventions, the problematic character of political and religious contexts, the implications of the new science and philosophy upon traditional poetic models. In addition to an emphasis on Shakespeare's poetry and drama, the course also treats authors such as Spenser, Sidney, the Metaphysicals, Milton, Pope, and Swift. Spring.

3327. Romantic Tradition. Romanticism as a resistance to and continuation of the Enlightenment. Exploration of the aftermath of Romanticism not only in Victorian literature but more broadly among nineteenth-or twentieth-century writers. Spring.

3340. Advanced Composition. An advanced study of the rhetorical art of expository, argumentative writing at the levels of invention, organization and style. Students study English grammar and punctuation in order to write correct, interesting and beautiful sentences; the art of organization in order to fashion shapely essays from parts into artistic and powerful wholes; and rhetorical invention—logical, emotional and ethical—in order to make responsible appeals to the free judgment of others. The course reflects upon the nature of rhetoric not only as a practical and productive art, but also as a liberal one.

3343. Bible as Literature. The old and new testaments from a literary perspective, suggesting continuities of biblical writing with traditional literary themes, genres, and forms, and establishing the centrality of the Bible—its stories, typology, and interpretation of history—in shaping the imagination of writers to the present time.

3355. Tragedy and Comedy. Studies of the major works of these two genres with a view toward understanding two alternative but concurrently enduring vistas upon the human condition. Readings normally include selections from the major Greek authors through Shakespearean examples of the dramatic genre.

3357. Special Topic. Study of an author, question, or topic not treated in any of the regular course offerings but of comparable consequence. Offered as needed.

4359. Shakespeare. Comedies, histories, and Roman plays against the background of the four great tragedies (Eng. 2311) seeking understanding of this great poet as a thoughtful guide in a confrontation of classical, Christian, and modern traditions. Spring.

4360. American Literature. Study of major American writers, predominantly of the nineteenth century, focusing upon Hawthorne, Melville, Emerson, Thoreau, Whitman, Dickinson, Twain, and James. Reflection upon the definitive stresses productive of the national character and upon continuing tensions generated by the meeting of the New World with the Old. Fall.

4361. British Novel. The development of the British novel from the eighteenth century to Virginia Woolf. Consideration of the novel as a reflection of changing conceptions of human consciousness, of changing attitudes toward society and of the individual's participation in community. Spring.

4362. Twentieth-Century Literature. Study of major poets, novelists, and dramatists of the twentieth century writing in English; modern writers such as Pound, Yeats, Stevens, Joyce, Woolf, and Faulkner; as well as writers from the second half of the century. Students may substitute another course in twentieth-century literature. Fall.

4363. Literary Study II: Prose Fiction. The nature of narrative and of the interpretative skills necessary for reading fiction, focusing on major British and American novels, or novels written in English. It culminates in the Senior Project, a written and oral presentation on a major novel in English. Spring.

4370. Dante. Study of the works of Dante with emphasis upon *The Divine Comedy* and Dante as the greatest poetic exponent of medieval Christendom's understanding of the analogical character of being.

4371. Southern Literature. Principal participants in the Southern Literary Renaissance and its heirs: Davidson, Ransom, Tate, Warren, Lytle, Porter, Welty, Gordon, O'Connor, Taylor. Includes the major achievements of the Southern writer in verse,

prose fiction, literary and social criticism. Emphasis is given to the consideration of the relation between the Southern writer and culture of the South.

4372. Faulkner. A consideration of Faulkner's fiction as uniquely capable of grasping at once the novel character of the American experience and its continuity with the great tradition.

4373. The Russian Novel. Studies in the fiction of Gogol, Turgenev, Dostoevsky, Tolstoy, and Chekhov. Special emphasis is accorded the theme of the abrupt and relatively belated confrontation of a Christian society with European modernity.

4374. Menippean Satire. Studies in a distinguished but relatively unexplored family of literary works focusing upon Rabelais, Cervantes, Swift, Sterne, Byron, Lewis Carroll, Joyce, John Barth. Emphasis upon the preponderance in these works of authorial digression over the more usual emphasis of fiction upon human character and action.

4V41. Independent Research. An opportunity to conduct a special program of inquiry under the guidance of a faculty member. Approval by Chairman required.

5311. Studies in Myth. A consideration of literary renderings of myth with a view to grasping how myths inform particular works of literature. Associated issues are the relations between myth and ritual, cult, religion, philosophy; the persistence of myths from ancient to modern art. Authors most frequently studied include Homer, Hesiod, Aeschylus, Sophocles, Euripides, Ovid, Vergil, Spenser, Yeats, Joyce (as needed), Faulkner, Freud, Eliade, Levi-Strauss, V. Turner. As needed.

5312. The English Renaissance. Literature written under the Tudors and Stuarts. Artistic accomplishment amid conflicting perspectives upon the individual and society, the Church, the relation between Christianity and rediscovered classical ideals, and emerging new science. Authors usually read include Erasmus, More, Spenser, Shakespeare, Jonson, Bacon, Webster, Middleton, Sidney, Marlowe, Castiglione, Machiavelli, and other influential Continental authors. As needed.

5313. Thomas More. The major writings of Thomas More and the important literary accounts of his life. Special attention is given to More's indebtedness to the classical world and to the Church Fathers, especially in *Utopia*, *The History of Richard III*, and his humanist writings.

5320. Arthurian Romance. An approach to medieval genre—romance—and a medieval theme—*fin' amors*—through the study of major literary manifestations of the medieval legend of Arthur. Authors and texts studied may vary, but as a rule special emphasis is given to the twelfth century verse romances of Chrétien de Troyes and Sir Thomas Malory's fifteenth century "reduction" of the legend into English prose.

5375. Special Studies. Study in an author, question, or topic not treated in any of the regular course offerings but of comparable consequence. Offered as needed.

DIRECTOR
Associate Professor Brown-Marsden.

ENVIRONMENTAL SCIENCE CONCENTRATION

Environmental science is an interdisciplinary field that incorporates study of problems caused by human use of the natural world with analysis of remedies for these problems through social, economic, or political change. While incorporating information on natural processes (e.g. physical and biological), the field of environmental science also analyzes the role that technology plays in our society and its capacity to alter natural processes as well as solve problems. A third dimension of this field, analysis of the social processes that characterize human populations, emphasizes critical thinking about decisions made at the individual, societal, corporate, political, and global level that impact natural processes. This approach outlines the way in which environmental problems are both created and solved by human populations. Thus, environmental science is a mixture of traditional science, societal values, and political awareness.

Reflecting this interdisciplinary approach, the Environmental Science Concentration requires *six* courses selected from a wide range of disciplines and departments.

Required Courses:

Bio. 2360, 2160. Environmental Science and Lab.

Chem. 3445. Environmental Chemistry.

Mat. 3327. Statistics *or* Eco. 3327 Statistical Methods *or* Bio. 3345 Biostatistics.

Phi. 4333. Philosophy of Science. (alternate courses accepted with prior permission).

Research/Internship (offered through the student's major department; 3 credits)

Electives: (Select one of the following)

Pol. 3324. Public Policy.

Eco. 4356. ST/Economics of the Environment.

Eco. 4341. Economics and Social Ethics.

His. 4357. American Environmental History.

Bio. 3346. Animal Behavior.

Bio. 3326. Ecology.

Phy. 3363. Computational Physics.

Phi. 4336. Ethics.

GSM (Any GSM course that pertains to issues raised in environmental science.)

FACULTY
Faculty as required.

GENERAL STUDIES

The University makes available various one-credit courses which respond to needs and interests of its students. These courses are extra to the regular offerings and, unless otherwise indicated, are graded on a *Pass/No Pass basis*. They are referred to as activity credits. *Four* of these *Pass/No Pass* credits may be included in the 120 credits required for graduation. See Music for additional listings.

Regular General Studies Offerings

1101. Theater Arts Workshop. An opportunity for all students to participate in the University Theater, whether on stage or behind the scenes working with sets, costumes, lighting. Open auditions are held for the major productions.

1106. Community Volunteer Services. Various opportunities to participate in community service are offered. Coordinated by the Office of Campus Ministry. Reflection paper required. May be repeated. Fall and Spring.

1110. Writing Principles. A course in prose style with emphasis on the grammar, syntax and punctuation of the English sentence. Fall and Spring.

1112. Research and Study Skills. This course lays the foundation for the acquisition of the different skills required by the courses in the Core.

1115. Art Gallery Practicum. For students interested in learning about exhibition installation, management, and curatorship. Students assist with design of exhibits and printed material, installation and research, and serve as docents. Fall and Spring. May be repeated. Graded course. Art majors register under Art 1115.

1116. Major and Career Planning. For freshmen and sophomores who want to explore the opportunities available to them with various majors and careers. Class instruction encompasses: decision-making and goal-setting; self-assessment; connecting personal profile with majors and careers; evaluating graduate school for various professions; and exploring various career settings. Particularly helpful to "undeclared" students.

1117. Career Development. Designed to assist juniors and seniors with job search strategies and graduate school planning. The main topics include: graduate school selection and admissions process; networking and informational interviewing; developing a listing of self-accomplishments; resume and cover letter writing; and interview preparation and mock interviews.

1118. Public Speaking. Basic speech development and presentation skills are presented and practiced. Included are impromptu speaking, identifying the different types of speeches, parts of a speech, getting and keeping the audience's attention, and using sources.

1119. Making the Most of College. Explores the college experience and discusses the choices that students can make to improve their undergraduate experience. An introduction to life at UD, it discusses options that can enhance the student's appreciation of both core and elective courses, as well as extracurricular activities in the Dallas-Fort Worth Metroplex.

1122. Moot Court. Analysis of court cases in preparation for regional court style competitions. Excellent experience for Pre-law and other students seeking training in close-reading and reasoned argument. May be repeated.

1126. Jane Goodall's Roots and Shoots. The program of the Jane Goodall Institute is devoted to inspiring reflection on our relationships to each other, to other cultures, to the plant and animal life with which we share the world, and to the planet that is our hope and destiny. Students will be encouraged to take their interests in conservation, preservation of the environment, animal husbandry, and world peace into local schools to help "spread the word." This course is open to students at all levels and from all majors. Students are invited to the annual national college summit in the Spring where they can meet Jane Goodall.

1128. Christian Sexuality. Discussion of topics of human sexuality within the context of Catholic Church teachings.

1131. Pre-Health Seminar. Introduction to the University Pre-Health Program.

1181. Introduction to Media Production.

1182. Media Production Lab.

1375. Shakespeare in Italy. Study of Shakespeare's Roman and Venetian plays. Lectures, on-site tours, and reading incorporating topics in history, politics, art, and theology. Frequent written assignments help develop the ability to write clear and thoughtful essays. Graded course. Summer.

1377. Churchill in England. Study of the life and works of Winston Churchill with a view toward understanding the meaning and responsibility of principled leadership. Lectures, on-site tours, and readings. Graded course. Summer.

1378. Roman Civilization in Rome. A three week intensive study of the language, literature, history, art, and architecture of Rome from its beginnings to the time of Hadrian. Daily visits to significant sites of historical and literary interest in and around Rome and the Bay of Naples, accompanied by daily lectures, discussions, and small group language tutorials in the Latin language. Graded Pass/No Pass.

1379. King Arthur in England. Study of the major medieval English literary works concerned with the legends of King Arthur, with emphasis on Sir Thomas Malory's fifteenth-century *Le Morte D'Arthur*. Students will be introduced to the rudiments of Middle English, medieval theories about kingship and fin'amors, the sources of the story of the Holy Grail, and the historical basis for the accretion of legends around the character we know as Arthur.

1V45, 3345. Special Topics. Graded course.

1V76. Thomas More in England. Study of the life and works of Thomas More with a view to understanding the challenges of great leadership. Lectures, on-site tours, and readings from major prose works. Graded course; two-three credits. Summer.

3165. Special Topics in European Studies. Prepares students to travel thoughtfully by discussions, slide presentations, and walking tours. The principal focus is on Rome, followed by other major cities and sites in Italy and the rest of Europe.

3166. The Travel Essay. A long tradition of men and women traveling through Europe is the travel journal. These descriptive, reflective essays attempt to come to terms with the sights and cultures the traveler encounters, making sense of time, place, and people, and relating the home country to the new places. This course will have students read some of the best travel writing about Italy and Greece and also teach the students how to enter into their own reflective, thoughtful writing about

their travels and discoveries, both external and internal, on the Rome semester. Writing assignments will culminate in a polished, edited set of essays that can be brought together into a single work. Graded Pass/No Pass.

3V57. Independent Study with Field Experience—Internships. Graded Pass/No Pass; **T** grade may be assigned when circumstances warrant. Consult listing under *Internships*. $55 fee applies.

3V99. Consortium Enrollment. $250 or program-specific fee applies. Consult listing under Academic Policies and Procedures.

ROTC Courses

Students who wish to earn appointments as commissioned officers in the United States Army or Air Force may participate in the general military and professional officer courses at the University of Texas at Arlington (Army) or the University of North Texas (Air Force). Eight credits earned in ROTC programs may be counted as electives toward the undergraduate degree.

Army ROTC: 1141-1142-0180. Introduction to ROTC and Leadership Lab.

3341-3342. ROTC Leadership I and II

4341-4342. Advanced ROTC Leadership I and II

For additional courses, see www.uta.edu—Department of Military Science.

Air Force ROTC: 1130-1140. The Air Force today.

2130-2140. The Development of Air Power.

3410-3420. Air Force Leadership/Management

For additional courses, see http://www.unt.edu/catalogs—Aerospace Studies (Air Force).

Sports Activity Courses

The following sports activity courses are one-credit hour courses that meet twice weekly for one hour on a pass/no pass basis. Sports activity courses are introductions to the sport and to the coaching fundamentals. These courses are particularly appropriate for students who plan to teach and coach at the secondary school level.

1151. Baseball. Fall.

1152. Basketball Theory. Fall.

1153. Lacrosse. Fall.

1154. Softball. Fall.

1155. Beginning Weight Training. Fall.

1156. Soccer. Spring.

1157 Volleyball. Spring.

1158. Running for Lifetime Fitness. Fall and Spring.

Undergraduate Courses in School of Ministry

Biblical School

School of Ministry offers various one credit courses through its Biblical School. The 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

Adult Faith Formation

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.
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.

FACULTY
Chairman and Professor Jodziewicz; Professor Sommerfeldt; Associate Professors Atto, Hanssen, Sullivan and Swietek; Visiting Associate Professor Hatlie; Adjunct Professor Wilhelmsen; Adjunct Instructors Cupp, Dennis and Hurst.

HISTORY

As a discipline, history is the rational and imaginative reconstruction of the past in terms of human thoughts, expressions, actions and experiences. Its special object is change over time. The purpose of history is to seek knowledge of the truth about the human past and, through that study, understanding of human conduct. History is a subject particularly appropriate to the University of Dallas, which defines its purpose in terms of the renewal of the Western heritage of liberal learning and the recovery of the Christian intellectual tradition. History provides a unique bridge between the two. As a discipline, it was created by the Greeks and taken up as an intellectual pursuit by the Romans, one of whom—Cicero—called it "the light of truth, the witness of time, the mistress of life." It represents the Greco-Roman cultural tradition which lies at the foundation of the Western heritage in an especially powerful way. History is also of particular relevance to the Judaeo-Christian tradition, which is predicated on the significance of events in time as revelatory of the relationship of man to God. As F. M. Powicke has written, "The Christian religion is a daily invitation to study history."

The history curriculum consists of the core courses in Western Civilization and American Civilization, upper-division courses both topical and geographical, and a course required of majors in historiography and historical method. As their comprehensive examination, majors also write a Senior Thesis under the direction of a member of the Department.

This curriculum is based on the University's stated purposes and on the Department's view of the discipline. The core courses are designed to introduce students to history as a mode of knowing which offers truth about mankind through the study of individual instances of their activity in the past. These courses both introduce students to the fundamental elements of the Western heritage and the Christian tradition and demonstrate the contribution of historical thinking to mature and thoughtful reflection on the human condition. First, by concentrating on the essential qualities of European and American civilization from a developmental viewpoint, the courses offer a solid grounding for the more specialized treatments of Western culture confronted in other core courses. Second, by introducing all students to the critical attitude which historiographical issues necessarily raise, the courses attempt to instill a realization and appreciation of the complexity of human life.

Advanced history courses proceed from the core courses. Each course adds to the factual data possessed by students, but the goal is not simply to increase the number of items to which students have been introduced, but rather to use this increasingly detailed information to involve students in more complex and demanding exercises in historical method. That method is at once critical in its attitude toward evidence and empathetic in its use of that material to understand the individuals of the past and their actions. It further engages the power of the imagination, both to comprehend the motives which lay behind the specific occurrences attested by

evidence and to draw connections among various pieces and kinds of evidence. And it demands an accurate and delicate form of expression, both oral and written, which can convey with clarity the conclusions of the historian without sacrificing a sense of the complexity which is always present in human affairs.

The culmination of the program for majors is a course which studies history historically. By concentrating on the development of the historical method and involving the student in the critical yet sympathetic analysis of the works of specific historians, the course also seeks to prepare students for the rigorous exercise of practicing history through extended research on a particular topic and the careful exposition of conclusions in the **Senior Thesis**. It is appropriate, given the structure of the curriculum and the premises on which it is based, that the comprehensive examination in history should be in the form of such a project rather than a more conventional test. The object of the major program is not merely to provide a familiarity with, or ability to enumerate, the facts of the Western past; it is rather to develop within students a habit of thinking historically, and to foster the ability to apply the historical method effectively to specific questions about the past and express these findings with care, thoroughness, and literary expertise. This goal can best be achieved through the practice of the method in a particular instance, under the watchful guidance of one who has already achieved some mastery of it. For, as Fernand Braudel has said, history may seem a simple craft, but it is also one that cannot be understood without practicing it.

Finally, the Department does not claim to provide a program of study which leads to the whole truth, or even to a knowledge of all history. Rather, it espouses a point of view based on the premise that the thoughtful and regular application of the historical method can attain a portion of the truth, namely truth about the past; and the Department offers all students some of that truth about the past, along with the truths about human knowing which are learned through the practice of the discipline itself. The imperfection of the result is itself a means of instructing students as to the realities of the human condition.

Basic Requirements for Major

Twenty-four advanced credits in history, including History 4347, 4348, and three additional advanced credits in philosophy. Six advanced credits must be in United States history and six in European history. In the spring semester of the junior year, students select a topic for the Senior Thesis. In the following fall students register for History 4348 and is assigned a faculty thesis advisor. The students' comprehensive examination involves the successful completion of the thesis. Philosophy of History is recommended for the three additional advanced credits in philosophy.

The 1000-and 2000-level history courses and 4347 and 4348 are offered every year. The Department will make every effort to offer the following courses every other year: History 3303, 3304, 3305, 3320, 3341, 3342, 3343, 3344, 3345, 3346, 3349, 3350, 3351, 3353, 3355, 3356, and 3357. The remaining courses ordinarily will be offered every third year.

Year I

Art, Drama, Math, or Music	3	Art, Drama, Math, or Music	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	3	Theology 1310	3
	15		15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Language (or elective)	6
Elective	3
	30

Year III

History electives	6	History 4347	3
Philosophy 3311	3	History elective	3
Science	3	Electives	6
Economics 1311	3	Science	4
	15		16

Year IV

History 4348	3	History elective	6
History elective	3	Electives	9
Philosophy elective	3		15
Electives	6		
	15		

Courses in History

1311. American Civilization I. Beginning with the advent of European man in the new world, the course surveys the Colonial period, the Revolution, the shaping of the federal union, westward expansion, the slavery controversy, and closes with the Civil War. Texts studied include Benjamin Franklin's *Autobiography,* Thomas Jefferson's *Summary View of the Rights of British America,* the Declaration of Independence, the Constitution, selections from *The Federalist Papers, The Seneca Falls Declaration of Sentiments and Resolutions,* and Frederick Douglass's *Narrative*.

1312. American Civilization II. Surveys the development of the American nation from the Civil War and reconstruction; it considers the close of the frontier, the impact of technology and petroleum, the emergence of the United States as a world power, and the American role in the World Wars. Effort is made to place American civilization in context by reference to events occurring in the rest of the world. Texts studied include "*The Significance of the Frontier in American History*" by Frederick Jackson Turner, *The Education of Henry Adams,* Martin Luther King, Jr.'s, *Letter from a Birmingham Jail,* and George Kennan's *American Diplomacy.*

2301. Western Civilization I. The Western Civilization sequence offers the historical framework necessary to the integration of the elements which make up a liberal education. Beginning with the cultures of the ancient Near East, this course proceeds chronologically through the Greco-Roman, medieval and Renaissance periods, acquainting the student with major political, social, and intellectual movements. Texts studied include *The Book of Job*, Thucydides' *History of the Peloponnesian War,* the first five books of Livy's *Ab urbe condita,* Boethius' *Consolation of Philosophy,* Einhard's *Life of Charlemagne,* and Thomas More's *Utopia*.

2302. Western Civilization II. Proceeding from the Reformation, this course continues through the era of European exploration, the Enlightenment, the French Revolution and its aftermath, the Industrial Revolution, nineteenth-century nationalism, and the two World Wars, and concludes with a consideration of postwar circumstances. Texts studied include John Calvin's *Institutes of the Christian Religion,* selections from Denis Diderot's *Encyclopedia*, "What is Enlightenment?" by Immanuel Kant, Edmund Burke's *Reflections on the Revolution in France, The Communist Manifesto,* Pope Leo XIII's *Rerum Novarum,* and Elie Wiesel's *Night*.

3303. Ancient Greece. Beginning with the Mycenaean age, the course surveys the political and cultural development of Greece to the Hellenistic era. Topics include the character of the polis, Greek commerce and colonization, the Persian wars, the Athenian empire and its achievements, the Peloponnesian war, fourth-century philosophy, Alexander the Great, and the Hellenistic successor states.

3304. The Roman Republic. Survey of Roman history beginning with the founding of the city and concluding with the death of Julius Caesar. Topics include the regal period, the struggle of the orders, Roman imperialism, the development of Roman culture, and the crisis of the republican constitution.

3305. The Roman Empire. Surveys of the history of Rome from the Augustan age to the fall of the empire in the West. Topics include the principate and the development of absolutism, imperial culture, the impact of Christianity, the reforms of Diocletian and Constantine, and the causes of Roman decline.

3306. Topics in Ancient History. A detailed study of selected aspects of ancient culture and civilization.

3307. Medieval Europe I. Beginning with the decline of the Roman Empire and the rise of the Germanic successor states, the course surveys the development of medieval western civilization through the eleventh century. Topics include the expansion of Christianity, the Byzantine state, the Carolingian systems, the Ottonian age, the investiture controversy, and the crusading movement.

3308. Medieval Europe II. Survey of the political, social, economic, religious, and intellectual aspects of medieval civilization from the twelfth century to the fifteenth. Topics include the twelfth-century renaissance, the development of papal power, the growth of nation-states, and the transition from medieval to modern world.

3309. Topics in Medieval History. Detailed study of selected aspects of western medieval culture and civilization.

3310. The Renaissance. Between 1300 and 1517, great changes in European life were brought about by the Black Death, the Babylonian Captivity of the papacy, the activities of merchant venturers, the rise of the new state, and the thought of nominalists and the humanists of the Italian Renaissance. The course studies the

effect of these events and movements on the political, ecclesiastical, social, and intellectual life, as well as on the art and architecture of the time.

3311. The Reformation. After 1517, the Western church broke apart, affecting radically the unity of European culture and civilization. Luther, Calvin, and Zwingli reshaped religious thought and institutions. At the same time, the Roman Catholic Church underwent a renewal which has affected it to this very day. All of this was accomplished by bitter religious and political wars, but also by the rise of modern science, visionary social schemes, and feverish artistic activity.

3312. Topics in the Renaissance and Reformation. A detailed study of selected aspects of European culture and civilization during the fourteenth, fifteenth, sixteenth, and early seventeenth centuries.

3313. Modern Europe I. Detailed survey of the social, political, and intellectual history of Europe from the Reformation to the fall of Napoleon in 1814. Special emphases are placed on the rise of the modern state and on the origins of both the Industrial and French Revolutions.

3314. Modern Europe II. Covering the period from the Congress of Vienna to the present, the course focuses on the history of classical Western Liberalism—the difficulty with which it was institutionalized in the nineteenth century and the challenges which it faced from the growth of the welfare state and the rise of totalitarianism in the twentieth century.

3316. Topics in Modern European History. Detailed study of selected aspects of modern European culture and civilization.

3320. The British Empire. Covers British Empire history from the explorations of the New World to twentieth-century decolonization, with an emphasis on Britain's "second empire," especially India, and the continuing importance of the empire in Britain's domestic politics and national imagination. Also surveys the historiography of the British Empire and considers the Empire's role in westernization and definitions of The West.

3321. History of England I. Survey of English history from Celtic times to the end of the Tudor period. Topics include the Roman conquest, the Anglo-Saxon kingdoms, the Norman conquest and its consequences, the development of common law and parliament, the effects of the Hundred Years War, the Tudor monarchy, the English Reformation, and the Elizabethan age.

3322. History of England II. Covers the Stuart and Georgian periods, industrialization and the American Revolution, the era of the French Revolution and nineteenth-century reform, imperialism, and twentieth-century Britain.

3323. History of France I. The old regime from the High Middle Ages to the eve of the French Revolution. Special consideration given to the political evolution of France and the impact of a developing absolutism on traditional society.

3324. History of France II. Modern French history begins with the French Revolution, yet much of the old regime persisted well into the nineteenth century. This course studies the repeated attempts, from Napoleon I and the First Empire to the socialist government of François Mitterand, to realize the legacy of the French Revolution and to complete the construction of a new social and political regime.

3325. History of Germany I. Medieval Germany was the center of a revived Roman Empire which recovered rapidly from the disintegration of Carolingian rule

and the Viking invasions. The Saxon and Salian dynasties ruled the most effective state of their time—a state which elicited and patronized the Ottonian Renaissance. The impact of the medieval reformation was devastating to the imperial constitution, and Germany became the weakest and most divided nation of the Late Middle Ages. This set the stage for the Reformation and the disintegration of the idea and reality of Empire in the Thirty Years War.

3326. History of Germany II. Germany contributed a series of figures seminal to the development of modern European culture and civilization, among them Bach, Frederick the Great, Goethe, Bismarck, and Hitler. This course studies the rise of the dynastic state; the Enlightenment, Romanticism, Conservatism, Marxism, and Naziism; and the interrelationship between ideas and institutions in Germany and Central Europe from 1648 to the present.

3327. The History of Ireland. Prehistoric Ireland and the contributions of the Celts to Ireland and Europe; the flourishing of Irish culture in the early middle ages and the effects of the Viking, Norman, and English invasions; the impact of the British occupation and efforts to achieve independence. Emphasis on the Irish search for self-identity as reflected in politics, art, literature, and religion.

3328. History of Spain I. Survey of Spanish history from antiquity through the reign of the Catholic monarchs. Topics include the Romanization of the Iberian peninsula, the development of Spain's national characteristics and sense of purpose through the long medieval conflict—known as the Reconquest—between the Christian and Islamic kingdoms, Spain's cultural achievements in the thirteenth century, Aragon's expansion into the Mediterranean, and the unification of the four Spanish kingdoms by Ferdinand and Isabel.

3329. History of Spain II. Survey of Spanish history from the early sixteenth century to the early twentieth century. Emphasis is placed on the Golden Age, especially the Habsburg rulers Charles V and Philip II. Topics include imperial expansion, the defense of Christendom against the Turks, Spain's participation in religious conflicts and dynastic rivalries throughout Europe, cultural achievements during the Siglo de Oro, Spain's political and economic decline, the Enlightenment, civil wars and the loss of Spain's American empire, and the conflicts that led to the Civil War of the 1930s.

3334. Church History I. The development of the Christian Church from the apostolic community to the thirteenth century.

3335. Church History II. The development of the Christian Church from the thirteenth century to the time of Vatican II.

3337. Constitutional and Legal History of Medieval England. A survey of English constitutional and legal development from the Anglo-Saxon invasions to the beginning of the Tudor period. The emphasis is on the ways in which law reflects society and how societal needs determine the law. Special attention is given to the origin and development of two fundamental institutions: the Anglo-American judicial system and representative government.

3341. Seventeenth-Century America. After consideration of European exploration and the Spanish and French New World empires, the course focuses on the development of English North America. Topics include religion, politics, social structure, economic growth, localism, and imperial policies.

3342. Eighteenth-Century America. The development of Anglo-American culture before 1763 is considered with emphasis upon social, political, and religious realities, especially the Great Awakening. Extended consideration is also given to the mid-eighteenth century imperial question, the American Revolution, the Confederation period, the creation of the Constitution, and the early Republic.

3343. The Age of Jefferson and Jackson. The contribution and thought of Thomas Jefferson, the decisions of the Marshall Court, the Louisiana Purchase, westward expansion, Jacksonian democracy, Manifest Destiny, the Mexican War, states' rights, and the beginnings of the slavery controversy.

3344. The Civil War. Beginning with the impact of the cotton gin, the industrialization of the North, the slavery controversy, and the Dred Scott decision, the course proceeds with the firing on Fort Sumter, secession, the Northern and Southern strategies, the battles, Appomattox, and Reconstruction.

3345. The Emergence of Modern America. In the years between 1877 and 1920, the United States was transformed from an agrarian republic into a world power and an urban industrial giant. This course explores the evolution of modern American society, economy, politics, and thought during these years.

3346. America Since 1920. Examines the America of our own times, treating such topics as the rising influence of mass communications, the effects of the Depression and the Second World War, the origins of the Cold War, the culture of postwar affluence, the changing status of women, race relations, and the American experience in Vietnam.

3349. Women in American History. Examines women's roles in American society from the colonial period to the present. Topics covered: the effect of the American revolution on women's status; women's spheres in the antebellum North and South; the development of an American feminist movement; and 20th-century developments in the study of women's history.

3350. The American South. Surveys Southern history from the colonial and national period, through secession, Civil War, and reconstruction, to the 20th-century struggles over segregation, and considers the continuing importance of the South in national politics and the national imagination. The course also provides an understanding of the field of Southern history as a separate area of study within American history, revolving around the question of Southern distinctiveness and the extent of continuity and of change between the "Old South" and the "New South."

3351. The American West. Review of the American pioneering experience from the first settlements in Virginia and Massachusetts to the close of the frontier in the late nineteenth century. Attention is given to certain aspects of the "Old West" that affect modern America. Emphasis is placed on the thought of Frederick Jackson Turner, Herbert E. Bolton, and Walter Prescott Webb.

3353. The American Indian. Study of the Indian from the earliest times, with emphasis on the adjustments made necessary by the landing of European man.

3355. American Catholic History. Traces the development of Catholicism in the United States from the colonial period through the development of the immigrant church through the time of Vatican II.

3356. American Diplomatic History I. The development of American relations with other nations is traced from the Revolution through the Jefferson and Madison administrations, the Mexican War and early continental expansion, the Civil War, the Spanish-American War, and imperialism at the turn of the century.

3357. American Diplomatic History II. Study of American relations with Latin America, World War I, isolationism, participation in World War II, origins of the Cold War, and contemporary diplomatic problems.

3360. Topics in American History. Study of selected aspects of American culture and civilization.

3361. History of Mexico. A panoramic view of Mexican history from the pre-Columbian age through the Mexican Revolution. Emphasis is placed on the societies of the Classical Horizon, cultures of the Postclassical Horizon, the Spanish conquest and colonization, the independence movement and reform, the Porfiriato, and the Revolution.

3368. Modern China and Japan Analysis of the history of East Asia in the nineteenth and twentieth centuries. Examination of traditional social structures, historical patterns, and intellectual traditions is followed by a consideration of the impact of Western imperialism, the East Asian response, and the resulting modernization. Also discussed are the effects of World War II as well as post-war changes in East Asian society, economy, and politics.

4347. The Seminar in History. An examination of historiography through the consideration of classic texts and contemporary historical writing. Successful completion of this course is prerequisite to enrollment in History 4348. Spring.

4348. Senior Thesis. Each student investigates a topic and, under the guidance of a faculty advisor, prepares an extended research paper. Prerequisite: History 4347. Fall.

4357. Special Studies in History. Offered as needed.

4V61. Independent Research in History.

DIRECTOR
Associate Professor Dougherty.

INTERNATIONAL STUDIES CONCENTRATION

The arena of international affairs is the focus of some of the most significant actions of mankind. 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.

This concentration is designed particularly for those students majoring in politics, economics, history, or modern language. It may also be taken by students majoring in other disciplines at the University. It provides an excellent foundation for those thinking of careers in the foreign service, international organizations, or international business. It aims above all at leading the student to reflect about the unique nature of the international environment through a consideration of the American experience in particular.

Four courses form the core of the concentration. These courses provide the student a foundation in American foreign policy, diplomatic history, and comparative economic systems or international economics. When necessary, the concentration advisor may approve substitutions.

The student also must select at least *two additional* courses relevant to the field from the wide variety of such courses offered within the University.

Core Courses

1) Politics 3325. American Foreign Policy.

2 a) Economics 3330. International Economics.

2 b) Economics 4332. Comparative Economic Systems.

3) History 3356. American Diplomatic History I.

4) History 3357. American Diplomatic History II.

Elective Courses: These courses are illustrative of those which can be taken.

Politics 3336. Comparative Government.

Politics 3338. Marxism and Russia.

Economics 4335. Economic Development.

Economics 4344. Western Economic History II.

History 3314. Modern Europe II.

DIRECTOR
H. Cousins

INTERNSHIPS

Independent Study with Field Experience (Internship) provides an opportunity for students to demonstrate imagination and resourcefulness in their educational growth. The study is intended primarily to enable students to develop skills and knowledge that cannot readily be acquired in the regular college curriculum but that are compatible with the educational mission of the University. In addition, the program may assist students in the assessment of personal commitments and the exploration of potential careers.

Independent Study with Field Experience consists of supervised *off-campus* educational involvement, such as an internship or related activity, in which there is a designated analytical or intellectual element resulting in an appropriate research paper or related project.

Students who choose to engage in Field Experience must be degree-seeking students with at least sophomore standing and should have achieved at least a 2.5 cumulative grade point average. There should be some indication that a student has done previous work in the area of the study project or that there has been some degree of special preparation. *Advanced planning is required* and should be completed during the preceding term. To assist in planning, students meet with the Field Experience Coordinator and an appropriate faculty sponsor who serve as advisors. The field experience contract, approved by the coordinator, stipulates the agreement between the student, faculty sponsor, and on-site supervisor regarding the character and goals of the project.

During enrollment a course number is assigned by the Registrar indicating variable credit and reflecting the appropriate department. Upon completion, credit is recorded as either *Pass or No Pass*.

No more than six credit hours of Field Experience may apply toward graduation. Credits count toward general electives and will not count toward a student's major or core requirements unless special permission is granted. When internship credit is pursued during special terms (outside the regular semester), a $55 transcripting and supervisory fee is charged.

3V57. Independent Study with Field Experience—Internships. Graded Pass/No Pass; **T** grade may be assigned when circumstances warrant.

DIRECTOR
R. Wilkerson

JOURNALISM CONCENTRATION

The Journalism Concentration provides an opportunity for students to gain an understanding of the role of the media in American society and to receive instruction in the basic skills needed to perform adequately in the field. Publications, businesses, and graduate schools seek liberal arts graduates with a background in the theory and practice of journalism.

The *required curriculum* includes *six* courses: Survey of Mass Media, Reporting, Ethics or an approved substitution, Internship, and six credits of advanced electives in Journalism. Journalism Practicum is not required but is an excellent experience for the Concentration student. It may be repeated three times for credit. Typing/Word processing skills are required in Journalism courses.

Courses in Concentration

Journalism 1109. Journalism Practicum. An opportunity for students to gain experience working on a publication. The one-credit course involves weekly meetings, contribution to the newspaper or yearbook, and preparation of a portfolio of completed work. Photographers, reporters, advertising designers, writers, editors, artists, production/layout workers, and desktop publishers are needed. May be repeated three times for credit. Fall and Spring. Graded Pass/No Pass.

Journalism 1301. Survey of Mass Media. Examination of the role of mass media in modern society, including a study of communication theory, history, operation, and structure of each medium in the American communication system. Discussion of influences of media on society and the interrelationship of the media. Spring.

Journalism 2301. Reporting. Introduction to fundamentals of news gathering and writing for the print media. Emphasis placed on practical application—learning newspaper style, conducting interviews, building reporting skills, developing clarity in writing. Includes writing news stories, editorials, features, in-depth or investigative, and entertainment for *University News* as laboratory experience. Fall.

Journalism 3301. Editing. Emphasis on writing quality. Handling copy from its inception as an assignment to the printed page, with special study of style, word usage, layout, headline writing, and use of computer as a standard tool of the trade. Includes writing and editing assignments for *University News* as laboratory experience. Prerequisite: Journalism 2301. Spring, alternate years.

Journalism 3358. History of American Journalism. Survey of American journalism from colonial times to the present, emphasizing the role the media have played in the economic, political, and social development of the nation and changes in the media during this development. Fall, alternate years.

Journalism 3368. Feature Writing. Emphasis on research and writing non-fiction features for print media. Includes information on techniques of research, study and analysis of newspaper and magazine features, study of unique characteristics of feature writing, and practical application of principles studied. Spring, alternate years.

Philosophy 4336. Ethics. Systematic treatment of ethics and morality with an overview of major ethical theories. Treatment of topics such as the nature and categories of human motivation; the nature of values and moral values; dimensions of human freedom; human acts as bearers of morality; sources of forms of moral goodness, moral evil, and moral obligation; evaluations of major theories; specific nature of Christian ethics. Fall. Occasional substitutions may be approved.

Journalism 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.

COORDINATOR
Associate Professor Maddux.

LANGUAGE CONCENTRATIONS

Concentration in Languages

The *Concentration in Language* combines practical and theoretical aspects of language study. It includes advanced work in *one or more* languages other than English, together with the theoretical consideration of language as a universal human activity. Students take a total of twelve credits.

1) Three courses (9 credits) in language/literature at the 3000-level or above.
2) One course (3 credits) involving a theoretical consideration of language. The following courses are acceptable (substitutions must be approved by the coordinator):

Education	**5354.**	Language Acquisition/Linguistics
Language	**3330.**	Introduction to Linguistics
Philosophy	**4335.**	Philosophy of Language
Psychology	**3334.**	Language and Expression

With permission of the coordinator, a fourth upper-division language/literature course may be substituted for the theoretical course.

Students wishing to take this concentration should inform the coordinator preferably no later than the Junior year. Any questions about what can be used for the concentration should be addressed to the coordinator.

Concentration in Area Studies

For students who wish to focus on the culture and history of a country or language group, it is possible to pursue a Concentration in Area Studies. Students complete three upper-division courses in one language/literature, plus two related courses (in history, art, economics, et cetera). Planning is particularly important for this concentration, since related course offerings for a given country are limited. An Area Studies Concentration is possible in Classics, French, German, Italian, and Spanish.

ADVISOR
Associate Professor Dougherty

LEGAL STUDIES CONCENTRATION

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 interested students to deepen their understanding of the Legal Profession.

Requirements for the Concentration:

17-18 credits, to include:

POL 3323. Constitutional Law
POL 3324. Public Policy
POL 3327. Civil Rights
ECO 4340. Law & Economics

And one of the following:

PHI 5331. Philosophy of Law
BUS 3340. Legal Environment
Or a substitute approved by the Pre-Law Advisor

And participation for credit in at least two semesters of GST1122: Moot Court, *or* completion of an internship appropriate for legal studies. Such internships must be approved in advance by the Pre-Law Advisor, must be for credit, and must follow the process specified in the catalog for receiving academic credit.

Regular consultation with the University's Pre-Law Advisor.

Membership and regular activity in the University's Pre-Law Society.

FACULTY
Chairman and Assistant Professor Andrews; Associate Professor P. Phillips; Visiting Assistant Mukherjee; Visiting Instructor S. Phillips.

MATHEMATICS

The discipline of mathematics is defined as much by its methodology as it is by its content. Indeed, it is this methodology which unifies the different areas of mathematics. The Department of Mathematics seeks to involve students at all levels in the thoughts and methods of mathematics in a creative, lively way.

The courses in the Department are organized around three related areas: the core curriculum, service to other disciplines, and the major in mathematics.

The Core Requirement: Much of mathematics has its roots in science, but the spirit of mathematical inquiry is not bound to any specific area. Mathematics is an important discipline for every educated person.

All students at the University are therefore required to study some mathematics. The goal of the requirement is to strengthen the student's imaginative and deductive powers through the discipline imposed by rigorous mathematical thinking. The precise use of language and logic characteristic of mathematics is developed in the courses which meet the core requirement.

There are several classes from which the student may choose, each dealing with profound ideas that play an important part in our culture. These courses can be categorized into two main types.

- The courses in Euclidean and Non-Euclidean Geometry and Linear Point Set Theory are designed to explicitly engage the student in precision of mathematical reasoning. There is little or no specific material that must be mastered before taking on these classes, although Linear Point Set Theory requires "mathematical maturity" which can be demonstrated through course work.

- The Introduction to Statistics course provides a background in statistical reasoning and methodology that is needed for efficient citizenship, as well as for specific use in the fields of Biology, Business, Economics, Psychology, and the health professions.

- The courses in the main Calculus sequence, Calculus I, II and III, provide an exploration of one of the most useful parts of mathematics. However, these do require a broader background in mathematical computation, particularly in algebra and trigonometry. Some students who wish to take one of these courses will have to prepare by taking Precalculus at the college level.

Service to Other Disciplines: Mathematics and the sciences have cross-fertilized each other for centuries. Physics, biology, chemistry and economics all draw on mathematical ideas and techniques. The calculus sequence is the primary avenue for learning these ideas. The knowledge of computation learned in the Computer Science Concentration can be applied in other disciplines where the computer can be used as a powerful tool for scientific investigation. Many mathematical concepts grew out of problems in science, and the content of a number of upper-level courses reflects this relationship.

The Major: The purpose of the major is to immerse students in the content and methodology of mathematics as it is practiced by active mathematicians. The basic requirements in the major introduce the central ideas of the discipline. Electives within the major permit students to pursue further areas of special interest.

The course in Linear Point Set Theory is an important bridge into the major. In it students begin the immersion into the mathematical process, and the foundation is built for later work in Analysis, Topology, and other courses. Linear Point Set Theory, along with Abstract Algebra and Analysis, highlight methods of proof, raising and settling of questions, developing precise definitions of concepts, and thinking and writing concisely in mathematical terms. Students immerse themselves in these mathematical ideas are able to approach the other courses in the major with the perspective of the working mathematician.

Mathematical concepts have a profound influence on the world outside of mathematics. Equally important, the world external to mathematics has helped shape the discipline. It is important for majors to experience this interaction and to see the power and limitations of mathematics. Courses such as Calculus I and II, Linear Algebra, Vector Calculus, Differential Equations, Probability, Statistics, Numerical Analysis, and Introduction to Computer Science as well as the Physics requirement aid in the development of this perspective.

A major in mathematics opens many doors. Majors go on to graduate work in such fields as mathematics, computer science, statistics, physics, economics, or biology. They pursue business, actuarial science, linguistics, medicine, law, and teaching. Most importantly, the major allows the budding mathematician to see the world in a creative, beautiful, and profound way.

Advising: All students are *urged* to seek advice from the Department concerning selection of courses and placement. A placement exam is required of students wishing to enroll in 1000-or 2000-level courses except 1301, 1302 and 1306. Students considering a major in mathematics should consult with the Department as soon as possible. A faculty member can suggest courses that may help students make a decision.

Each major has a faculty advisor in the Department. Students and the advisors will have an introductory conference to talk about the program and to discuss aims and goals. At the beginning of the junior year, students and advisors meet to take stock of how students are doing and where they are going. Advisors assist the students in course selection and post-graduate plans. It is *imperative* that all those who intend to major in mathematics contact the Department for counseling at least once each semester before preregistration.

Basic Requirements for Major

B.A.: Mathematics 1404, 1411, 2412, 3310, 3321, 4332, 4341, 4333 or 4342, one of 3324, 3326, 3338 or 4315; three mathematics or computer science credits at any level; and six mathematics or computer science credits in courses numbered 3000 or above (a total of six computer science hours may count toward the math major); participation in 3V50 as often as it is offered is encouraged; Physics 2311-2111, 2312-2112. The foreign language should be French, German, or Russian for those planning graduate studies in mathematics. Math majors should go to Rome in the spring of the sophomore year.

B.S.: Twelve additional advanced hours in mathematics are required, including 4315; one of 4316, 4333, 4342 excluding the choice for the B.A.; and 4V43.

Comprehensive Examination

A comprehensive exam is required of all majors in their final year. It is administered by the mathematics faculty and covers all required courses for the B.A. or B.S. degree. Those who do not pass the first time have a second opportunity to take the comprehensive prior to May graduation of that school year.

Year I

Physics 2311	3	Physics 2312	3
Physics 2111	1	Physics 2112	1
English 1301	3	English 1302	3
Language 2311	3	Language 2312	3
Mathematics 1404	4	Mathematics 1411	4
Philosophy 1301	3	Computer Science 2410	4
	17	(or elective)	18

Year II

		(Rome)	
English 2312	3	English 2311	3
Mathematics 2412	4	History 2301	3
Mathematics 3321	3	Theology 2311	3
Economics 1311	3	Philosophy 2323	3
Theology 1310	3	Art 2311	3
	16		15

Year III

Mathematics 3310	3	Mathematics Elective	3
Mathematics 4341 or 4332	3	Mathematics 4342 or 4333	3
History 1311	3	Philosophy 3311	3
Life Science	3	History 1312	3
Elective	3	Elective	3
	15		15

Year IV

Mathematics 4332 or 4341	3	Mathematics Elective	3
Mathematics Elective	3	Philosophy Elective	3
Politics 1311	3	Electives	6
History 2302	3		12
Elective	3		
	15		

Courses in Mathematics

1301. Euclidean and Non-Euclidean Geometries. Development of the mathematical way of thinking through firsthand experience. Emphasis on the student's strengthening of his or her imagination, deductive powers, and ability to use language precisely and efficiently. Study of Euclid's geometry; Hilbert's axioms; neutral geometry; hyperbolic geometry (non-Euclidean geometry of Gauss, Bolyai, Lobachevsky); the axiomatic method; and consistency, independence and completeness of axiom systems. Historical perspective and philosophical implications are included. Students must prove a significant number of theorems on their own. Fall and Spring.

1302. Elements of Number Theory. Development of the mathematical way of thinking. Emphasis on the student's strengthening of his or her imagination, deductive powers, and ability to use language precisely and efficiently. Study of the properties of the whole numbers; the Euclidean algorithm; prime numbers; divisibility; congruencies; residues; and elementary additive number theory. Students must prove a significant number of theorems on their own. Historical perspective and philosophical implications are included.

1303. Precalculus. Advanced Algebra and Trigonometry needed for Calculus. Solving equations and inequalities; polynomials; functions; trigonometry on the unit circle; parametric and polar coordinates; conic sections; arithmetic and geometric sequences; math induction. Prerequisite: successful placement in algebra. Fall.

1404. Calculus I. Limits, derivatives, applications of derivatives, integration, logarithm and exponential functions. Prerequisite: Grade of C (2.0) or better in Math 1303, or satisfactory placement. Fall and Spring.

1411. Calculus II. L'Hôpital's Rule, inverse trigonometric and hyperbolic functions, methods of integration, analytic geometry, applications of integrals, sequences and series. Prerequisite: Grade of C (2.0) or better in Math 1404, or satisfactory placement. Spring.

1513. Infinite Processes: Theory and Application. The study of the completeness property, sequences, limits, tangency, derivatives, area, and integration. Applications of derivatives, integrals, and linear and separable differential equations. Mathematical modeling including acquisition of data in real time. Computer algebra systems will be used. Prerequisites: Satisfactory placement and consent of the Chairman.

2107. Mathematics Colloquium. A forum for exposing students to the rich and deep areas of mathematics and its applications not normally seen in the first two years of undergraduate studies. Oral presentations are selected for their interest and accessibility. Speakers include faculty members, visiting lecturers, and students. Highly recommended for majors. Visitors are welcome. Public announcements of speakers will be made. Graded Pass/No Pass. May be repeated. Fall and Spring.

2304. Discrete Mathematics. Introduction to the mathematical foundation of computer science with two co-equal components: a study of combinatorics and graph theory including topics from the theory of computer science, and a development of the imagination and analytical skills required in mathematics and computing science. Students are required to do proofs. Prerequisite: MCS 2410. Spring, odd years.

2305. Introduction to Statistics. Statistics may be broadly defined as the science of making rational decisions in the face of quantifiable uncertainty. Emphasis on a deep understanding of the fundamental elements of so-called "statistical thinking", including randomness, uncertainty, modeling, and decision processes. The superstructure of statistical methodology, including hypothesis testing, inference, and estimation, using the logical methods of mathematics. A significant amount of instruction is computer-based. Prerequisite: Successful demonstration of algebra abilities. Fall and Spring.

2412. Calculus III. Vectors, vector calculus, functions of several variables, multiple integrals. Prerequisite: Grade of "C" (2.0) or better, Mathematics 1411, or satisfactory placement. Fall.

3107. Mathematics Colloquium. This course is similar to 2107 except that extra

work is required to earn junior-level credit. Each student is expected to write a paper and present a talk based on it in addition to fulfilling the other requirements. Graded Pass/No Pass. May be repeated. Fall and Spring.

3310. Linear Algebra. Geometry of R^2 and R^3 including the dot product and parametric equations of lines and planes. Systems of linear equations, matrices, determinants, vector spaces, and linear transformations. Applications to the sciences and economics are included. Prerequisite: Mathematics 1411 or consent of instructor. Fall.

3320. Foundations of Geometry. A systematic development of topics selected from metric and nonmetric geometries, comparison of postulate systems. Prerequisite: Mathematics 1411 or consent of instructor. Spring, even years.

3321. Linear Point Set Theory. Limit points, convergent sequences, compact sets, connected sets, dense sets, nowhere dense sets, separable sets. Prerequisite: Consent of Chairman. Fall.

3322. History and Philosophy of Mathematics. The history of the development of mathematics, the lives and ideas of noted mathematicians. Prerequisite: Consent of instructor.

3324. Differential Equations. First order equations, existence and uniqueness of solutions, differential equations of higher order, Laplace transforms, systems of differential equations. Prerequisite: Mathematics 1411 or consent of instructor. Fall, even years.

3326. Probability. Axioms and basic properties, random variables, univariate probability functions and density functions, moments, standard distributions, Law of Large Numbers, and Central Limits Theorem. Prerequisite: Math 1411. Fall, odd years.

3327. Statistics. Sampling, tests of hypotheses, estimation, linear models, and regression. Prerequisite: Math 3326. Spring, even years.

3338. Numerical Analysis. Zeros of polynomials, difference equations, systems of equations, numerical differentiation and integration, numerical solution of differential equations, eigenvalues and eigenvectors. Prerequisite: Mathematics 3310 and knowledge of a programming language. Spring, even years.

3351. Model Building. Investigation of a series of physical situations for which mathematical models are developed. Emphasis is on the process. Prerequisite: mathematical maturity beyond 1411, or consent of instructor.

3V50. Special Topics. Gives the student an opportunity to pursue special studies not otherwise offered. Topics in recent years have been chaos, fractals, cellular automata, number theory, and dynamical systems. May be repeated for credit. Prerequisite: consent of Chairman.

4314. Advanced Multivariable Analysis. Continuous and differential functions from R^m into R^n, integration, differential forms, Stokes's theorem. Prerequisite: Mathematics 3310, 2412 or consent of instructor.

4315. Applied Math I. Symmetric linear systems, equilibrium equations of the discrete and continuous cases, Fourier series, complex analysis and initial value problems. Prerequisites: Math 3310, Math 2412. Spring, even years.

4316. Applied Math II. Power series, special functions, partial differential equations of mathematical physics, complex integration, and Fourier transformations.

Prerequisite: Math 4315.

4332-4333. Abstract Algebra I, II. Group theory, ring theory including ideals, integral domains and polynomial rings, field theory including Galois theory, field extensions and splitting fields, module theory. Prerequisite: Mathematics 3310 and junior standing, or consent of chairman. Fall, even years (I); Spring, odd years (II).

4334. Topology. Topological spaces, connectedness, compactness, continuity, separation, metric spaces, complete metric spaces, product spaces. Prerequisite: Mathematics 3321 or consent of instructor. Spring, odd years.

4338. Mathematical Logic. Propositional calculus, predicate calculus, first order theories, formal number theory. Prerequisite: consent of instructor.

4339. Axiomatic Set Theory. Axioms, ordinal numbers, finite and denumerable sets, rational and real numbers, the axiom of choice. Prerequisite: consent of instructor.

4341-4342. Analysis I, II. Real number system, topological concepts, continuity, differentiation, the Stieltjes integral, convergence, uniform convergence, sequences and series of functions, bounded variation. Prerequisite: Mathematics 3321 or consent of Chairman. Fall, odd years (I); Spring, even years (II).

4360. Senior Seminar. A study of significant literature with a view toward acquainting the student with the nature of fundamental mathematical research. Many of the important elements of research will be incorporated into this course. Prerequisite: senior standing.

4V43-4V44. Research. Under the supervision of a member of the faculty, the student involves himself or herself in the investigation and/or creation of some areas of mathematics. The research should be original to the student. A paper is required. Prerequisite: junior or senior standing.

4V61. Independent Studies. An opportunity for the student to examine in depth any topic within the field under the guidance of the instructor. For advanced students.

MATHEMATICS CONCENTRATIONS

I. Applied Math Concentration

Philosophy: Much of the history and philosophy of Applied Mathematics can be summarized by a quote from the preface to *The Functions of Mathematical Physics* by Harry Hochstadt, "The topics covered . . . were first studied by the outstanding mathematicians of the eighteenth and nineteenth centuries. Among the many who devoted themselves to these studies are Gauss, Euler, Fourier, Legendre, and Bessel. These men did not recognize the modern and somewhat artificial distinction between pure and applied mathematics. Much of their work was stimulated by physical problems that led to the studies of differential equations. Frequently they developed generalizations to obtain results having no immediate or obvious applications. As a consequence mathematics was often ahead of its time having tools ready before physicists and engineers felt the need for them." The concentration reflects this historic interplay by presenting topics of obvious interest to applied scientists as well as being of purely mathematical interest.

The concept of transformations plays a central role in Applied Mathematics. Partial differential equations are transformed into ordinary differential equations. Ordinary differential equations are transformed in algebraic equations. And algebraic systems are transformed into simple algebraic systems. Thus, one can understand why Linear Algebra plays a fundamental role in the concentration.

Content: The concentration consists of *five* courses. The core of the Applied Mathematics Concentration is made up of the *three* courses: Calculus III (MAT 2412), Linear Algebra (MAT 3310), and Applied Math I (MAT 4315). Fundamental to modern applied mathematics is the study of structures known as vector spaces and the linear operators on those spaces. Students are introduced to these concepts in Linear Algebra. These ideas are expanded in Calculus III where the linearity and multidimensionality introduced in Linear Algebra are combined with the infinite processes of calculus. These concepts continue to be drawn together in Applied Mathematics I, where the analogy is completed between discrete problems, continuous one-dimensional problems, and continuous multidimensional problems.

The *fourth* course is an applied mathematics elective such as Differential Equations (MAT 3324), Probability (MAT 3326), Statistics (MAT 3327), Numerical Analysis (MAT 3338), Model Building (MAT 3351), Applied Mathematics II (MAT 4216), or a Computer Science course approved by the director.

The *fifth* course is an elective from a field other than Mathematics. This allows the student to tailor the concentration to his or her own interests and reinforces the concentration's interdisciplinary nature. Possible choices include:

Che 3331.	Physical Chem. I	Phy 3363.	Computational Physics
Eco 3327.	Statistical Methods	Phy 4327.	Electromagnetic Theory
Eco 3328.	Econometrics	Phy 4423.	Theoretical Mechanics
Eco 3329.	Quantitative Eco.	Phy 4424.	Quantum Mechanics
Phi 4333.	Philosophy of Science	Psy 3337.	Statistical Methods
Phy 3341.	Optics		Approved Elective

II. Pure Math Concentration

The concentration provides a coherent set of courses for students interested in mathematics, short of a major, in areas distinct from those of Applied Mathematics.

The concentration consists of five classes (fifteen credits): four upper level mathematics courses and one course from another field of study that enlarges and reflects on the field. The *three* required classes are: Math 3321 (Linear Point Set Theory), Math 4332 (Abstract Algebra I), and Math 4341 (Analysis I).

The *fourth* class may be selected from the following list:
Math 3320 (Foundations of Geometry)
Math 4342 (Analysis II)
Math 3333 (Abstract Algebra II)
Math 4334 (Topology)
Math 4V43/4V44 (Research Hours)
Courses as approved by the department.

The External Elective can be chosen from the following courses:
Phil 4334 (Philosophy of Science)
Phil 3339 (Symbolic Logic)
Phil 4335 (Philosophy of Language)
Phil 5345 (Philosophy of Technology)
Phil 5357 (Analytical Tradition)
MCS 3311 (Theory of Computation)
Other electives as approved by the department.

FACULTY
Director and Associate Professor Maddux;
Associates: Balas, Jodziewicz, Rosemann,
Sommerfeldt and Swietek.

MEDIEVAL AND RENAISSANCE STUDIES AND THE CHRISTIAN CONTEMPLATIVE TRADITION

The Center for Contemplative Studies

The Center for Contemplative Studies seeks to promote interest in the rich spiritual tradition of the Christian West, in the belief that this tradition is central to our common intellectual heritage. Through the study of significant texts and movements, it aims at a better understanding of the nature of spirituality itself, the unfolding of Christian spirituality in the West, and the role spirituality has played in the development of Western culture and thought.

The Center's interests lead it beyond narrow disciplinary perspectives. It not only welcomes, but requires, the varied approaches of the historian, the literary critic, the philosopher, the theologian. Indeed, the Center wishes to be an interdisciplinary forum for all those who study the history of spirituality. In addition, while it emphasizes the Western tradition of spirituality, it recognizes the importance of viewing this tradition within the largest possible human and religious perspectives.

The Center sponsors the two concentrations: **Christian Contemplative Tradition** and **Medieval and Renaissance Studies**. In addition, it sponsors colloquia, mini-courses, weekend seminars, and lectures by visiting professors and members of the university faculty. These activities are intended to illuminate the authors and texts of the spiritual tradition from as wide a variety of scholarly perspectives as possible.

Requirements of both Concentrations

The student should declare his or her intention to concentrate by coming to speak to the director no later than the first semester of the Junior year. No more than two courses may count toward both the concentration and the major. Substitutions in the concentrations must have the written approval of the Director. If a student wishes to concentrate in *both* Medieval and Renaissance Studies *and* Christian Contemplative Tradition, no overlap will be allowed in the courses required for either concentration. Doing both concentrations requires 30 hours of course work.

Medieval and Renaissance Studies Concentration

If the period commonly referred to as the Renaissance marks the beginning of the Early Modern period in European history, it nonetheless exists in profound continuity with the Middle Ages. The two periods share common theses, issues, *auctores*, and institutions, and participate in a common enterprise: for they both attempt to forge a union out of the impressive remnants of ancient, but pagan, civilization, and the living traditions of thought and piety associated with biblical (Jewish and Christian) religion. Even when the Renaissance writers do distance

themselves from late medieval practices and thinking, often enough what they are doing is reviving the spirit and language of an earlier Middle Ages in preference to more recent developments. Hence the appropriateness of combining the study of the Renaissance with that of the Middle Ages in a single concentration. Concentrators are free, of course, to emphasize one period more than the other if they choose.

Through a consortium agreement with Southern Methodist University and the University of Texas at Dallas, it is possible for students pursuing the concentration to take courses in medieval subjects not usually offered here but available at the other institutions, with the approval of the Director of the Center.

The concentration requires the completion of *six* three-credit upper-division courses, in four different fields, from the list below or otherwise approved by the Director, and distributed according to the following principles:

1. History (two courses)
2. English, Modern Languages or Classics.
3. Philosophy or Theology.
4. A fifth course other than History and other than the fields chosen in #2 and #3.
5. A sixth course, in any field.

Approved Medieval-Renaissance Courses:

Art 5356: Italian Renaissance Art 1300-1600
Art 5365: Medieval Art
Art 5367: Northern Renaissance 1400-1550
Dra 3335: Theater Literature I
Eco 4343 Western Economic History I
Eng 3323: Medieval Literature
Eng 4359: Shakespeare
Eng 4370: Dante
Eng 5312: The English Renaissance
Eng 5320: Arthurian Romance
CLL 3334 Augustine
CLL 3335: Medieval Latin Readings
MFr 3322: Medieval and Renaissance Literature
MFr 5V50: Old French
MGe 3321: German Literary Tradition I
MFr 5V50: Old Occitan
MSp 3320: Spanish Literary Tradition I
MSp 3327: Golden Age Drama/Poetry
MSp 3328: Golden Age Novel
MSp 3338: Medieval Literature in Spain
MSp 3340: History of Medieval Spain
MSp 3341: History of Habsburg Spain
His 3307: Medieval Europe I
His 3308: Medieval Europe II
His 3309: Topics in Medieval History
His 3310: The Renaissance
His 3311: The Reformation
His 3312: Topics in Renaissance and Reformation
His 3321: History of England I
His 3323: History of France I
His 3325: History of Germany I
His 3327: The History of Ireland
His 3328: The History of Spain I
His 3337 Constitutional History of Medieval England
Phi 3326: Medieval Philosophy
Phi 5358: Scholastic Tradition
Pol 3312: Morality & Politics
Pol 3333: Political Philosophy in the Middle Ages
The 4311: Theology of Thomas Aquinas
The 5311: Church History I
The 5315: Patristic & Byz. Theo.
The 5316: Medieval & Mod. Theo.

Christian Contemplative Tradition Concentration

The concentration consists of four courses (twelve hours) approved by the Director. Of these, two must belong to the cycle of courses dealing with the history of spirituality, i.e., Patristic Theology and Spirituality, Medieval Spirituality, and Modern Spirituality. Descriptions follow. Courses are offered in a three-year cycle.

Patristic Theology and Spirituality. (The 5315 Patristic and Byzantine Theology) History of Christian doctrines from apostolic times to the end of the Patristic period in the West, and into the Byzantine period in the East, with special attention paid to the interconnection between early Christian doctrine and spirituality. Authors studied may include: Origen, Evagrius, Athanasius, Gregory of Nazianzus, Gregory of Nyssa, Denys the Areopogite, Maximus the Confessor, Ambrose, Augustine. Prerequisite: Theology 2311, Western Theological Tradition.

Medieval Spirituality. Deals with monastic spirituality, pastoral spirituality, the spirituality of the friars, and late Medieval spirituality. Authors studied may include: Benedict of Nursia, Gregory the Great, Bernard of Clairvaux, William of St. Thierry, Aelred of Rievaulx, Richard of St. Victor, Francis of Assisi, Clare, Bonaventure, Jordan of Saxony, Humbert of Romans, Eckhart, Catherine of Siena, Walter Hilton, Rusbroec, Nicholas of Cusa, Thomas à Kempis.

Modern Spirituality. Close reading of major texts showing the development of the contemplative tradition from the sixteenth through the twentieth century. Authors studied may include: Thomas More, Luther, Calvin, Ignatius of Loyola, Teresa of Avila, John of the Cross, Francis de Sales, Bérulle, Pascal, Spenser, Wesley, Newman, Thérèse of Lisieux, Merton.

FACULTY
Chairman and Professor Dupree; Director of Spanish and Professor Wilhelmsen; Associate Professor Maddux; Assistant Professors J. Eidt and Pérez-Bernardo; Visiting Assistant Professor L. Eidt; Visiting Instructors Forte, Gregorek and Lasswell.

MODERN LANGUAGES AND LITERATURES

The University offers the study of four modern languages (French, German, Italian and Spanish) as well as a major in Comparative Literary Traditions. One-semester courses in other languages are occasionally available.

Learning a second language provides not only a practical skill in communicating with others but also a viewpoint from which to observe the phenomenon of language itself. At the same time, it gives one access to the mental and psychological dimensions of cultural traditions and peoples other than one's own. Exploring how others express themselves yields insights into patterns of thinking and behaving. Now that communication worldwide has become almost instantaneous, the ability to understand these dimensions and patterns is more important than ever before.

Modern Languages in the Core

The Modern Languages Department contributes to the Core curriculum by providing language instruction for all students on the elementary and intermediate levels. Courses on the elementary level are offered to accommodate those students who have pursued no second-language studies previously or who wish to fulfill the language requirement by learning a language different from the one studied before coming to the University. No credit toward graduation is given for introductory courses in the language students use to satisfy the Core requirement, which consists of a passing grade at the Intermediate II level.

In the first semester of the intermediate level, students continue developing skills begun at the elementary stage (listening, speaking, reading, and writing), while studying more difficult grammar concepts and extending vocabulary. In the second semester, they gain insights into the worldview of the culture whose language they are learning. This introduction to the heritage of another country is achieved through the study of literature, history, art, and music.

While credit in courses beyond Intermediate II is not required of non-language majors, advanced courses on the third level are excellent elective choices for students desiring to expand their cultural and historical understanding as well as continue to develop their linguistic abilities at a more sophisticated level.

Basic Requirements for Majors in Modern Languages

Basic requirements for a major in Modern Languages are *30 credits in upper-division courses* in the department and successful completion of the *comprehensive examination* in the senior year. The comprehensive may be attempted only twice in one academic year. Seniors may be invited to undertake a *Senior Thesis*.

The Department reccommends the following elective: Art 1311 and 1312 (History of Art and Architecture), advanced art history courses, History 3313 and 3314 (Modern Europe I and II), and Education 5354 (Introduction to Linguistics). It cooperates with the Education Department in preparing students for secondary school certification in French, German, and Spanish.

Year I

Art, Drama, Math, Music	3	Art, Drama, Math, Music	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 2311	3	Language 2312	3
Philosophy 1301	3	Theology 1310	3
	15		15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Art, Drama, Math, Music	3
Major Language	6
	30

Year III

Major Language	6	Major Language	6
Philosophy 3311	3	Economics 1311	3
Science	3	Science	3
Elective	3	Elective (or required course)	3
	15		15

Year IV

Major Language	6	Major Language	3
Philosophy elective	3	Senior Thesis (or required course)	3
Electives	6	Electives	9
	15		15

International Management

Because students with working proficiency in a modern language have a distinct advantage in multinational companies, the MBA concentration in Global Business is a popular graduate school choice for the foreign language major or other students who have unusual language facility. See the College of Business section of this *Bulletin* for more information on the MBA.

The international experience of the Rome semester during the sophomore year, and/or a special term in Latin America or Spain, add to the unusual preparation the University offers for a career in multinational affairs.

The French Program

Basic Requirements

Thirty advanced credits (10 courses) in all, made up of:
1) The 6-course French Language-and-Literature Unit, consisting of: Reading & Expression 3310; Advanced Communication 3311, 12, or 13; French Literary Tradition I, II, and III (3341, 42, and 43), and Advanced French Grammar (3145, 46, and 47).
2) Two focus courses in French (At the 4000-level).

3) Two more French focus courses, or (with permission) CLT courses (with the MCT designation) and successful performance on a comprehensive exam, taken early in the Spring semester of the Senior year.
For an explanation of the French course numbering system, go to http://www.udallas.edu/modlang/french/courses.cfm, bottom of the page.

1301-1302. Elementary 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. Intermediate 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. Intermediate 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.

3310. Reading and Expression in French. Intensive practice in reading and writing French. Prerequisite: MFR 2312 or the equivalent.

3311. Advanced Communication: French Cinema I. Practice in oral French, chiefly through the study of French New Wave cinema. Prerequisite: 2312 or the equivalent.

3312. Advanced Communication: French Cinema II. Practice in oral French, chiefly through the study of classic or contemporary French cinema. Prerequisite: 2312 or the equivalent.

3313. Advanced Communication: Contemporary France. Practice in oral French, emphasizing contemporary issues. Prerequisite: 2312 or the equivalent.

3119. French Internship. A one-credit practicum, undertaken with the approval of the program director and under the direction of a language professor, involving three hours a week on assignments such as planning and conducting laboratory sessions for elementary language classes, working with audiovisual materials, designing modules of grammatical study, compiling glossaries and chronologies, and planning activities for the language clubs. Excellent experience for those planning to teach language. Graded Pass/No Pass. May be repeated up to three times.

3120. Studio Drama. Participation in a French-language theatrical production. May be repeated. Offered frequently, usually in Spring. Graded Pass/No Pass.

3145. Advanced French Grammar I. The first of three one-credit courses; French majors are expected to take all three. Designed to ensure a solid grammatical foundation necessary for further progress in the language. It is a refinement and an extension of knowledge already acquired rather than a simple review.

3146. Advanced French Grammar II.

3147. Advanced French Grammar III.

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.

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.

4310. Studies in French Authors (SFA). Detailed Study of the entire *œuvre* of one or more major authors.

4320. Studies in French Narrative (SFN).

4321. Studies in French Poetry (SFP).

4323. Studies in French Drama (SFD).

4340. Studies in a French Period or Movement (SFM).

4346. Symbolist Poetry: Baudelaire and His Aftermath. A study of modern French poetry and poetic theory from Baudelaire into the 20th century, with special emphasis on the Symbolist tradition: Baudelaire, Mallarmé, Verlaine, Rimbaud, Valéry.

4349. Senior Honors Thesis. Exceptionally qualified senior majors are invited, as one of their major elective courses, to spend an entire semester researching and writing a thesis on a worthwhile topic, under the direction of one of their professors.

4V51. Independent Research.

4359. French Thought & Culture after 1945. High points of the French intellectual scene since the Second World War.

4V90. Studies in French Cinema (SFC).

5V50. Special Topics in French. Courses offered as needed, focusing on particular authors, periods, or genres.

MCTF Courses

(Course descriptions listed under Comparative Literary Traditions.)

3305. Introduction to French Literature.

4310. Special Topics/Studies in French Authors.

5311-5312. French for Reading Knowledge I and II.

5315. Introduction to Old French.

5316. Topics in Old French.

5317. Introduction to Old Occitan.

5V50. Special Topics.

The German Program

Basic Requirements

Thirty advanced credits (10 courses) in all, made up of:

1) The 6-course German Language-and-Literature Unit, consisting of: Advanced Grammar 3310; Advanced Conversation and Composition 3311; Introduction to German Literary Studies 3312; and German Literary Tradition I, II, and III (3341, 42, and 43).
2) Two focus courses in German (At the 4000-level).
3) Two more German focus courses, or (with permission) CLT courses (with the MCT designation) and successful performance on a comprehensive exam, taken early in the Spring semester of the Senior year.

Comprehensive Examination

In the Spring semester, seniors take oral and written comprehensive exams. A reading list for comprehensives is supplied for preparation. In the written comps, the student addresses three topics from a list of essay topics. The oral exam covers both the written essays and the other topics.
For an explanation of the German course numbering system, go to http://www.udallas.edu/modlang/german/courses.cfm, bottom of the page.

1301-1302. Elementary German I and II. Introduction to the German language stressing the four skills: speaking, listening, reading and writing, as well as cultural competence. Noncredit mandatory laboratory component. Fall and Spring.

2311. Intermediate German I. Continues practice in the four skills with an additional focus on more advanced readings and writing strategies. Literary and cultural materials are taken from pre-20th century sources. Fall.

2312. Intermediate German II. Content course focusing on the history and culture of 20th and 21st century Germany. Concentration on skills necessary for analyzing and writing about literature, film, music, and the visual arts. Spring.

3119. Foreign Language Internship. See "Courses in French."

3310. Advanced German Grammar. Refinement and extension of grammatical skills and structures in reading, writing and speaking moving beyond a simple review of grammar.

3311. Advanced Conversation and Composition. Written and oral communication on an advanced level. Issues in contemporary German society and politics build the focus of the course. Students will practice writing extensively in different genres and give both formal and informal oral presentations.

3312. Introduction to German Literary Studies. Introduction to the tools and techniques of literary analysis and close reading of German language texts. Terminology necessary for the analysis of literature, film, music and the visual arts will be acquired.

3330. Historical Linguistics. Designed for language majors, but open to all students. An introduction to modern approaches to the study of language, culminating in an inquiry into the origins, historical development, and kinship of Indo-European languages. Every other year.

3331. Applied Linguistics: Introduction to Foreign Language Pedagogy. Introduction to methods for teaching foreign languages at the secondary and iniversity levels focusing on theory as well as practice. Includes supervised teaching units in UD Modern Language courses.

3341. German Literary Tradition I. A chronological survey of German literature from around 800 to approximately 1800. Significant works from the Middle Ages, Reformation, Baroque, Enlightenment, and *Sturm und Drang* are discussed.

Emphasis is placed on the tools of analysis specific to German literary studies.

3342. German Literary Tradition II. A continuation of the survey of German literature from the Classicism to the rise of the Third Reich.

3343. German Literary Tradition III. A continuation of the survey of German Literature from the Nazi dictatorship to the present.

4320. The German Novella from Goethe to Kafka. Introduction to shorter German prose with an emphasis on the genre of the novella and how it has developed from the classical period through the early twentieth century.

4321. German Lyric Poetry. Introduction to German lyric poetry from the Middle Ages to the present. The course emphasizes the tools and techniques for analyzing poetry in German.

4323. German Drama. Study of the history of German Drama culminating in an actual student production of a representative play in German.

4335. Advanced Civilization. Topic course with varying content. Familiarizes advanced students with significant examples of German art, music, and non-literary writings of modernity. Emphasis on understanding of the context of modern literature and culture in the German-speaking world. Extensive readings and the writing of longer essays afford the students practice in exploring expository educated German style.

4349. Senior Honors Thesis. Outstanding students may be invited to write a senior project as an independent study project.

4V51. Independent Research.

4V90. Studies in German Cinema. Content may vary and can be repeated for credit.

5V50. Special Topics in German. Courses offered as needed, focusing on particular authors, periods, and genres.

MCTG Courses

(Course descriptions listed under Comparative Literary Traditions.)

3305. Introduction to German Literature.

5311-5312. German For Reading Knowledge I and II.

5V50. Special Topics

The Spanish Program

UD's Spanish Program celebrates the splendor of the Hispanic World, of *Hispanidad*, concentrating on the grand, the heroic, the poetic, the creative, the artistic, the holy, the stoic, and other admirable facets of the legacy and contemporary reality of Spain and Spanish America. The Program also offers an interdisciplinary approach to *Hispanidad* through courses in Spanish language, literature, history, linguistics, and art history. Finally, the courses examine the tension between the unity and the rich diversity within the Hispanic world.

Basic Requirements

Thirty advanced hours, including Spanish 3317, 3318, 3324, 4347, and six additional advanced courses. Prerequisite for any advanced literary or history course: successful completion of *at least one* of the following courses: 3317, 3318, 3324, *or* written permission from the instructor. Majors must pass a Comprehensive Oral

Examination during the final year of study.

Courses in Spanish

1301-1302. Elementary Spanish I and II. Students acquire a basic vocabulary and an understanding of the fundamental structures of Spanish as they develop their skills in reading, writing, listening and speaking. Students are introduced to the cultures of the Spanish-speaking peoples of the world. 1301 is offered in the Fall semester only. 1302 is offered in both Fall and Spring..

2311. Intermediate Spanish I. Designed to enable students to learn to communicate intelligibly, both orally and in writing, and to introduce them to short modern works of literature from Spain and Spanish-America. Fall and Spring.

2312. Intermediate Spanish II. A study of the heritage of the Spanish-speaking world through a panoramic overview of the history, literature, and arts of Spain from prehistoric times up to the present day. Modern Spanish America is also briefly studied, from the time of Columbus, as the amalgam of Hispanic and indigenous cultures. Fall and Spring.

3119. Spanish Internship.

3120. Studio Drama.

3317. Peninsular Spanish Literary Tradition. An overview of Peninsular Spanish literature from the Middle Ages to the present. Students are introduced to literary forms, genres, and movements, as well as to major themes in Spanish literature. They read short original texts. Required of concentrators and majors. Fall.

3318. Spanish American Literary Tradition. Selection of representative works of Spanish American literature from the Pre-Columbian period to the late twentieth century. Literary works are placed in their historical and artistic context. Students continue the study begun in Peninsular Spanish Literary Tradition of forms, genres, and movements. Required of majors. Spring.

3322. Civilization of Mexico. A one-semester course that offers the student a panoramic view of Mexican history, as well as art and architecture, from the Pre-Columbian age through the Mexican Revolution.

3323. Advanced Spanish Communication/Grammar. Students increase oral proficiency through an examination of the nature of communication across time and across cultures. Film, music, visual arts, and literature provide material for discussion, engaging students on a variety of levels. Grammar review. Spring.

3324. Advanced Spanish Composition/Grammar. Students develop a sense of style and structure in writing Spanish on various levels. Close reading and detailed analysis of modern Spanish and Spanish-American authors in both literary and journalistic fields, in conjunction with intensive practice in the art of writing for specific and varying purposes. Required for majors. Fall

3328. Spanish Linguistics. Explores the different theoretical approaches to the study of language and considers the nature of language and its use. Also includes an overview of the history of the Spanish language, as well as a description of its contemporary phonology, morphology, syntax, and sociolinguistic variations. Helps prospective Spanish teachers articulate Spanish grammar clearly and thoroughly.

3329. Introduction to Spanish and Mexican Art History. Course has four objectives: to introduce students to the main artistic styles throughout two thousand years in Spain and Mexico, to familiarize them with some of the most outstanding buildings, sculptures, and paintings in both countries, to show them the unity and the diversity of artistic expression within the Hispanic world, and to teach them

artistic terminology in Spanish. First half of the semester is dedicated to the Iberian Peninsula and the second half to Mexico.

4301. Spanish Medieval History. A survey of Spanish history from the establishment of the Visigothic Monarchy through the reign of the Catholic Monarchs. Emphasis on the development of Spain's national character and sense of purpose during the Reconquest. The cultural achievements of the thirteenth century, Aragon's expansion throughout the lands of the Mediterranean in the late Middle Ages, and the unification of the four Spanish kingdoms by Ferdinand II of Aragon and Isabel I of Castile are also covered.

4302. Spanish Medieval Literature. A study of lyric and epic poetry as well as early Spanish prose. Poetry read includes examples of *jarchas, moaxajas, villancicos*, and ballads. Emphasis in placed on the *Cantar de mío Cid* (Spain's national epic poem) and King Alphonse X's *Cántigas de Santa María*. Prose works include the Archpriest of Hita's *Libro de buen amor*, *Los cuentos del Conde Lucanor*, by Infante Don Juan Manuel, and *La Celestina*, written in the late fifteenth century by Fernando de Rojas.

4311. History of Habsburg Spain: The Golden Age. Spanish history in the sixteenth and seventeenth centuries. Emphasis on the Greater Habsburgs of the Renaissance, Emperor Charles V and Philip II. Topics include imperial expansion in the New World, defense of Christendom against Islam, Spain's participation in religious conflicts and national rivalries throughout Europe, cultural achievements during the Siglo de Oro, political and economic decline under the Lesser Habsburgs of the seventeenth century and the national sense of purpose inherited from the Reconquest.

4312. Golden Age Peninsular/Colonial Drama and Poetry. Renaissance and Baroque drama and poetry in Spain and Hispano-America. Dramatists studied are Lope de Vega, Juan Ruiz de Alarcón, Tirso de Molina, and Pedro Calderón de la Barca. Poets include Garcilaso de la Vega, Alonso de Ercilla, Fray Luis de León, Francisco de Quevedo, Luis de Góngora, as well as the Carmelite mystics St. Theresa of Avila and St. John of the Cross.

4313. Golden Age Peninsular/Colonial Narrative. A study of both Peninsular and Colonial narrative during the Golden Age, including *El Lazarillo de Tormes*, Cervantes's *La Galatea*, and works by Christopher Columbus, Bernal Díaz del Castillo, Alvar Nuñez Cabeza de Vaca, El Inca Garcilaso, St. Theresa of Avila, St. John of the Cross, Sor Juana Inés de la Cruz, and Francisco de Quevedo.

4314. Cervantes: *Don Quijote* and *Novelas ejemplares*. A close reading of Cervantes's masterpiece, *Don Quijote*. Students examine *Don Quijote*'s place in the development of prose fiction (books of chivalry, pastoral romance, and the picaresque novels of the sixteenth century) as well as its impact on Spanish literature and the European novel in general. Course also includes some of Cervantes's later short *Novelas ejemplares*.

4342. History of Bourbon Spain: The Age of Revolution. A study of Spanish history during the two hundred and thirty years of Bourbon rule, from 1700 to 1931. Includes discussion of the loss of Spain's Empire in Europe, the administrative and economic reforms of the Enlightenment, the great international conflicts of the eighteenth century, the Peninsular War against Napoleon, the loss of Spain's Empire in America, the fall of the Old Regime, the political instability of the nineteenth century, and the conflicts that led to the Spanish Civil War of the 1930s. One of the main topics of the course is the question of the "two Spains."

4343. Nineteenth-Century Peninsular Spanish Literature. Spanish poetry,

drama, and prose throughout the nineteenth century. The first half of the course focuses on Romanticism as well as *costumbrista* and historical novels. Writers studied include: Mariano de Larra, José Zorrilla, the Duke of Rivas, José de Espronceda, and Gustavo Adolfo Bécquer. The second half is dedicated to the Realist and Naturalist novel. Special attention is given to works by Fernán Caballero (Cecilia Böel de Faber), Pedro Antonio de Alarcón, Benito Pérez Galdós, Clarín (Leopoldo Alas), Emilia Pardo Bazán, and Blasco Ibáñez.

4361. Early Twentieth-Century Peninsular Spanish Literature. The main literary trends in the first decades of the twentieth century. Study includes works by writers from the Generation of 98, such as Miguel de Unamuno, Antonio Machado, Ramón del Valle Inclán, and Azorín (José Martínez Ruiz). Course also looks at Spanish *vanguardismo* of the 1920s and poets from the Generation of 27, including Pedro Salinas, Federico García Lorca, Jorge Guillén, Rafael Alberti, Luis Cernuda, and Gerardo Diego.

4362. Contemporary Peninsular Spanish Literature. A study of the most important works of Spanish literature since the Civil War (1939). Authors studied are leading dramatists (Antonio Buero Vallejo and Alejandro Casona) and major novelists (such as Camilo José Cela, Carmen Laforet, Miguel Delibes, Ana María Matute, and Carmen Martín Gaite).

4371. Twentieth-Century Spanish American Novels. A close analysis of the Spanish American novel of the twentieth century. Authors studied are chosen from the following: María Luisa Bombal, Adolfo Bioy Casares, Miguel Angel Asturias, Alejo Carpentier, and Gabriel García Márquez.

4372. Spanish American Poetry: From Modernismo to the Present. An examination of more than a century of Spanish American poetry. Authors usually include: José Martí, Manuel Gutiérrez Nájera, Rubén Darío, Gabriela Mistral, Alfonsina Storni, Juana de Ibarbourou, Vicente Huidobro, César Vallejo, Pablo Neruda, Octavio Paz, and Jaime Sabines.

4373. Spanish American Short Story. Spanish American stories since the late nineteenth century. Authors studied are chosen from the following: Rubén Darío, Baldomero Lillo, Horacio Quiroga, Jorge Luis Borges, Juan Rulfo, Julio Cortázar, and Gabriel García Márquez.

4374. Mexican Literature. A study of the interplay between literature and the arts in Mexico since the late nineteenth century. Some attention is given to the influence of the Mexican Revolution. Authors read are chosen from the following: José Rubén Romero, Gregorio López y Fuentes, Mariano Azuela, Alfonso Reyes, Agustín Yáñez, Juan Rulfo, Juan José Arreolo, Octavio Paz, Elena Garro, and Carlos Fuentes.

4375. Highlights of Spanish American Narrative. Taught in English when needed.

4376. Realism in Spanish and English Nineteenth-century Narrative. Taught in English when needed.

4347. Senior Project. Required of all majors. Preparation of a twenty five to thirty page research paper in Spanish, in literature, history, art history, or linguistics.

4349. Senior Honors Thesis. Majors may write a fifty-page research paper, in Spanish, in literature, history, art history, or linguistics as one of their ten courses instead of a Senior Project. By invitation of the Spanish faculty. The thesis includes a defense open to the public. Fall only.

4351. Independent Research.

5V50. Special Topics in Spanish.

Spanish Study-Abroad Programs

UD has summer programs in Spain and Mexico at two Catholic universities: the Universidad Católica de Avila (Spain) and the Universidad Popular Autónoma de Puebla (Mexico). For information, please see the Spanish Program's webpage or Dr. María Luisa Pérez-Bernardo.

Courses in Italian

1101. Survival Italian. Offered at the Rome campus, this course teaches the basic vocabulary and grammatical construction necessary to manage communication in daily life during the semester in Italy. Graded Pass/No Pass.

1301-1302. Elementary Italian I and II. Introduction to Italian grammar, with emphasis on reading, writing, listening and speaking skills. Essential components of these courses will be intensive practice in pronunciation, vocabulary, comprehension, conversation and oral presentations on a variety of topics related to Italian culture. The complexity of the material increases in Elementary Italian II. Fall and Spring.

2311. Intermediate Italian I. Review and further study of grammar, together with intensive oral and written practice. Students will also explore different aspects of Italian culture. Class consists of three contact hours per week. Fall.

2312. Intermediate Italian II. Essential components of this course will be intensive practice in writing and conversation through written and oral presentations on contemporary Italian topics and on Italian literary material. Intermediate Italian II prepares students for advanced study in Italian language and literature through a panoramic overview of the history, literature and art of Italy. Spring.

3119. Foreign Language Internship. See description under "Courses in French."

3321. Italian Literary Tradition I. Students will be acquainted with the genres, movements and chronological development of Italian Literature from its origin to the Renaissance. The course is conducted in Italian and the students will read works by San Francesco d'Assisi, Giacomo da Lentini, Guittone d'Arezzo, Guido Guinizelli, Guido Cavalcanti, Cecco Angiolieri, Jacopone da Todi, Bonvesin de la Riva, Marco Polo, Dante, Petrarca, Boccaccio, Leonardo, Lorenzo de' Medici, Poliziano. Spring, even-numbered years.

3322. Italian Literary Tradition II. A continuation of Literary Tradition I with special emphasis on the XX Century. Students will read and analyze selected works by Pascoli, D'Annunzio, Gozzano, Marinetti, Svevo, Pirandello, Ungaretti, Montale, Quasimodo, Saba. Taught in Italian and offered in the Spring of odd-numbered years.

3323. Advanced Communication in Italian. Emphasis on increasing both oral and written skills so that students can articulate, in an accurate and mature way, ideas of interest to the educated person in the contemporary world. Grammar review, extensive reading of contemporary texts, and writing essays that reflect on current events. As needed.

4V50. Special Topics in Italian. See description under Spanish.

4V51. Independent Research. As needed.

FACULTY
Program Director Walker; Adjunct Professor Emeritus March; Adjunct Assistant Professor Higgins; Adjunct Instructors Bittner, Mahrt, March, Ponochevny and Van Cleve.

MUSIC

While the University does not offer a degree in music, it ensures the presence of music on its campus. Each semester there is regular music programming and a variety of activities arranged by the Music Department. In addition, the Program often makes available tickets at reasonable prices for area musical events.

The à cappella liturgical choir, Collegium Cantorum, is widely recognized for its quality. Instruction is readily available in piano, violin, and guitar. Instruction in other instruments can be arranged through the Music Program Office. Opportunities for performance include special concerts, the Spring Musical and liturgies.

Under the General Studies rubric, students may earn up to four credits toward the degree for participation in applied music courses. Pass/No Pass grades are awarded for lower-division, one-credit music courses. They may be repeated. Music 1311-1315 and 3330 satisfy the Fine Arts core requirement. Three-credit and advanced applied one-credit courses are graded.

The Music Concentration

This concentration encourages interest and proficiency in music by organizing electives into a coherent set of experiences. It requires at least 15 academic credits as indicated below plus credits from applied music, both ensemble and private lessons as determined by the professor. Proficiency examinations, including Advanced Placement, may be used to qualify for and satisfy some of the following requirements:

Music of the Western World	3 credits
Advanced Music History	3 credits
Advanced Music Elective	3 credits
Music Related (Theory or History)	3 credits
Advanced Related Elective	3 credits
	15

Courses in Music *(Fees for applied music courses are payable directly to the instructor at the beginning of each semester. For courses 1105-1116: Students should not register online or in person until they have been accepted through the Music Department.)*

1105. Chamber Ensemble. An opportunity for pianists, string and woodwind players to practice and perform in small chamber music ensembles of 2-4 instruments. Groups meet weekly with the instructor. At least one performance given each semester. Graded Pass/No Pass.

1106. Chamber Orchestra. Classes offered when practical. Open to instrumental musicians from the entire University Community. Members provide their own instruments. Graded Pass/No Pass.

1107. Applied Piano. One forty-five minute private lesson per week to be arranged by instructor and student. One performance given each semester. Graded Pass/No Pass. Additional lesson fee.

1108. Applied Instrumental Music. Individual instruction in violin and other instruments **upon student request** per semester. Graded Pass/No Pass. Additional lesson fee.

1113. Collegium Cantorum Choir. Membership in Collegium Cantorum, a liturgical choir specializing in 16th century Latin Polyphony, is by special audition.

1113. Choral Ensembles. Campus singers and Madrigals offered when student numbers permit.

1116. Applied Voice—Collegium. Open only to members of Collegium Cantorum. Individual instruction in developing the voice as an instrument of dramatic and musical expression. One forty-five minute lesson per week to be arranged by the instructor and student. Graded Pass/No Pass.

1116. Applied Voice—Practicum. Open to all students. Individual instruction in developing the voice as an instrument of dramatic and musical expression. One forty-five minute lesson per week to be arranged by the instructor and student. Graded Pass/No Pass. Additional lesson fee.

1311-1315. Music of the Western World: Renaissance, Baroque, Classical, Romantic, and Contemporary. A five-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.

1316. Focus in Music: Mozart. Study of the music and life of Wolfgang Amadeus Mozart. Students attend several concerts of music by the composer, analyze his music and may perform works.

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.

1321. Music Theory II. Designed to teach the intermediate music student practical knowledge of note-reading, rhythms, chords and key arrangements with emphasis on four-part harmony. Students analyze the harmony and form of works by master composers. Prerequisite: Music Theory I or Proficiency Exam.

2103. Lyric Theater. A musical workshop class for the Campus Musical presented each Spring as possible.

3330. History & Theory of Gregorian Chant. Course focuses on the history and the development of Gregorian Chant. Particular emphasis is given to rhythmical theories, using original notation. Counts as core Fine Arts.

3360. Shakespeare and Music. Study of Shakespeare's plays through the study of the music written for them.

PAIDEIA PERSONALIZED MAJOR PROGRAM

The Paideia Personalized Major Program offers exceptional students the opportunity to design their own major within the parameters described below. The degree plan will combine selected departmental offerings with independent study under the direction of a personal committee. Students are admitted into this program on the basis of an excellent academic record and a strong proposal for an interdisciplinary project. Applicants to the program should have a grade point average of 3.5 and sophomore standing. Students may not be admitted to the program later than the first semester of the junior year. Continuation in the program requires a grade point average of at least 3.3 in any semester.

A Paideia Scholar proposal must meet a number of requirements. *First*, it must have both a clearly delimited central topic and that comprehensiveness characteristic of liberal education. *Second*, the proposal must fall within an area that can be well supervised by the university's faculty. *Third*, it must demonstrate that the proposed work cannot be better done within the structure of a departmental major.

Paideia Scholars must, of course, fulfill the university requirements that constitute the core curriculum and the minimum credits required for the degree.

Application. Applications for admission to the Paideia Personalized Major program are made to the Coordinator, who, in consultation with the Dean of the College, approves acceptable applications and approves the committee. Applications must be sponsored by a faculty member, who writes a recommendation that accompanies them and makes a commitment to supervising the students' Paideia Scholar progress and to chairing the students' committee. A complete proposal will contain a detailed outline of the project students wish to undertake as well as the courses to be taken. Appendices should contain a preliminary bibliography and names of the members of the supervisory committee. When the proposal is approved, students, the supervisory committee, and the chairs of departments in which the student will pursue classes will be notified in writing.

Students may view copies of past Scholar proposals and theses by speaking with the Coordinator.

Nota Bene: Students should be advised that only highly motivated students will be successful in the Program; often, Paideia Scholars must do more work than would be required in a double major. The choice of a well-focused project and a helpful committee is crucial. Changes in staffing and faculty appointments can at times make a Paideia Personalized Major program difficult to complete; therefore, students should choose their committee carefully.

Progress. Approval to undertake the program is not a guarantee of success; it must be accompanied by work of high quality and grade-point average must be maintained to continue in the program. The work for the project should proceed primarily through existing classes, including at least 24 advanced credits related to the program, and include PPM 4349 Senior Research and PPM 4350 Senior Thesis.

Role of the Committee. The committee supervises the Paideia course of study. It ensures the integrity of the program and administers an appropriate comprehensive examination in the fall of the senior year. Students should meet with their entire committee at least twice each semester (once early in the semester, once late in the semester) to report progress toward the degree. At these times, the committee reviews the students' progress, offers suggestions for future work, and certifies that they may continue in the Paideia Personalized Major Program. The chairman of the students' committee supervises the research and directs the student in writing the senior thesis, which must be successfully defended before the whole committee during the spring semester of the senior year.

FACULTY
Chairman and Associate Professor Simmons; Professors W. Frank, Parens, Rosemann, Sepper, and Wood; Associate Professor Lehrberger; Assistant Professors Mirus and Walz; Visiting Assistant Professors Blue and Nelson; Adjunct Instuctors Bolin, James, Jones, Nielsen and Tutuska.

PHILOSOPHY

Philosophy in its simplest sense is the love of wisdom. Wisdom is the possession of truth about fundamental things, and love is a state of spirit and mind that deeply animates and transforms human life for the sake of the good. The goal of undergraduate courses, accordingly, is twofold: to introduce basic questions and claims about what is, what is conceivable, and what is true, and to engender in students the habit of seeking the good. An important corollary effect is that students thus learn how to extend and integrate their own education.

As part of a Catholic university, The Department of Philosophy is particularly interested in the ways Revelation has led to developments within a properly philosophic wisdom available to believers and nonbelievers alike.

Core courses in Philosophy acquaint students with works, arguments, and ideas that are landmarks in Western and Christian thought and experience. The first three courses, in an ascending series, examine: (1) the good life and the role of philosophy in living it (*Philosophy and the Ethical Life*); (2) the nature of being human and being a person, in particular by considering the basic powers and capacities that make us human (*Philosophy of Man*); and (3) the fundamental conceptions of being that ground every more particular attempt to understand the universe and what it contains (*Philosophy of Being*). The Philosophy Core culminates in a fourth philosophy course chosen, in consultation with the students' major advisors, in view of its contribution to the students' total formation and the integration of their program of studies.

For its majors and for others interested in deepening their philosophical education beyond the Core, the Department has two types of offerings. Courses in the history of philosophy span the Western tradition from the pre-Socratics to the contemporary world. They aim to engage students in a continuing dialogue with the greatest philosophers, a dialogue that is both ennobling and humbling. These courses also serve to illuminate historical epochs through the works of the best philosophical minds and so enhance students' grasp of human culture. Finally, by encouraging critical appreciation of the philosophical accomplishments of the past, they provide students with the means to articulate and understand the conceptual background to contemporary issues and problems.

Those issues and problems are treated in upper-level topical and thematic courses, such as epistemology, philosophy of science, ethics and bioethics, philosophy of God and religion, aesthetics, non-Western philosophies, and other areas of special inquiry. They present students with the state of current thought about these things and thus make it possible to gain clarity about how to think and act intelligently in the contemporary world. And thus they reinforce the purpose of all the Department's offerings, which is to extend students' understanding of the Western and Christian philosophical heritage in a way that will spur their own desire and power to live philosophically.

Future Careers

By choosing philosophy as a major, students open up a broad range of future options. They can, of course, go on to graduate study, research, and teaching. For example, it is possible to obtain a master's degree in philosophy with one extra year of study in the University's M.A. program in philosophy, or to concentrate in philosophy within the Ph.D. program, the Institute of Philosophic Studies. Philosophy is an excellent preparation for careers in law and journalism. Philosophy students acquire skills that prepare them to do the kind of sustained, thorough analysis of problems necessary for success in business, government, and other executive positions. The performance of philosophy majors on tests like the GRE, LSAT, and GMAT, outstrips that of students in virtually every other humanities and social sciences discipline and even many of the natural sciences.

Core Program in Philosophy

Philosophy 1301, 2323, and 3311 are required.

Basic Requirements for Major

Thirty-seven credits in Philosophy, including Philosophy 3325, 3326, 3327, 3328, 3351, 4331 or 4333, 4336 or a Special Topics in Ethics course, 4337 or 4338, 4341 and 4141. Also required, in the spring semester of the senior year, is a passing grade on a written *comprehensive examination* (covering the entirety of the student's course work and also testing his or her ability to comment intelligently on philosophic texts) with a follow-up oral examination. One retake is permitted in case of failure on either the written or oral portions.

Students should seek electives in other departments, such as Theology, English, Politics, and Psychology, which inform and broaden their philosophical experience. Students expecting to pursue graduate study in philosophy are urged to take Philosophy 3339 (Symbolic Logic).

Year I

Art, Drama, Music, Math	3	Art, Drama, Music, Math	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 (or 2311)	3	Language 1302 (or 2312)	3
Philosophy 1301	3	Theology 1310	3
	15		15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Politics 1311	3
Language 2311-2312 (or elective)	6
Art, Drama, Music, Math	3
	30

Year III

Philosophy 3311	3	Philosophy 3326	3
Philosophy 3325	3	Philosophy 3328	3
Philosophy 3327	3	Philosophy 3351	3
Science	3	Science	4
Economics 1311	3	Elective	3
	15		16

Year IV

Philosophy 4336 or Special Topics	3	Philosophy 4331 or 4333	3
Philosophy 4337 or 4338	3	Philosophy 4141	1
Philosophy 4341	3	Elective	3
Electives	6	Electives	9
	15		16

Courses in Philosophy

1301. Philosophy and the Ethical Life. An introduction to philosophy as inquiry into the nature and presuppositions, anthropological, metaphysical, and logical, of a fully human life. A reading of the entire *Republic* of Plato as an introduction to the major themes of the philosophic tradition with a primarily ethical focus. Selections from Aristotle's *Nicomachean Ethics*, texts from Aquinas on natural law, and representative modern texts on the foundations of ethics. Fall and Spring.

2141. Philosophy Colloquium. A weekly forum for discussing philosophical topics not normally encountered in the first two years of undergraduate studies. Oral presentations selected for their interest and accessibility. Speakers include faculty members, visiting lecturers and students. Highly recommended for majors. Visitors are welcome. Graded Pass/No Pass. May be repeated. Fall and Spring.

2323. Philosophy of Man. The nature of the human person. Topics: knowing, willing, and affectivity; the unity of body, mind, and soul; the social, historical, and religious dimensions of human being; the end of man and the question of human immortality. Readings required from Plato *(Phaedo* or *Phaedrus* or *Symposium)*; selections from Aristotle's *On the Soul*, the *Confessions* of Augustine, Aquinas (S. Th. qq 75-89), Descartes (*Meditations* or *Discourse on Method*), and from representative modern thinkers such as Kant, Nietzsche, and Heidegger. Prerequisite: Philosophy 1301. Fall and Spring.

3311. Philosophy of Being. A brief synopsis of major topics in the history of philosophical speculation on being. The beginnings of metaphysical thought in Greek philosophy. Act and potency; essence and existence; the transcendentals; causality; the ontological foundations of logic; substance, properties, and accidents; the metaphysical understanding of the human person; the existence of God. Selections from Plato, Aristotle's *Metaphysics*, the whole of Aquinas' *De Ente et Essentia,* and some texts from Kant or Heidegger. Prerequisites: Philosophy 1301 and 2323. Fall and Spring.

3325. Ancient Philosophy. Greek and Roman philosophy, with special attention to Plato, Aristotle, and the Hellenistic schools. Greek philosophy as the source of later Western thought. Fall.

3326. Medieval Philosophy. Neoplatonic and other influences on Western philosophy; Augustine, Jewish and Islamic philosophy, early scholasticism, and "the golden age" of the 13th century with emphasis on the thought of Thomas Aquinas. Spring.

3327. Early Modern Philosophy. From the Renaissance to the nineteenth century, with special attention to Continental rationalism, British empiricism, and the philosophy of Kant. Close reading of selected texts, e.g., Descartes' *Meditations*, Hume's *Enquiry*, and Kant's *Prolegomena*. Fall.

3328. Recent Philosophy. Major thinkers and philosophical trends of the 19th and 20th centuries, such as Hegel and German Idealism, Kierkegaard, Nietzsche, Heidegger, Wittgenstein, positivism, philosophical analysis, phenomenology, and hermeneutics. Spring.

3329. American Philosophy. Study of major thinkers and trends in philosophy in the United States during the 19th and 20th centuries, such as Thoreau, Emerson, Peirce, James, Dewey, neo-positivism, analytic philosophy, and American movements influenced by continental European philosophy. Offered as needed.

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. Spring.

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.

3335. Philosophy of Education (Education 3335). Consideration of themes such as the nature of the student and of the teacher, goals of education, curriculum and methodology, the nature and division of knowledge, education and the common good. Inquiry is cast in the light of more fundamental considerations such as the nature of the human person, of mind, of being, and of the good, chiefly through the study of classical texts of the Western philosophical tradition (e.g., Plato's *Republic* and Rousseau's *Emile*). Attention given to contemporary issues in education in light of these prior inquiries.

3339. Symbolic Logic. First-order symbolic logic including elementary treatment of completeness and consistency. Standard methods supplemented with special techniques, including tableaux. Introduction to advanced topics such as modality, multi-valued logics, formal semantics, and alternatives in axiomatization and notation. Offered as needed.

3351. Junior Seminar. Extensive reading in the works of a single philosopher or philosophical movement, to be determined by the Department. Major objectives are to gain the habit of sustained philosophical discussion and to appreciate the breadth and depth of philosophical thought by concentrating on a single thinker or movement. The seminar format requires a research practicum resulting in a major paper, formal oral and written presentations, and sustained discussion with fellow students and the seminar director throughout the course. Required of junior philosophy majors; others admitted with permission of the Chairman. Spring.

4331. Epistemology. The philosophy of knowledge. The critical problem as it developed in Western philosophy after Descartes. Metaphysical realism; a theory of judgment and truth; symbol and myth in man's cognitive life; types of knowledge such as mathematical, poetic, historic, religious. Spring.

4333. Philosophy of Science. Study of the nature, methods, and principles of modern science. Treatment of topics such as the nature of facts, laws, and theories;

the role of mathematics in science; explanation, description, and proof; the philosophical presuppositions of realism and other approaches to nature; rationality of scientific change; philosophic problems posed by relativity and evolution. Offered as needed.

4334. Bioethics. Analysis of contemporary moral issues in the biomedical sciences and biotechnology from the viewpoints of major philosophical traditions. Treatment of topics such as moral theories and scientific knowing; ethical questions and principles; stages of moral development and the law of reason; realists, relativists, determinists, emotivists; moral dilemmas; axiology; obligations in the healing relationship; ethical "work-up" procedures. Spring.

4335. Philosophy of Language. Study of the nature and kinds of language, with particular attention to syntactical, semantic, and logical characteristics. Examination of major past and contemporary theories. Offered as needed.

4336. Ethics. Systematic treatment of ethics and morality with an overview of major ethical theories. Treatment of topics such as the nature and categories of human motivation; the nature of values and moral values; dimensions of human freedom; human acts as bearers of morality; the sources and forms of moral goodness, moral evil, and moral obligation; evaluations of major theories; specific nature of Christian ethics. Fall.

4337. Philosophy of God. Religious experience and its explication in natural theology. Historical factors in the development of the Philosophy of God. Speculative and practical proofs of God's existence; the nature of God. The contemporary challenge, especially from naturalism, positivism, and language philosophy. The relations between God and the world. Fall.

4338. Philosophy of Religion. The tasks of the philosophy of religion as distinguished from the philosophy of God. Nature of religious experience; theories about the origin of religion and their critiques. Major issues in the study of religion such as: the relationship between religion and morality; natural and supernatural religion; subjective and objective elements in religion; man's eternal quest of God through religion; the ordination of man to God. Spring.

4341. Senior Seminar. Intensive study of a philosophical problem or issue, to be determined by the Department. Seminar format with discussions, presentations, and reviews. Special emphasis on the preparation of the Senior Thesis due in the spring of the senior year. Required of senior philosophy majors. Fall.

4141. Senior Thesis. A continuation of 4341 required of philosophy majors in the spring semester of the senior year. Research, writing and presentation of the Senior Thesis paper, and occasional consultation with the thesis advisor to discuss and evaluate work in progress. Prerequisite: Philosophy 4341. Spring.

4350-4359. Special Courses. Established according to the interests of professors and the desires of students. Advanced students only. 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.

5321. Social Philosophy. A study of the nature of community and society, with consideration of the social nature of human beings, the relationship between persons and the community, the basic forms of community, and the common good. Offered as needed.

5331. 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.

5334. 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.

5345. Philosophy of Technology. Since the advent of industrialization it has become clear that modern technology is not simply tools and instruments, nor merely the application of scientific principles to human practice and production in fundamental ways. This course examines the nature and scope of technology with the aim of understanding its contemporary manifestations and their causes.

5356. 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. As needed.

5357. Analytical Tradition. Analytical techniques and standards; the origins of modern philosophical analysis in mathematical logic (e.g., Frege and Russell); science and logical positivism (e.g., Ayer and Carnap); ordinary language philosophy (e.g., later Wittgenstein, Strawson, and Austin). As needed.

5358. Scholastic Tradition. An overview of Scholastic thought with a study of selected major figures and works from the medieval to the contemporary world. Offered as needed.

5359. 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.

5360. 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.

The M.A. in Philosophy

An undergraduate student in Philosophy may secure an M.A. degree in Philosophy after one year's course work past the bachelor's degree. The M.A. requires eight graduate courses, a foreign language, a written and oral comprehensive examination, and a Master's thesis. Students may apply at the end of their Junior year in order to anticipate several requirements during their Senior year:

1. The foreign language requirement may be satisfied by fulfilling the undergraduate foreign language requirement at a 3000 or higher level with a grade of B.
2. Approved students may take one graduate course per semester in their Senior year.
3. A suitable Junior or Senior seminar paper could furnish the basis for development into the Master's thesis.

FACULTY
Chairman and Professor Olenick; Professor Hicks; Associate Professor *Emeritus* Monostori; Adjunct Instructor Sweeney.

PHYSICS

Physics derives its name from the Greek word for nature, and the goal of physics is to seek the fundamental nature of things. Resting upon a broad empirical basis, physics continues to thrust mankind into the unknown. 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 through submissions to the discipline of the past and present. Physics was and remains a vibrant part of our Western heritage.

The major in Physics combines a firm grounding in the liberal arts and mathematics with a solid foundation in the sciences. A broad theoretical basis encompassing classical mechanics, electromagnetism, statistical physics, and quantum mechanics is supported by extensive laboratory experience in electronics, optics, and atomic and nuclear physics. The dynamic interplay of theoretical studies and hands-on laboratory experience forms the core of the program. Seminar courses in current topics as well as advanced courses in astrophysics, condensed matter physics, and nuclear and particle physics round out the curriculum and introduce students to modern questions confronting physics.

Students are encouraged to participate in the experimental and theoretical research programs of the department either through work with one of the professors in the deparment, or REU programs sponsored by the National Science Foundation. Research programs in the department range from experimental nuclear physics to astrophysics, and from computational physics to physics education.

An undergraduate degree in physics opens many doors to further studies in a variety of fields as well as in industrial employment. Most of our graduates proceed to graduate programs and are well prepared for research in physics. Teaching, applied mathematics, engineering, or other related sciences are also possible career choices. Many graduates have also pursued careers in law and medicine.

The Department is housed on the ground level of the Patrick E. Haggerty Science Center. The physical facilities for the department include separate laboratories for nuclear physics, electronics, and optics, as well as for introductory courses. An electronics repair shop, and machine shop are maintained by the department. In addition, each professor has a laboratory for individual research with students.

The advanced laboratories are equipped with up-to-date instrumentation including the following: a micro-processor based multichannel analyzer for nuclear measurements, an x-ray apparatus for crystallography, semiconductor logic sets for electronics, a high speed digital oscilloscope for use in sound wave propagation experiments, and interferometers and spectrometers for optics.

The Department maintains the Haggerty Observatory which contains several telescopes. A 16-inch computerized Cassegrain telescope equipped with research-grade CCD camera is housed in the 5-meter dome and is available for student research projects.

Engineering

The University does not offer an undergraduate degree in engineering; however, its Physics and other programs provide a sound background for engineering study. Combining the supportive, personalized environment of a liberal arts college—with its emphasis on effective problem diagnosis and solving skills—with advanced technical study has proven a rewarding choice for many students.

Graduate engineering programs in a variety of fields are very receptive to UD Physics graduates. Consult the Department for advice.

Basic Requirements for Major

Physics 2311, 2111, 2312, 2112 (General Physics I and II) and 24 advanced credits in Physics that are selected in consultation with the Physics Department are required for the **B.A. in physics**. The courses that compose the 24 advanced credits regularly include Physics 3320 (Quantum Physics), 3120 (Quantum Laboratory), 3326 (Statistical Physics), 3341 (Optics), 3141 (Optics Laboratory), 3363 (Computational Physics), 4423 (Theoretical Mechanics), 4424 (Quantum Mechanics), and 4327 (Electromagnetic Theory).

In addition, Chemistry 1303, 1103, 1304, 1104, and Math 1404, 1411, 2412, and 3324 are required. Math 4315 is a suggested elective. Knowledge and use of computers is expected. Physics seminar is recommended for juniors and seniors. Physics majors should choose Philosophy 4333 as a philosophy elective. All students are required to pass written and oral *comprehensive exams* in the last year of their undergraduate studies. These exams cover topics of all required courses in physics for the B.A. or B.S. degree.

Students who need four semesters to satisfy the language requirement should take History 1311 and 1312 in the freshman year and start Language 1301 and 1302 in their junior year continuing with Language 2311 and 2312 in their senior year. Physics majors are strongly advised to take German or French to fulfill their foreign language requirement. As part of the undergraduate core requirement physics majors must submit credit for one life science laboratory course. Students considering majoring in Physics should apply to the O'Hara Chemical Sciences Institute (see Chemistry) to take General Chemistry I and II in the summer before the freshman year.

For a **B.S. degree in physics**, 12 additional hours in physics (or related field) are required, including a research project. Thesis research can count as 6 or fewer credit hours of the 12 additional hours. A senior thesis and a paper presented on the research project at a professional meeting are additional requirements for the B.S. degree. Since most students pursue the B.S. degree, that suggested sequence follows. Physics courses of Years III and IV will be offered in alternate years.

Year I

Physics 2311	3	Physics 2312	3
Physics 2111	1	Physics 2112	1
Chemistry 1301	3	Chemistry 1304	3
Chemistry 1103	1	Chemistry 1104	1
Mathematics 1404	4	Mathematics 1411	4
English 1301	3	English 1302	3
	15		15

Year II

Physics 3320	3	**(Rome)**	
Physics 3120	1	English 2311	3
Mathematics Elective	3	Theology 2311	3
Elective	3	Philosophy 2311	3
Philosophy 1301	3	History 2301	3
Theology 1310	3	Art History	3
	16		15

Year III

Physics 4423	4	Physics 4424	4
Physics 4120	1	Physics 3333	3
Physics 3363	3	Physics 3133	1
Mathematics 3324	3	Math Elective	3
History 1311	3	Elective	3
Philosophy 3323	3	Economics 1311	3
	17		17

Year IV

Physics 3326	3	Physics 3341	3
Physics 4153	1	Physics 3141	1
Physics 4327	3	Physics 4328	3
Politics 1311	3	Elective	3
History 2302	3	Life Science	3
Language 2311	3	Elective	3
	16		16

Courses in Physics

1301-1101. Basic Ideas of Physics. The development of a conceptual understanding of fundamental physical aspects of the universe ranging from classical physics to the forefront of modern research. The distinct contributions that physics makes to the understanding of the physical universe, along with the nature and limitations of scientific inquiry. The empirical basis of physics, analytical and laboratory methods, and the conceptual reasoning used to formulate physical models. Three lectures, one laboratory weekly. Fall.

1302-1102. Basic Ideas of Astronomy. The development of an awareness of the varied astronomical phenomena and a conceptual understanding of the dynamics of the universe ranging from stellar and planetary studies through cosmology. The historical milieu from which the current world view arose is examined, along with notable discoveries that shaped that understanding. The empirical basis of astronomy, analytical and laboratory methods, and the conceptual reasoning used to formulate models. Three lectures, one laboratory weekly. Spring.

2303-2103. Physics and Technology. An introduction to modern physics and science that reviews analytical techniques, historical perspectives, and contemporary technologies. The course examines scientific problem solving, Newtonian physics, quantum physics and nanoscience. Intellectual property issues and emergent technologies likely to dominate our world for the next 50 years are addressed. Three lectures, one laboratory weekly. Fall.

2305-2105. General Physics I (Trigonometry) Class, Laboratory, and Quiz. Algebra and trigonometry-based introductory course primarily for pre-med biology students. The course includes topics and applications of physics to the health sciences and covers kinematics and dynamics, the conservation laws, fluids, and waves. Three lectures and one three-hour lab per week.

2306-2106. General Physics II (Trigonometry) Class, Laboratory and Quiz. Algebra and trigonometry-based introductory course primarily for pre-med biology students. The course includes topics and applications to the health sciences and covers electricity, magnetism, optics, and atomic and nuclear physics. Three lectures and one three-hour lab per week.

2310. Astronomy. Introduction to astronomy and astrophysics for science majors that emphasizes the application of physics in stellar classification and evolution, planetary formation, galactic structure, and cosmological models.

Physics 2311 and 2312 are prerequisites for all advanced courses in physics.

2311. General Physics I (Calculus). Calculus-based introductory course focusing on the principles and laws of mechanics with emphasis given to kinematics, Newton's laws and the conservation laws. Both physical insight and the ability to solve problems are stressed. Prerequisite (or concurrent enrollment in): Mathematics 1404. Three lectures per week.

2312. General Physics II (Calculus). Calculus-based introductory course focusing on the phenomena and principles of electricity, magnetism, and optics. Prerequisite (or concurrent enrollment in): Mathematics 1411. Three lectures per week.

2111. General Physics I (Calculus) Laboratory and Quiz. Weekly problem session on mechanics along with laboratory experiments. Experimental studies of topics covered in mechanics that parallel discussions in the lecture. Emphasis on microcomputer-based laboratories (MBLs) and analysis. One three-hour session per week.

2112. General Physics II (Calculus) Laboratory and Quiz. Weekly problem session on electricity, magnetism, and optics along with laboratory experiments. Experimental investigations of topics covered in electricity, magnetism, and optics that parallel lecture discussions. One three-hour session per week.

3120. Quantum Laboratory. Introduction to experimental techniques and error analysis in the fields of atomic and nuclear physics. Investigations include Planck's law, atomic spectroscopy, the speed of light, the photoelectric effect, the Franck-Hertz effect, and nuclear statistics.

3133. Electronics Laboratory. Investigations of analog and digital electronics with applications to integrated circuits and computer interfacing.

3141. Optics Laboratory. Experimental studies of thick lenses, interference, diffraction, Fourier spectroscopy, Fabry-Perot spectroscopy, holography.

3320. Quantum Physics. An introduction to the physics of the twentieth century that surveys developments in relativity theory, wave-particle duality, atomic structure, wave mechanics, and nuclear theory.

3326. Statistical Physics. Fundamentals of basic probability theory and statistical mechanics with application to heat, thermodynamics, kinetic theory of gases, and quantum statistics.

3333. Electronics. Fundamentals of analog and digital electronics with emphasis on proven techniques of instrumentation for scientific research. The physical principles and properties of electronic components and circuits and the logical design of digital systems are discussed.

3341. Optics. Investigations of optics with emphasis on wave optics. Topics include geometrical optics, interference, Fraunhofer and Fresnel diffraction, polarization, holography, and non-linear optics.

3363. Computational Physics. An introduction to the use of computers for modeling physical systems. Topics covered include motion with resistive forces, orbital mechanics, coupled oscillations and waves, electric and magnetic field plotting, chaotic systems, Monte Carlo simulations, percolation theory, and fractals.

4120. Advanced Laboratory. Applications of experimental techniques to fundamental physical phenomena in atomic and nuclear physics. Advanced topics include crystallography, Zeeman effect, Fourier spectroscopy, nuclear spectroscopy, X-ray scattering, and neutron activation analysis.

4153-4154. Physics Seminar. Weekly seminar by a member of the Physics Department with lectures and discussions covering a specific topic in current research. Requirements are set by the instructor but will include an oral presentation by each student.

4327. Electromagnetic Theory. Introduction to vector analysis and boundary-value problems. Phenomenological foundations and mathematical descriptions of electrostatics and magnetostatics, the behavior of dielectrics, conductors, and magnetic materials leading to the Maxwell equations.

4328. Electrodynamics. Postulates and measurements in special relativity introducing four-vectors with applications in dynamics. Covariant formulation of Maxwell's equations, transformations of the electromagnetic field, wave propagation, wave guides and cavities, dipole radiation, Lienard-Wiechert potentials, synchrotron radiation.

4423. Theoretical Mechanics. An advanced treatment of Newtonian mechanics with applications to forced oscillations, central force motion, and non-inertial reference frames. Introduction to tensors as applied to rigid body motion. Conservation theorems applied to small oscillations and stability leading to Lagrangian and Hamiltonian formulations of mechanics.

4424. Quantum Mechanics. Introduction to the formal structure of quantum mechanics. The non-relativistic wave equation and solutions of one- and three-dimensional systems. Linear vector spaces and operators, matrix mechanics, and transformation equivalences. Generalized angular momentum and solutions of hydrogenic atoms. Approximation methods and applications.

4V43-4V44. Research Experimental. Supervised experimental research open only to physics majors. Topics in experimental investigations and requirements are set by the instructor but include a paper based upon the laboratory experience and an oral presentation of the paper to the faculty and students of the department.

4V45-4V46. Research Theoretical. Supervised theoretical research open only to physics majors. Topics in theoretical investigations and requirements are set by the instructor but include a paper based upon the research experience and an oral presentation of the paper to the department.

4V61-4V62. Independent Studies. An opportunity to examine in depth any topic, experimental or theoretical, within the field of physics. It involves individual study under the guidance of the instructor.

One of the following courses may be selected for the physics major core:

4364. Nuclear and Particle Physics. General properties of the nucleus; the two-nucleon problem, radioactivity, interaction of charged particles and radiation with matter, detection methods, accelerators; fundamental particles and their interactions; symmetries and conservation laws, quark theory, grand unified theories, and supersymmetry.

4365. Condensed Matter Physics. Models of the crystalline structure, lattice vibrations, specific heat, free electron gas, energy bands, semiconductors, superconductivity, and magnetic materials.

4366. Astrophysics and Cosmology. Emphasis on the underlying fundamental mechanical, electromagnetic, and quantum mechanical processes in astrophysics and cosmology. Topics include stellar evolution with emphasis on stellar structure and modeling, pulsars, black holes, galactic formation and structure, nucleosynthesis, and cosmological models.

4V68-4V69. Special Topics in Physics. Special topics of current research in physics that vary according to student interest.

5311. Kinematics and Dynamics for Teachers. Covers motion, graphical and analytical representations of motion, Newton's laws, and gravitation. Use of inquiry-based methods of instruction and interactive probes (LabPros, etc.) are integrated into the course.

5312. Energy and Waves for Teachers. Explores the types of energy, conservation laws, the types of mechanical waves, and sound. Findings from research in physics education are applied in the course as well as the development of modeling strategies.

5313. Electricity and Magnetism for Teachers. Encompasses ideas from electrostatics, direct current, alternating currents and radiation. Inquiry-based approaches, such as CASTLE, are implemented in the course.

5V68, 5V69, 5V70. Special Topics in Teaching Physics.

DIRECTOR
Professor of Physics, Olenick.

Applied Physics Concentration

Students at the University may find that traditional departmental boundaries are not adequate to describe the breadth of their interest, especially when post-baccalaureate plans are considered. Though they may choose to major in Mathematics or Philosophy or Biology, they may also have an interest in bolstering their education with further applications of the ideas and models of physics. In addition, a student who seeks secondary certification with a science composite would find the *Applied Physics Concentration* useful in fulfilling the certification requirements. The concentration in Applied Physics seeks to provide students the opportunities to pursue new studies that relate to their major and life interests.

The concentration consists of *six* courses and associated labs. The core courses in the concentration are General Physics I and lab, calculus or trig-based, General Physics II and lab, calculus or trig-based, and Computational Physics.
Two courses may be selected from the following:

Phy 2310. Astronomy.

Phy 3320/3120. Quantum Physics and Lab.

Phy 3341/3141. Optics and Lab.

Phy 3333/3133. Electronics and Lab.

Phy 4327. Electromagnetic Theory.

or a 4000-level course in Astrophysics, Condensed Matter Physics, Biophysics, or Nuclear Physics.

The *sixth* course is an elective from a field other than physics that allows the student to tailor the concentration to his or her own interests. Possible choices include the following or an elective approved by the Director.

Che 3331. Physical Chem. I.

Che 3320. Inorganic Chem. II.

Eco 3328. Econometrics.

Mat 4315. Applied Math I.

Mat 3326. Probability.

Edu 4346. Princ. of Second. Ed.

Edu 5352. Educational Evaluation.

Bio 3345. Biostatistics.

Bio 3335. Biochemistry I.

Bio 3331/3131. Physiology.

Phi 4333. Philosophy of Science.

Phi 4334. Bioethics.

FACULTY
Chairman and Professor T. West, Professor L. P. de Alvarez; Associate Professors Dougherty and Miller; Assistant Professors J. Culp and Upham; Adjunct Assistant Professor N. Culp; Adjunct Instructors Bralick, Brownfield, A. Diduch, P. Diduch and Grant.

POLITICS

Politics is the activity of the *polis* (city), as athletics is the activity of the athlete. The *polis*, according to Aristotle, is the association whose purpose is the complete life. Politics, therefore, includes all the activities whose end is the complete human life. Political philosophy is the reflection upon or the attempt to understand the nature of these activities. Political philosophy, therefore, as understood at the University of Dallas, is a philosophical discipline concerned with the whole range of human actions to be found in the context of the polis.

Specifically, the department has the following objectives:

First: The general purpose of the department is to promote a critical understanding of political phenomena, an understanding of the nature of political life and its relation to human life as a whole. Accordingly, courses are designed to present conflicting points of view on a great variety of important political questions. Sustained and systematic analysis of how philosophers, statesmen, and poets—ancient as well as modern—have answered these questions enlarges intellectual horizons and cultivates analytical and critical skills. Readings are therefore selected with a view to engaging the student in controversy, for controversy is of the essence in politics.

Second: The department seeks to promote enlightened and public-spirited citizenship. This requires understanding of the principles and purposes of our regime, as well as some personal involvement in, or commitment to, the larger political community. One of the distinctive features of the department is its emphasis on American statesmanship and the great controversies which have shaped the character of our people. The curriculum attempts to relate the political, legal, and philosophical aspects of our heritage to contemporary questions.

Third: Together with the other liberal arts, the department seeks to promote civility. Civility requires, first, the capacity to appreciate what is to be said on diverse sides of an issue. Secondly, it requires a capacity to participate in serious dialogue, which in turn requires seriousness about the ends of learning and the ends of action. Finally, civility requires some degree of detachment from contemporary affairs, for total involvement in the present narrows and distorts our vision.

Fourth: The department seeks to preserve the great tradition of political wisdom, theoretical and practical, against modes of thought which assail or abandon it. This requires an understanding and critique of these various modes of thought.

Fifth: The department tries to prepare some students for active political life. This requires the study of politics from the perspective of the statesman as well as from the perspective of the citizen.

Sixth: The department seeks to prepare some students for graduate study in political science, or for training in the professional fields of Law, Public Administration, diplomacy, and related fields.

Basic Requirements for Politics Major

Students who major in politics are required to take 36 credits (12 courses): Principles of American Politics (1311), Political Regimes (3312), Plato's *Republic* (3331), Aristotle's *Politics* (3332), Enlightenment (3334), Senior Seminar (4351), and six advanced politics electives (3000-level or above), at least one of which must be in American politics. All Politics majors, including transfer students, are required to take Politics 1311. Majors must also pass a comprehensive examination or write a senior thesis. Instructions for senior comprehensives and thesis are posted at www.udallas.edu/politics. In preparation for the Senior Seminar (4351), majors should complete eight politics courses by the end of their junior year, if possible. Students considering a major in Politics should consult with the Chairman or a Politics professor as soon as possible concerning their program of studies.

Suggested Sequence of Courses for the Politics Major

Year I

English 1301	3	Theology 1310	3
History 1311	3	English 1302	3
Language 1301 (or 2311)*	3	History 1312	3
Philosophy 1301	3	Language 1302 (or 2312)*	3
Politics 1311	3	Economics 1311 or Math	3
	15		15

Year II (During Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Language (or electives)	6
Politics 3312 or 3331	3
Fine Arts	3
	30

Year III

Politics 3312 or 3331	3	Politics 3332	3
Politics 3334	3	Politics electives	6
Politics Elective	3	Elective	3
Economics 1311 or Math	3	Science	4
Elective	3		16
	15		

Year IV

Politics 4351	3	Science	3
Politics Elective	3	Politics Electives	6
Philosophy 3311	3	Electives	6
Electives	6		15
	15		

***Starting Language with 1301 adds 6 credits to total required.**

Courses in Politics

1311. Principles of American Politics. A study of the basic principles of the American political order and their implications for current political practice, viewed in the light of alternative views of human nature. Readings include the Declaration of Independence, the U.S. Constitution, *The Federalist,* other founding-era documents, Tocqueville's *Democracy in America,* and contemporary writings. Fall and Spring.

3312. Political Regimes: Ancients, Christians, and the Advent of Modernity. An examination of ancient, Christian, and modern conceptions of the human soul, morality and the political order. Focuses on the works of Plutarch or Cicero, St. Augustine, and Machiavelli. Special attention is paid to the different analyses of the Roman Republic and the Empire, and the ways of life found in each. Fall.

3323. Constitutional Law. An analysis of Supreme Court decisions showing their political, moral, and psychological impact on American society; changing conceptions of the role of the Court in American society. Fall.

3324. Public Policy. Consideration of how public policy is made and several prominent contemporary issues, such as global warming, immigration, and the problems of poverty and equality. Alternate years.

3325. American Foreign Policy. Considers fundamental documents and speeches of statesmen on American foreign policy. Case studies provide a point of departure for inquiry into such topics as the conflict between communism and constitutional democracy, the role of morality in international affairs, and the relation between domestic and foreign politics. Case study topics may include the American Founding, the Mexican-American War, the Civil War, the Spanish-American War, World War I, the Cold War, and the War on Terror. Spring.

3326. The Presidency. A study of the constitutional design and practical operation of the American presidency. The selection of Presidents, the rise of the modern presidency, the character of executive power, and the nature of democratic leadership will be examined. Alternate years.

3327. Civil Rights. A study of civil rights in the American regime, with a focus on Supreme Court cases on the Bill of Rights and Fourteenth Amendment. A major theme is the contrast between the current liberal and conservative conceptions of civil rights and the conception of the Founders and their successors. Spring.

3328. Congress. An examination of the national legislative process, comparing the understanding at the Founding with the reconstitution of this process in the 20th century. Emphasis on the contemporary Congress, with special attention to its internal organization, its major procedures (including the ordinary legislative process as well as the budget process), and how the embrace of administrative power in the New Deal period and beyond has changed both the form and politics of the legislative process. Alternate years.

3329. Politics and Parties. An examination of the role of political parties in an extended, republican government. Special attention will be paid to the founding generation's dispute over parties, Martin Van Buren's contribution to the establishment of an enduring two-party system, the forms and norms of that system, as well as subsequent reforms intended to weaken or supplant the parties' influence over government. Alternate years.

3331. Plato's *Republic*. The Socratic method in politics studied through a careful reading of the *Republic*, the seminal book in political philosophy in the Western tradition. An adequate approach to the dialogue form is emphasized in the interpretation. Fall.

3332. Aristotle's *Politics*. A careful reading of the fundamental work on politics. Aristotle is said to have systematized and made more practical the philosophic speculations of Socrates and Plato. Discussion of the extent to which this is true, and why Aristotle's work remains fundamental to the understanding of political life. Spring.

3333. Political Philosophy in the Middle Ages. A consideration of the leading thinkers, with particular emphasis on the possible conflict between faith and reason and the various proposed resolutions of the "theological-political problem." Selections from Islamic, Jewish, and Christian authors. Alternate years.

3334. The Enlightenment and Liberal Democracy. A treatment of early modern political philosophy. Writers discussed typically include Hobbes, the founder of modern natural law and natural right; Locke, the philosopher of the constitutional republic of the American Founding; and Rousseau, who revolted against the Enlightenment in the name of community, virtue, and philosophy. Fall.

3335. Modernity and Post-Modernity. An examination of leading post-Rousseauan thinkers, such as Kant, Hegel, Marx, Nietzsche, Heidegger, and Leo Strauss. The theme of the course will be the abandonment of natural right in late modern thought; the turn to History as a possible standard of right; then the crisis that ensues when history proves to be unable to provide standards. Spring.

3336. Comparative Government. A study of the theory and practice of contemporary government. Selection will be made from both Western and non-Western regimes. Fall, 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. Fall, alternate years.

3342. Political Philosophy and the Family. Classical, early modern and late modern understandings of the nature and role of the family in the political association. Special attention will be paid to the influence of these ideas in the formation of the American family in the founding period, as well as its reformation in the twentieth century and beyond at the behest of progressivism, feminism, and Freudianism. Annually.

3356. American Political Thought. American political thought from the founding to Woodrow Wilson. Specific texts chosen by the Instructor. Fall.

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

Founders' understanding of equality, liberty, natural rights, consent, public policy, nobility, happiness, and the structure of national and state government. Liberal and conservative critiques of the Founders will also be considered.

3362. Twentieth Century American Political Thought and Policy. Examines the impact of progressivism on twentieth century domestic policymaking, focusing upon the movement away from the founding generation's conception of limited government in favor of a far more extensive conception of state power. Attention will be paid to the philosophical roots of this change as well as the implementation of this change in practice, especially during the New Deal and Great Society periods. Annually.

3368. Catholic Political Thought. The purpose of this course is to understand the Church's teaching concerning the nature and purpose of political society, and concerning the relationship between the Church and the political order. The course covers the chief political concerns of St. Augustine and St. Thomas, the struggles between the papacy and temporal authority through the Middle Ages an 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.

4311. Thucydides: Justice, War, and Necessity. A careful reading of Thucydides' *History of the Peloponnesian War*. The themes of the course include Thucydides' account of international relations, the justice of imperialism, the connections between foreign and domestic politics, rhetoric, and the grounds of politics in necessity and morality. Alternate years.

4350. Aristotle's *Ethics*. The ethical basis of political life as it comes into sight through a study of the *Nicomachean Ethics*. Alternate years.

4351. Senior Seminar. Course is designed to bring together in a comprehensive manner many of the themes and issues addressed in particular courses within the major. Some new texts, or new authors, may also be examined, with the purpose of comprehending the interplay of texts and authors that has marked the movements of thought in the Western world. Students write and present a paper on a topic related to the course. Fall.

4352-4353-4354-4355. Special topics. Courses offered according to the interest of students and availability of professors.

4V61. Independent Research. An opportunity to examine any topic, problem, or work within the discipline of political science. Content determined by consultation with the instructor. Prerequisite: consent of instructor. Offered as needed.

5357. Senior/Graduate Elective. Offered according to the interest of students and availability of professors. Enrollment open to advanced undergraduate students with the approval of the Chairman, and to graduate students with the approval of the program director.

DIRECTOR
M. Ogilvie

Pre-Ministerial Programs

Seminarians from the Diocese of Dallas, other dioceses, and from religious orders throughout the country, take college courses that constitute the academic component of their priestly formation through the Constantin College of Liberal Arts, while they live at Holy Trinity Seminary and other houses of formation close to UD. English Language training and level-appropriate academic support are also available through the University and the Seminary.

Seminarians studying for a Bachelor's degree major in Philosophy and Letters; those who have already attained a Bachelor's degree enroll in the Pre-Theology program. The minimum entrance requirements for both programs are the same as the general undergraduate requirements. In addition, candidates must meet admission requirements in academic achievement, personal character, and spiritual ideals for their dioceses or religious orders. The programs adhere to the norms established by the National Conference of Catholic Bishops' *Program of Priestly Formation*.

The Bachelor of Arts in Philosophy and Letters

The interdisciplinary curriculum closely integrates the viewpoints of several disciplines; the senior seminar and thesis challenge seminarians to understand the relationships among these disciplines.

Basic Requirements for the Major

The Bishops' directive calls for 31 credit hours in Philosophy, 12 in Theology, 6 credits of advanced related elective, the Senior Seminar and Senior Thesis, the successful completion of which constitutes students' comprehensive examination. In addition to the core requirements, PHI 1301, 2323, 3311, students are required to take PHI 3325, 3326, 3327, 3328, 4331, 4336, 4337, and a PHL one-credit course in Logic. To fulfill their Logic requirement, students also take Math 1301. In addition to the core requirements in Theology, THE 1310, 2311, students are required to take THE 3331, 3332 (or equivalent courses as designated by the student's advisor). Advanced related electives are chosen in consultation with the student's advisor. In PHL 4341, the Philosophy and Letters Senior Seminar, taken in the fall of the senior year, majors focus research upon a key philosophical or theological insight, examining it from the perspective of other disciplines, and placing it within its historical milieu. This research culminates in the capstone project, PHL 4342, the Senior Thesis, completed in the spring of the senior year. This study deepens an understanding of the issues and events that influence cultural development, and sharpens the ability to distinguish unchanging truth from its culturally influenced expression.

Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Math 1301	3	Art, Drama, or Music	3
Philosophy 1301	3	Theology 1310	3
Science	3	Philosophy 2323	3
	15		15

Year II

English 2312	3	English 2311	3
History 2302	3	History 2301	3
Politics 1311	3	Philosophy 3326	3
Philosophy 3311	3	Theology 2311	3
Philosophy 3325	3	Economics 1311	3
	15		15

Year III

PHL Logic	1		
Philosophy 3327	3	Philosophy 4331	3
Language	3	Philosophy 3328	3
Elective	3	Language	3
Advanced related elective	3	Advanced related elective	3
Theology 3331	3	Theology 3332	3
	16		15

Year IV

Elective	3	Philosophy 4337	3
Philosophy 4336	3	Elective	3
Senior Seminar	3	Senior Thesis	3
Elective	3	Science	4
Language or elective	3	Language or elective	3
	15		16

Courses in Philosophy and Letters

3105. Logic.

3357. Special Studies.

4341. Senior Seminar. An integrating seminar on a particular problem, issue, theme, figure, or period to be determined by the program director in consultation with the cooperating faculty. Discussions, reviews, presentations in a seminar format and with special emphasis placed on preparation for writing the Senior Thesis. Fall, as needed.

4342. Senior Thesis. Preparation of a senior thesis under the direction of the instructor and with the guidance of a faculty committee. Spring, as needed.

The Pre-Theologian Program

The College also provides the collegiate course work for pre-theologians, i.e., those men who already have completed degrees but have since discerned a vocation to the priesthood.

Year I Fall

Philosophy 1301	3
Philosophy 2323	3
Philosophy 3325	3
Theology 1310	3
	12

Year I Spring

Philosophy 3311	3
Philosophy 3326	3
Theology 2311	3
Language	3
	12

Year II Fall

Philosophy 3327	3
Philosophy 4336	3
Philosophy 4337	3
Theology 3331	3
PHL 3105 Logic	1
	13

Year II Spring

Philosophy 3328	3
Philosophy 4331	3
Theology 3332	3
Language	3
	12

FACULTY
Chairman and Associate Professor Garza; Professors Churchill and Kugelmann; Associate Professor Smith; Adjunct Assistant Professor K. Novinski.

PSYCHOLOGY

The Psychology Program is shaped by the concept of psychology as a liberal art as well as a rigorous science. To this end, it is engaged in the enterprise of questioning and rethinking the discipline of psychology. This task is approached both through recovering the experiential basis of psychology and through reflection upon the philosophical, historical and cultural traditions that inform psychology. Such a broad and deep understanding of psychology places into perspective both the value and limits of views that claim psychology is the study of mind, or the science of behavior, or the interaction of mind and body, or the personal growth and enrichment of the person. Beyond any one of these psychology as it exists today is primarily a discipline still in search of a clear and unified sense of its subject matter. We in the Psychology Department are dedicated to the project of helping to articulate a viable direction for the discipline of psychology—one that is faithful to its roots in classical philosophy while being informed by more contemporary intellectual traditions. The life of experience, action, and the appearance of the world form the material for psychology. Learning the art of *speaking truthfully* about our experiences is the goal of psychology conceived as a human science. The original sense of the word psychology—the *logos* of *psyche*—conveys this sense of the discipline.

The Program relies on this original sense of psychology as a discipline in order to appreciate the manner in which the psyche has been formulated in many different schools of thought. Original writings of important figures in the history of psychological thought are read for their contributions to an understanding of psychological life in the Western traditions.

An attention to a wide range of experiences—dreams, memories, perceptions, psychopathology, language, expression, development, pedagogy, personality—allows the relation of the discipline of psychology to such other disciplines as medicine, anthropology, social history, ethology, philosophy, art, drama, and literature to emerge.

This comprehensive approach to psychology is phenomenological in the sense that attention is given to understanding rather than to explanations, to meanings rather than mechanisms of behavior and experience. The approach also draws upon the rich traditions of depth psychology and hermeneutics, giving attention to the deeper meanings of human experience that are carried by imagination and discovered through analysis and interpretation.

Active research and writing is expected of students; original reflection is as important as detailed scholarship. Research seminars during the junior and senior years provide the occasions for students and faculty to work together in close association.

The department has a chapter of **Psi Chi, the National Honor Society** for psychology. Psi Chi, originally founded in 1929, is an affiliate of the American Psychological Association and the American Psychological Society. In addition, the department has a Psychology Club, which is open to all undergraduates.

Basic Requirements for Major

Thirty-three credits in Psychology as follows: 1311, 2313, 3330, 3331, 3332, 3339, 4333, 4348, 9 credits in advanced psychology electives, and a fourth advanced philosophy course. 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.

Year I

English 1301	3	English 1302	3
History 1311	3	History 1312	3
Psychology 1311	3	Theology 1310	3
Philosophy 1301	3	Art, Drama, Music, or Math	3
Language 1301 or 2311	3	Language 1302 or 2312	3
	15		15

Year II

English 2311 and 2312	6
History 2301 and 2302	6
Psychology 2313	3
Life Science	3
Philosophy 2323	3
Theology 2311	3
Art, Drama, Music, or Math	3
Elective	3
	30

Year III

Psychology 3330	3	Psychology 3331	3
Psychology 3332	3	Psychology 3339	3
Psychology elective	3	Psychology elective	3
Philosophy 3311	3	Politics 1311	3
Language (as needed) or Elective	3	Language (as needed) or Elective	3
Economics 1311	3	Elective	3
	18		18

Year IV

Psychology 4333	3	Philosophy elective	3
Psychology elective	3	Psychology 4348	3
Philosophy elective	3	Psychology elective	3
Physical Science	4	Elective	6
Elective	3		15
	16		

Courses in Psychology

1311. Foundations of Psychology as a Human Science. The philosophical and scientific bases for a psychological inquiry into human nature are considered. Psychology as a human (or "moral") science is contrasted with the prevailing model of psychology as a natural science. Lectures and primary sources present developmental, psychoanalytic, existential and clinical perspectives on psychological life. Initial exposure to a psychological way of seeing and speaking is presented with regard to self, others, cultural world, and animal kingdom. Fall and Spring.

2313. General Psychology. An introduction to the various fields of psychology, including developmental, social, abnormal, physiological, and to central topics, such as cognition, emotion, motivation, perception, personality. Fall and Spring.

2323. Behavioral Neuroscience. Introduction to the biological approach to understanding behavior as a function of brain process. The course provides a behavioral perspective from which to understand neurobiological structures as having evolved for the purposes of adaptation. The lab portion of the course is a general introduction to biology. Course with lab satisfies life science requirement.

3327. Child Growth and Development (Education 3327). Explores the physical, mental, social, and moral growth of children from infancy through early adolescents. Students examine theories of development with emphasis on the work of Jean Piaget, Erik Erikson, Lawrence Kohlberg, and Lev Vygotsky. Children are the primary texts and interacting with them is an essential component of the semester's work. Discussion of significant topics of development that reflect on the issue of "nature versus nurture." A research project requires students to examine the activity of children in light of developmental theories. Fall and Spring.

3328. Psychology of Adolescence (Education 3328). Consideration of selected themes as they relate to adolescent experiences, including rebellion, caring, infatuation, peer group rejection, loneliness, and sexuality. Emphasis on the methodology of understanding these phenomena on their own terms and on psychological reflection which deepens the significance of these phenomena in relation to questions of culture. Presentation of influential theories of adolescence such as those of Harry Stack Sullivan, Erik Erikson and Carol Gilligan. Fall and Spring.

3330. History of Psychology I. Examination of pre-modern psychological tradition in the West. Greek, Roman, Patristic, and Medieval senses of soul are explored in philosophy and poetry, as well as domains such as medicine, drama, art, and architecture. The persistence of these understandings of soul and their manner of appearance is examined through original writings. Exploration of how various understandings of the soul are embedded in historical epochs. Refigurations of psychological existence are related to changes in political structures and to developments in technology. Fall.

3331. History of Psychology II. The emergence of an explicit psychological tradition from the Reformation to modern times is examined. An investigation of the emergence of psychology as a distinct discipline, taking as a point of departure Melanchthon's coining of the word *psychology* in the sixteenth century. Psychology is studied both as a science of experience and behavior and as a social institution which plays a public role in modern societies. It had its beginnings in the rupture that marks the beginnings of the modern age: the Reformation and Counter-Reformation, the Scientific Revolution, the development of modern nation-states and technology. Spring.

3332. Quantitative Research Design. Presentation of the basic logic and concepts of quantitative research in psychology. Exploration of the epistemological premises of scientific investigation and introduction to various research designs, experimental and non-experimental. Scientific psychological literature is presented as the basis of conventional criteria for reliability and validity. Basic descriptive statistics and introduction to statistical decision making. Students complete a review of the literature of a defined area of psychology reflecting the spectrum of approaches in scientific psychology. Pre- or co-requisite: Psychology 2313. Fall.

3334. Psychology of Language and Expression. Nonverbal and verbal forms of expression are explored from a phenomenological perspective that puts the lived body at the center of focus as both the subject and means of investigation. The language of the body is revealed through a hermeneutics of seeing and listening. Everyday as well as artistic modes of human expression are studied and contrasted with animal behavior. The nature of language is considered from phenomenological and semiotic, as well as developmental and evolutionary perspectives.

3335. Memory and Imagination. A study of memory and imagination in the tradition of Western thought, with special emphasis on the recovery of each as a method of knowing and a way of understanding the depths of the world. The course usually focuses on a particular theme. The relevance of memory and imagination to the field may be explored, with consideration of several types: active imagination, fantasy, reverie, daydreams, guided imagery or the relation of memory and imagination to the creative process might be investigated, with special attention given to the role of imagination in art, drama, and literature.

3336. Abnormal Psychology. An historical introduction to the changing perceptions of madness in different cultural-historical periods provides the context for the study of selected types of psychopathology in terms of their origins, dynamics, and major symptoms. Prerequisite: Psychology 1311 and 2313.

3337. Statistical Methods (Economics 3327). A study of statistics as both an experimental tool and measuring device, the course includes a comprehensive treatment of both parametric and non-parametric methods. Major topics considered include research design, sampling, statistical inference, and correlation analysis. No prerequisites. Fall.

3338. Social Psychology. A consideration of the social construction of reality. The cultural context of individual experience is explored along with cultural manifestations of psychological life. Social behaviors are related to their ethological heritage and ideological contexts. Psychological texts, such as body language, gender displays, fashion, advertisements, and media, are viewed as both reflecting social attitudes and revealing social influences upon the individual.

3339. Seminar: The Phenomenological Tradition. Study of seminal works and ideas in the phenomenological tradition. The course usually centers on a close textual analysis of one of the foundational figures whose work has influenced the development of the phenomenological alternative to psychology, such as Husserl, Heidegger, Sartre, Merleau-Ponty, Levinas. Prerequisite: Psychology 1311 and 3332. 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.

3346. Animal Behavior. (See listing under Biology.)

3351. Experimental Psychology. The application of basic research methods employed in the scientific study of behavior. Prerequisite: Psychology 3332.

3354. Health Psychology. A study of the relationships between health and illness, on the one hand, and behavior, attitudes, ways of life, on the other. An exploration of the psychological concomitants of health and disease, as well as conventional and non-conventional forms of treatment for disease. The phenomenology of embodiment and of disease as a mode of existence is integral to the course. Other topics include the examination of the social and political meanings of our views of health and illness. The social construction of health and illness concepts, the limits of medicine and of medicalization, the arts of living, suffering, and dying are discussed.

3V52. Special Topic. Study in an author, question, or topic not treated in any of the regular course offerings but of comparable consequence.

3V56. Primate Studies. Hands-on research conducted at the Dallas Zoo. Students become official zoo volunteers assigned to the Research Department. Faculty conduct seminars on classic texts as well as research articles. Students develop ethograms of selected species, and participate in the collection and recording of data pertaining to the behavior of primate species within their habitats (chimpanzees, gorillas, gibbons, spider monkeys, baboons, lemurs).

3V57. Field Experience. Students are exposed to off-campus settings in which psychology is practiced or applied (such as a hospital or a corporate human resource management office). Students should follow guidelines for Internships. Prerequisite: Senior standing in psychology. Graded Pass/No Pass.

3V71. Film Studies. Exploration of the various aspects of film and the film experience, including the history, aesthetics, psychology, and politics of film, as well as film criticism. Principles of composition, montage, narrativity, representation, and cinematic point-of-view are examined through classroom viewings of genre, art, experimental and documentary films. Psychoanalytic, semiotic, and deconstructionist approaches to film are enlisted to develop a phenomenology of film experience into a cultural hermeneutics that comprehends film as a system of discourse in dialogue with its culture.

4161. Zoo Habitat Research. Hands-on experience studying the effects of habitat enrichment programs and related projects at the Dallas Zoo. Students are supervised by zoologists working in the Research Department of the Dallas Zoological Society. Thirty hours of supervised research experience required.

4311. Personnel Psychology. The study of applied psychology relevant to questions of employee selection, development, and performance in industry and other organizational settings. Primary topics include: measurement of knowledge, skills, abilities, personality, attitudes and performance of workers, construct and instrument validation, job analysis, selection systems and related employer and candidate behavior, training systems and techniques, needs assessment, and adult learning principles.

4321. Seminar: Depth Psychology. Study of seminal works and ideas in the depth psychology tradition. The course might focus on one or more of the early formulators of depth psychology, such as Freud, Jung, or Rorschach, or it may explore more recent developments in areas such as object-relations theory or Daseinsanalysis. Repeatable when subject matter changes.

4322. Introduction to Clinical Psychology. Introduction to the history and current scope of professional practice in clinical psychology, with a focus on psychodiagnosis and treatment. Psychodynamic and psychometric traditions of assessment are presented, as well as projective techniques such as the Rorschach Ink Blot Test and the Thematic Apperception Test. The standard psychiatric nomenclature of the *DSM-IV (Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition)* is presented, along with its implications for the professional treatment of psychological "illness." Consideration given to the clinical interview, psychopharmacology, and an overview of the psychotherapeutic process. Prerequisite: Psychology 3336, or 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: Psychology 1311, 3341 or 3336, and consent of instructor.

4333. Qualitative Research. Introduction to the theory and practice of phenomenologically based *human science* psychology. Lectures and reading assignments expose the student to the fundamental literature in phenomenological research. Historical, hermeneutic, postmodern, and other issues of interpretation pertaining to qualitative research are discussed in relation to newly emerging paradigms. Class sessions following a workshop approach take students through the steps of empirical-phenomenological research, in anticipation of the senior research project. Prerequisite: Psychology 3339. Fall.

4334. Language Acquisition/Linguistics. (See Education 5354.)

4339. Perception and Cognition. A study of perception and cognition, drawing on psychological theories and considering them in the light of the phenomenological traditions. Consideration of how psychology has understood the relationships between sensation/perception and perception/thought will shed light on the discipline's underlying conceptions of psychological life. Topics may include the study of perceptual and intellectual acts as embodied in works of art and other artifacts. Thematic and historical approaches may be employed.

4347. Advanced Research. A seminar exploring narrative methodologies in qualitative research grounded in phenomenological, depth-psychological, and hermeneutic traditions. Students are given individual supervision as they proceed to investigate topics of their own choosing. Prerequisite: Psychology 4333.

4348. Senior Thesis. Independent research on a psychological phenomenon under the direction of the general thesis supervisor and a faculty member assigned to work with the student. The thesis which results from this research constitutes the written part of the comprehensive examination. T (temporary) grade may be assigned at discretion of the department. Prerequisite: Psychology 4333. Spring.

4V61. Independent Research.

5V52. Special Topic.

The M.A. and M.Psy. in Psychology Through-Plan

Undergraduates in psychology may earn the M.A. in psychology or the M.Psy. after approximately a full year (12 months) of course work beyond the bachelor's degree. Both the M.A. and M.Psy. require 30 credits and comprehensive examinations. The M.A. includes a master's thesis (6 credits, included in the 30 credits required), and a reading knowledge of one foreign language. Students may apply to the department for admission to the master's degree "through plan" in psychology at the end of the junior year. Students should make an appointment with the Director of the Psychology Master's Program as a first step for admission into the Through Plan:

1) The M.A. language requirement may be satisfied by fulfilling the undergraduate requirement at a 3000 or higher level with a grade of at least B (3.0).
2) Approved students may take one graduate course each semester of the senior year. These two courses may be counted towards the B.A. and waived in the master's program if a grade of at least B is earned.
3) A suitable Senior Thesis may furnish the basis for the development of the M.A. thesis.

DIRECTOR
Chair, Psychology Department

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

The concentration in *Industrial/Organizational (I/O Psychology)* is a 15-hour curriculum in psychological foundations necessary to understand human behavior and experience in the workplace. The purpose of the concentration is to enable students to consider the relationship between psychology and its applications in large and complex contemporary social organizations. Students learn the principles involved in areas of personnel selection, training, and evaluation. Students from any major are eligible to participate. The concentration will appeal to Psychology majors interested in pursuing graduate work in I/O psychology, Business Leadership majors interested in human resource management or graduate study in I/O Psychology or Organizational Behavior, and other students with similar interests.

Concentration Requirements. 15 credit hours of study include:

BUS 4303. Organizational Behavior Theory

PSY 2313. General Psychology

PSY 4311. Personnel Psychology

Select 2 courses from the following (6 credit hours):

PSY 3338. Social Psychology

PSY 3341. Psychology of Personality

PSY 4339. Perception and Cognition

PSY 3352. Special Topics (with approval of concentration director)

PSY 5337. Cultural Psychology and Multicultural Studies

ROME FACULTY
Director, Academic Dean and Associate Professor of History Hatlie; Theology Professor Lowery; English Associate Professor Roper; Philosophy Adjunct Professor Blue; Assistant Academic Dean and Art Visiting Assistant Professor Flusche.

ROME AND SUMMER PROGRAMS

The Rome Semester Program

For over thirty five years the University of Dallas Rome Program has offered a curriculum of study in concert with educational travel for students committed to the traditional liberal arts and the Catholic intellectual heritage. This vision of study at our campus in Italy has shaped the Rome Program from its beginnings.

The goal of the Rome Program is to make the Core Curriculum more intense and vivid by adding to it the experiences that thoughtful and informed travel can bring. Prior to their Rome Semester, University of Dallas students have already read the works of Homer, Plato, Aristotle, Virgil, Augustine, Aquinas, Dante, and other authors as part of the University's nationally recognized Core Curriculum. Having this rich educational background gives depth to their experience of the Rome Semester.

Students read about Odysseus and Aeneas one day and find themselves within the actual setting of these heroic stories the next. They travel seas and journey through landscapes where major battles were decided. They reenact scenes from the great Greek tragedies in the theaters where those plays were once performed. They come face to face with works of art and architecture that have inspired mankind for centuries. And they visit some of the holiest shrines and most beautiful monuments of the Roman Catholic Church. Direct experiences of this sort help students to solidify much of what they learn in the Core Curriculum, just as the opportunity for independent travel helps them to learn to plan carefully and act responsibly.

Italy and Rome in particular are uniquely suited to such a curriculum. Rome, the Eternal City and the cornerstone of the Roman Catholic Church, rests on the foundations of one of the world's greatest civilizations. It once was said that "all roads lead to Rome." It can equally be said today that Rome is a convenient and efficient hub from which to journey to other European locales.

Students are invited to apply to the Rome Program. Founded in 1970, the Rome Program offers students the opportunity to take selected courses in the Core Curriculum at the University's campus in Rome. Using this campus as their base, students make frequent trips into the city, explore surrounding towns and historical sites, and travel as a group to cities such as Florence, Venice, and Assisi, as well as Greece or Sicily. The semester is also organized in such a way as to allow considerable opportunity for individual travel throughout Europe. It is no surprise that a large majority of UD undergraduates participate in the Rome Semester.

Because all students study essentially the same courses in Rome; because students live together with faculty and staff and their families on the same campus and travel together in both Italy and Greece; and because there are frequent campus activities in which all participate, the Rome Semester is also characterized by an intense common life. Students, faculty, and staff must be good at getting along with

each other, and they enjoy the benefit, and usually also the pleasure, of getting to know each other in a variety of circumstances. This too can help increase the impact of the Core Curriculum as well as encourage a broader self-understanding.

The Rome Semester is fast-paced and challenging, for it encourages travel and intense community life without diminishing the importance of study. Perhaps in part because it is a challenging semester, students' memories of their time in Rome are often among the most cherished recollections of their time at UD.

The Campus

On June 11, 1994, the University dedicated Due Santi, a permanent home for its Rome Program. The 12-acre Constantin Campus, near Albano in the Castelli Romani region, is just off the Via Appia about 20 kilometers from the heart of the Eternal City. The complex includes classrooms, dormitory accommodations, housing for faculty, a small chapel, library, and student lounges. The excitement of central Rome is easily reached by public transportation.

Eligibility

Participation in the Rome program is a privilege, not a right. Students are accepted to the Rome program at the discretion of the University. Considerations for this acceptance include the following:

Academics: The Rome Program exists in large part to help deepen the students' understanding of issues raised in the Core Curriculum, so it is important that applicants have made appropriate progress in their Core Courses. Minimum requirements for attending the Rome Program include: sophomore standing; at least one full-time semester spent on the main campus prior to participation (including the semester immediately preceding Rome participation); successful completion of Literary Tradition I and Philosophy and the Ethical Life; preferable completion of Literary Tradition II and Understanding the Bible; and at least a 2.3 cumulative grade point average at the University of Dallas. Since the academic program of the Rome Semester is heavily weighted in the direction of courses that stress careful reading, cogent writing, and the disciplines of history, literature, and philosophy, applicants who are weak in these areas may be required to wait until their records demonstrate competence. Academic achievement the semester before Rome is especially important in determining eligibility. Students with incompletes are automatically excluded from participation in the Rome Program.

Housing and Student Life: Student health and discipline records are evaluated by the Rome Office Director, in cooperation with the Office of Student Life, for the health and maturity necessary to meet the challenges of close community life, demanding schedules, and independent travel. As this is a community of traditional full-time residential undergraduates, students who do not meet this profile may find that the living facilities cannot meet their residential needs and that the campus life, schedule, and structure will not be appropriate to their social needs. The program is not suited for married students, students with families, or students accustomed to living as independent self-supporting adults. Careful scrutiny will be given to students who obtain exemptions from living on the Irving campus for two reasons: 1) the same health concerns which prevent living on the Irving campus may also affect a student's ability to live on the Rome campus; 2) we are less able to evaluate students' ability to live in community if they are not in residence in Irving.

Students may not apply to Rome while on disciplinary probation nor attend Rome the semester following a semester having been on disciplinary probation.

Health: Students with health concerns considering Rome should be aware of the following challenges: limited access to care; language barrier; lack of mental health services; limited availability of medications commonly prescribed in US (especially psychoactive medications); difficulty with having prescription medications shipped to Italy. Due to these challenges, health clearance for Rome requires that the condition has been under current treatment for four months prior to departure and is expected to remain stable under current treatment for the next five months. Ability to travel, carry a heavy backpack, accommodate diet to available resources and adjust to rigorous academic and physical activity are also important. Ongoing treatment must require minimal intervention, such that it can be administered on the Rome campus and during travel periods. Clearance by a physician, proof of enough medication for the full semester, and other documentation may be required.

Further Health Considerations: Previously resolved problems may resurface, especially asthma and conditions associated with fatigue, change in schedule, change in diet, and distance from home. Student must be prepared to pay physicians and hospitals out-of-pocket for any illnesses.

Take Note: Failure to inform and update the Rome Office and the Rome Program regarding health, discipline, and academic status may result in denial of admission to or dismissal from the program. Clearance to go to Rome can be revoked at the discretion of the Rome Office Director. Those denied acceptance for failure to meet admissions criteria may appeal to the Rome Committee and the Dean of Constantin College.

Academic Curriculum and Requirements

The classes on the Rome campus are designed both to fit smoothly into the program required of all students and to take full advantage of the unique setting in which they are taught. Taught primarily by University of Dallas professors, the courses are selected from those core curriculum requirements which are closely concerned with the philosophical, theological, political, literary and artistic development of Western civilization.

All Rome students are required to register for 15 credits: 3 credits English, 3 credits History, and 9 credits (3 courses) selected from the other 3-credit Core course offerings. Students with advanced placement for English 2311 register for ENG 3355 ST/Tragedy & Comedy. Since course offerings on the Rome Campus are limited, freshman and sophomore year programs must be arranged carefully.

ACADEMIC COURSE PREREQUISITES FOR ROME

Required:

- **ENG 1301.** Literary Tradition I
- **PHI 1301.** Philosophy and the Ethical Life

Strongly Recommended:

- **THE 1310.** Understanding the Bible
- **ENG 1302.** Literary Tradition II

2008-2009 ROME COURSE OFFERINGS

CORE COURSES—Save these courses for Rome

- **ENG 2311.** Literary Tradition III* (required) (can be taken as Eng. 3355 ST/Tragedy & Comedy)

- **HIS 2301.** Western Civilization I (required)
- **PHI 2323.** Philosophy of Man*
- **THE 2311.** Western Theological Tradition*
- **ART 2311.** Art & Architecture of Rome

*See above course prerequisites.
ADDITIONAL COURSE OFFERINGS (MAY VARY)

- **MIT 1101.** Italian Culture & Conversation or Survival Italian**
- **MIT 2311.** Intermediate Italian I (Fall)
- **MIT 2312.** Intermediate Italian II (Spring)
- **GST 3165.** Special Topics: European Studies** (topics vary)
- **GST 1106.** Community Volunteer Services/Marino School Project**

**1 credit Pass/Fail

Course Order Note: Western Civilization II may be taken on the Irving campus before Western Civilization I, and Literary Tradition IV may be taken before Literary Tradition III. **Classics Majors:** Intermediate Greek is offered occasionally, but only in the spring semester. Classics majors should plan on going to Rome in the spring.

Exceptions to academic requirements must be approved by the department chair and the Dean of Constantin College.

Discipline

Students going to Rome are expected to behave in a mature, responsible fashion. All disciplinary policies in effect on the Irving campus also apply on the Rome campus. In addition, the Rome Program institutes such policies as are necessary for the effective operation of the Rome campus. Should disciplinary problems arise that result in the need to dismiss the student from the Rome campus, grades of withdrawal are assigned to the uncompleted courses. The student is not permitted to continue studies on the Irving campus until the succeeding semester.

Costs

Tuition in Rome is the same as in Irving and room and board only slightly higher. For other Rome costs with the exception of airfare, see "Fees and Expenses" (see page 53). If a student is terminated, voluntarily (requires written permission from the Dean of Constantin College) or involuntarily (see Discipline), from participation in the Rome Program prior to the end of the term for which the student is enrolled in the Rome Program, the student shall be liable for all expenses incurred in connection with such termination and in arranging for the student's return travel to the United States. The student shall not be entitled to any refunds for tuition, room and board, or travel expenses (unless and to the extent that the student is eligible to receive a refund for tuition and fees according to University policy as stated in the General Bulletin, or that the student or the University is eligible to receive a refund from a third party in connection with such travel expenses.)

Summer Rome

In the summer of 2009 the University will launch a pilot program as a summer alternative to the Rome program. In this six week session, students will have the opportunities to take courses outside the normal offerings in the Rome curriculum as well as to satisfy core requirements. The program will be offered on the Rome Campus at Due Santi. The Summer Session will offer two Core curriculum courses *not presently offered in the Fall and Spring Rome semesters* (6 total credits), and taught by University faculty. Students will be able to attend a summer session in the summers between their sophomore and junior and between their junior and senior years. Further flexibility, depending on demand, might be granted to accommodate August and December graduates.

Instruction for each course (designated A and B) will be spread over twenty one two-hour morning sessions for a total of forty-two hours of instruction including the final examination. Scheduling of these classes will be arranged to accommodate occasional formal guided morning tours into Rome and environs, and to provide opportunity for individual student excursions when not in class. Two planned bus tours (one four-day and one three-day) are envisioned – one to Florence and another to an appropriate locale or locales, depending on curricular offerings that session. Cost for this travel is included in the student costs estimate.

Course offerings will vary from session to session and from year to year. Courses presently offered in the fall and spring Rome Curriculum *will not* be offered during the Summer Rome Program sessions. For the summer of 2009 the proposed courses are Western Civilization II and Darwin.

Post 2009 Plans: The eventual plan is to run two six-week summer sessions separated by a one-week gap in between these two sessions. In the combined summer sessions four different courses will be offered each summer. Students can participate in either summer session (I or II) for six credits, or both summer sessions (I and II) for a total of twelve credits. For students participating in both, it will be possible to arrange a seven-day excursion modeled on the Greece trip but towards sites chosen for their connection to the coursework, during the hiatus between summer sessions. It will also be possible for students planning to attend the regular fall or spring semesters to extend their stay in Italy by participating in a summer session before their fall semester, or the summer session following their spring semester.

Application: Applicants for the summer program will be subject to the same academic, student life and health requirements as those attending the semester programs. Students may apply to the summer program through the Rome Office, and may apply for just the summer session, or for the summer session, in addition to a Rome semester.

Tentative Dates: The 2009 summer session is scheduled for May 20-July 1.

Cost Estimates: Student costs for one summer session will be approximately $7500 including flight, tuition, room and board, trips and tours, museum admissions, and fees. Incidental spending money and costs for the one-week trip following the session would be additional.

Other Rome Study-Travel Options

The University often provides mini-Rome options in the summer and over interterm. Through the *Eternal Cities* tour class, students earn Art History (undergraduate) or Humanities (graduate) credit and visit most of the major sites toured during the long semester. In 2009 *Eternal Cities, Assisi and Rome* will be offered January 2-11. While *Eternal Cities* offers an educational travel experience in Greece and Italy, *School of Ministry Summer Rome* and programs such as *Dante in Italy* offer courses in Theology and Scripture and English over ten days to three weeks with "field trips" to sites in and around Rome and possible longer excursions.

Flights may be arranged to allow time for free travel after the study tour. The programs work well for students who wish to pursue language study in Europe. Both undergraduate and graduate credit may be arranged for these mini-courses, open to students from other schools and to teachers and other adults. They may be audited as well as taken for credit. The mini-courses offer a further choice for students, such as transfer, or older students, whose schedule will not accommodate the long semester. They allow family members and friends to participate as well.

Summer High School Programs

The Rome Office coordinates 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.

The programs in Italy, *Latin in Rome* and *Shakespeare in Italy*, use the Rome Campus as home base. They include travel to appropriate sites, e.g., Pompeii and Venice, for study *in situ* of the subject matter pursued.

Thomas More and Shakespeare in England focuses on the characteristics and influence of great leaders.

FACULTY
Chairman and Professor Lowery; Associate Professors Goodwin, Malloy, and Norris; Assistant Professors W. Brownsberger and Rombs; Research Scholar and Adjunct Professor Farkasfalvy; Adjunct Professor Emeritus Balás; Adjunct Professor Kereszty; Adjunct Professor in Residence Eynikel; Adjunct Instructors F. Brownsberger, Mehen and Medaille.

THEOLOGY

Theology is "faith in search of understanding," a faithful listening to and a systematic, methodical articulation of the message of the Word of God revealed by deeds and words first in Israel, culminating in Jesus Christ, himself both the mediator and sum total of Revelation, and transmitted in the living tradition of the Church. The department's mission is recovery and renewal of the Catholic theological tradition in harmony with the Magisterium and in dialogue with contemporary thought.

Admittedly, our Western civilization cannot be properly understood without some knowledge of Christianity, which is both a basis and an integral part of our cultural heritage. The study of theology, however, is much more than an essential discipline in the liberal arts education; it has a higher and more comprehensive aim. In relating man and the world to their absolute origin and end, theology imparts an ultimate unity to our understanding of reality and helps us—as no purely human discipline can—to see and fulfill the meaning of our existence.

The Department of Theology contributes to the general educational effort of the University on the undergraduate and graduate levels. It provides two core curriculum courses required of all undergraduates, Understanding the Bible, Theology 1310, and Western Theological Tradition, Theology 2311; electives for those who wish to pursue further theological knowledge; and an undergraduate major. In addition, the Department offers two Master's degrees. (See graduate Theology section for further information.)

The Major Program

The Department offers a program for the major consisting of an intellectually rigorous and coordinated sequence of advanced courses in Scripture, History of Christian Doctrine, Systematic and Moral Theology. The purpose of the major is to give the student a comprehensive grasp of the fundamental disciplines of theological science with attention given to issues affecting contemporary Christian Life. The program is scripturally and historically rooted, philosophically astute, ecumenical and orthodox. A balanced combination of required and elective courses is maintained so that, while preserving its distinctive identity, the program provides sufficient flexibility for students to select courses according to their interests.

Basic Requirements for Major

1) *Thirty-six credits* in Theology, including Theology 1310, 2311, 3331, 3332, 3341, 4348 (Senior Thesis), 18 credits of advanced theology electives including an O.T. and a N.T. course, and three advanced credits in Philosophy beyond the Core Philosophy requirement. With approval of the department, up to nine advanced elective credits may be earned in appropriate courses in other departments.

2) *A comprehensive examination*, oral and written, to be taken in April of the senior year. The examining board is regularly to be composed of three professors

responsible for the courses of the major program designated by the Chair. The examination covers substantial topics of the courses the student has taken for the major. Guidelines are available from the Department. The purpose of the comprehensive examination is to test: 1) general theological knowledge, 2) familiarity with basic tools and methods of theological research, 3) ability to form sound theological judgments on current issues, 4) capacity for integrating substantial theological topics, 5) ability to communicate acquired knowledge. Should the student fail the examination on its first offering there will be an opportunity for one reexamination approximately a week later.

3) The submission of the *Senior Thesis* in the fall of the senior year. The Senior Thesis is a major research paper (20-30 pages of text) developed by an individual student on a topic selected in consultation with a professor. It must be satisfactorily completed for graduation.

Some knowledge of Latin and Greek is recommended, though not required, for a major in Theology. French or German is recommended for those who wish to pursue graduate study. Spanish is an important language for those who may pursue some form of ministry. Hebrew can at times be taken through the Classics department.

Through Plan for Undergraduates

Students may take up to two graduate classes during their senior year. If these classes are above and beyond the credit requirements in Theology for the B.A. degree, they will count toward the M.A. or M.Th. Degree; if these same classes are beyond the undergraduate Theology requirements but are needed to count towards credit for the graduation with the B.A. degree, the credits may be "waived" for purposes of the M.Th. Program (not the M.A.), with consent of the Program Director and the Graduate Dean (thereby lowering the M.Th. requirement from 30 to 24 credits to be obtained after receipt of the B.A.). This plan would allow an enterprising student to earn the M.Th. in one year.

Year I

Art, Drama, Music, or Math	3	Art, Drama Music, or Math	3
English 1301	3	English 1302	3
History 1311	3	History 1312	3
Language 1301 or 2311	3	Language 1302 or 2312	3
Philosophy 1301	3	Theology 1310	3
	15		15

Year II (during Sophomore Year)

English 2311-2312	6
History 2301-2302	6
Philosophy 2323	3
Theology 2311	3
Economics 1311	3
Language (or elective)	6
Art, Drama, Music, or Math	3
	30

Year III

Theology 3331	3	Theology 3332	3
Theology 3341	3	Theology elective	3
Theology elective	3	Theology elective	3
Philosophy 3311	3	Politics 1311	3
Science	3	Science	4
	15		16

Year IV

Theology 4348	3	Theology elective	3
Theology elective	3	Theology elective	3
Philosophy elective	3	Electives	9
Electives	6		15
	15		

Courses in Theology

1310. Understanding the Bible. Reflective reading of selected texts of the Old and New Testaments with a view to discovering the biblical concepts concerning God, his creation and action in history culminating in Jesus Christ on behalf of his people, and the origin and destiny of humanity. To be taken in the freshman or the sophomore year. Normal prerequisite for any other Theology course. Fall and Spring.

2311. Western Theological Tradition. Reflective reading of classic, post-biblical Christian texts with a view to tracing the development of theological thought in Western Christianity from its beginnings to the post-Vatican II era. To be taken in the sophomore year or, at the latest, first semester of junior year. Prerequisite for advanced Theology courses. Suggested prerequisite: Theology 1310. Fall and Spring.

2336. Introduction to Liturgy. An historical, theological and practical introduction to Catholic Liturgy. Fall as needed.

3321. Pentateuch. History of the formation of the Five Books of Moses. Their literary genres and religious messages. Close reading of selected books and chapters with emphasis on the relationship between the literary form and thematic content of the text. Fall, every three years.

3322. Old Testament Prophets. History of the prophetic movement in ancient Israel. Literary forms and religious message of the prophetic writings. Close reading of selected books and chapters. Fall, every three years.

3323. Wisdom and Psalms. Introduction to Wisdom literature and Psalms. Literary forms and content. Close reading of selected Wisdom passages and Psalms. Fall, every three years.

3324. Synoptic Gospels. Formation of the synoptic material. Literary forms. Synoptic problem. Relationship between Jesus of history and the apostolic proclamation. Content, structure, and message of each gospel. Close reading of selected chapters. Spring, every three years.

3325. Fourth Gospel. Formation of the Fourth Gospel and history of the Johannine community. Content, structure and message. Its literary and theological features in comparison with the synoptics. Close reading of selected chapters. Spring, every three years.

3326. Paul and Acts. History of the early Christian community. Paul's background and his missionary work. Introduction to his letters. Close reading of letters and selected chapters. Spring, every three years.

3328. Biblical Archaeology. Study tour of Palestine and Jordan with a view to understanding the Bible within its geographical and historical setting. Topology and physical characteristics of Palestine. Archeological sites and monuments which illuminate the biblical narratives. As needed.

3331. Systematic Theology I. God and Human Existence. A systematic study of the Christian Catholic faith on Revelation and its Transmission, the Triune God, the Nature and Vocation of Man. Prerequisites: Theology 1310 and Theology 2311. Prerequisite for any advanced systematic course. Fall.

3332. Systematic Theology II. Christ and the Church. A systematic study of the Christian Catholic faith on Christ, Grace, the Church, Sacraments, and Eschatology. Spring.

3340. Social Justice. Addresses the intersection of economics and theology, considering it as the foundation and means of formation of a just society. The student is introduced to the development and principles of the Catholic Church's social teaching. Also introduces the social justice theories of the Protestant, Jewish, Muslim, and Buddhist traditions. Prerequisite: Economics 1311.

3341. Moral Theology. Examines the ideas of conscience, sin, the virtues, natural law, and the relation of Scripture and ethics. The underpinnings of the Christian moral life, with various applications to specific moral issues. Involves a close reading of John Paul II's encyclical *Veritatis Splendor*. Every Fall.

4311. The Theology of Thomas Aquinas. A close reading of selected texts of Thomas Aquinas on God, Christ, the sacraments, the human person, sin, and Christian morality. Offered occasionally.

4321. Apocalyptic Literature. General introduction to Jewish and Christian apocalypses. Literary genre and its message for today's readers. Close reading of selected chapters of both canonical and non-canonical apocalyptic writings, such as the book of I Enoch, Daniel, Revelation and Fourth Esdras. As needed.

4331. Triune God. A systematic exploration of the doctrine of the immanent and economic Triune God, rooted in patristic tradition as well as in Scripture. Examination of the essential dogmatic components of the Trinity and the medieval synthesis, as well as ecumenical issues such as the *filioque*. Exploration of key texts from prominent 20th century thinkers in search of responses to pressing questions about the soteriological significance of the doctrine.

4332. Christology and Soteriology. A biblical, historical and systematic study of the person and saving work of Christ. Offered regularly.

4333. Christian Anthropology. Study of human beings as created in God's image, their vocation to share in the divine life, their fall into sin and their divinization by God's grace. Offered regularly.

4334. Theology of the Church. Study of the Church as People of God and Body of Christ, its hierarchical structure, the role of laymen in it, the ecclesial reality of non-Catholic Churches and communities, and the Church and the World. Offered regularly.

4335. The Christian Sacraments. Consideration of the various models of sacramentality (e.g. sacraments as proclamation, as actualization, as celebration) and each of the seven sacraments as understood and celebrated in the Catholic Church. Offered regularly.

4336. History and Theology of the Liturgy. The historical development of Christian liturgy, with special attention to its formative period in the first centuries, the reforms of Vatican II, and post-conciliar reforms. The theological principles and implications of the liturgy, and liturgical spirituality. Offered occasionally.

4337. Atheism and Theism. Examines the problem of God and the question of contemporary belief. Philosophical and cultural challenges to the Christian idea of God are addressed through a study of recent systematic theological thought, especially on the Trinity and the human person.

4342. Christian Marriage. The sacramental nature of marriage. The principles of Catholic sexual morality based on the dignity of the human person and the sacramental meaning of maleness and femaleness. Offered every two years.

4343. Social Teaching. The social teachings of the Church as found in a variety of social encyclicals, especially *Rerum Novarum* (1891) and *Centesimus Annus* (1991). Specific topics include the role of the laity in the temporal order, the communal nature of man, just-war theory, liberation theology, the death penalty, Catholicism and the American political order, and the relationship between Catholicism and various economic systems. Offered regularly.

4345. Bioethical Issues. The contribution of Catholic ethics to such contemporary issues as abortion, newborns with birth defects, euthanasia, new reproductive technologies, contraceptive technology, and genetic engineering. As needed.

4348. Senior Thesis. A major paper developed by the theology major following research on a selected topic with the guidance of a professor. The student is expected to give evidence of research abilities in the field. Fall, senior year.

4351. Christian Spirituality. Sanctification and transformation in Christ. The nature of ascetical and mystical theology; the life of meditation and contemplation; the discernment of spirits. Offered occasionally.

4V57. Special Studies in Theology.

4V60. Directed Reading/Independent Research. A tutorial course following special arrangement between professor and student for such purposes as completion of required credit hours. Permission of professor and the chairman is required. As needed.

5301-5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Additional work for graduate students is assigned.

5311. Church History I. From the Apostolic community to the fourteenth century. Offered as needed.

5312. Church History II. From the fourteenth century to the present. Offered as needed.

5315. Patristic and Byzantine Theology. History of Christian doctrines—dogma and theology—from the Apostolic times to the twelfth century, including Byzantine theology. Offered in a three-year cycle.

5316. Medieval and Modern Theology. History of Christian doctrines — dogma and theology — from the beginnings of Scholasticism to the present, including the history of Protestant theology. Offered in a three-year cycle.

5317. Recent and Contemporary Theology. Introduction to some of the main trends, works and issues of the nineteenth and especially twentieth century Christian theology (Catholic and Protestant). Offered in a three-year cycle.

5319. Philosophical Resources for Theology. Study of the philosophical resources available to and developed by Christian theology from both an historical and a systematic point of view. Offered regularly.

5333. Sources and Methods. Introductory notion of theology. Revelation, its transmission in Tradition and Scripture and its authentic interpretation by the Magisterium. Nature and method of theology as *intellectus fidei*. Regularly required for the Master's. Offered every two years.

5334. Apologetics. Also called "Fundamental Theology", this course aims at a deeper (critical and systematic) understanding of the "*why*" of Christian Catholic faith, i.e. of the *foundations* for the *credibility* of Christianity. Offered in a three-year cycle.

5355. Special Topics. A regularly scheduled class established according to the interests of professors and the desires of students. As needed.

Courses in Biblical Hebrew and Greek—See Classics.

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 William A. Blakley Library, the Braniff Graduate Building, the Braniff Memorial Tower, and the Braniff Graduate School.

Senator William A. Blakley, lawyer, statesman, and industrialist, was a member of the first advisory board of the University of Dallas. Both Senator Blakley and Tom Braniff, founder of Braniff International Airways, had been vitally interested in private higher education. Before their deaths in 1954, Tom and Bess Braniff knew of plans for the proposed University and had expressed hope that it would become a reality. Efforts to found the University captured the interest and support of Senator Blakley, who was devoted to the principles of private higher education and aware of the need for more educational centers of excellence in the Dallas-Fort Worth area.

The Blakley-Braniff Foundation was dissolved in 1964, with all of its assets going to carry out its purposes and objectives. Senator Blakley and the other directors of the Foundation chose the University of Dallas for the site of the Braniff Graduate School as the highest and best tribute to the memory of Tom and Bess Braniff in perpetuity, and accordingly made a $7.5 million grant for its establishment.

The Graduate School offered its first courses in 1966. The Braniff Graduate Building was completed in 1968, along with the mall and the Braniff Memorial Tower.

The Graduate School sets minimum standards for all graduate degrees. Each program establishes rules and requirements that supplement those of the Graduate School.

In its Liberal Arts division the Braniff Graduate School supports the doctoral program of the Institute of Philosophic Studies, the Master of Fine Arts, the School of Ministry graduate programs, and the master's programs in Art, American Studies, English, Humanities, Philosophy, Politics, Psychology, and Theology. It seeks to offer graduate programs which recall these disciplines to their first principles and which will prepare students for careers in a variety of fields.

The Graduate School of Management offers the Master of Business Administration and the Master of Management degrees in a variety of specialized areas. For detailed information on these programs, see appropriate sections in this catalog and in the GSM Information Bulletin.

Liberal Arts Programs

Admission

Regular Admission

Inquiries and application materials for all Liberal Arts graduate programs should be sent to the Graduate Office, Braniff Graduate School of Liberal Arts. Applications should include two letters of recommendation, transcripts from all institutions of higher education attended, a statement of purpose, and an intellectual autobiography. Possession of a bachelor's degree is prerequisite to matriculating in any graduate program. Applicants should have an undergraduate major in the proposed field or otherwise demonstrate evidence of suitable background. Admission requirements particular to the different programs are described under "Admission Requirements" in the appropriate section.

Applications for the fall semester for the doctoral Institute of Philosophic Studies program are reviewed in three monthly rounds beginning February 15 and ending April 15. There are no spring admissions for the IPS program. In order to be considered for the first round, all elements of the application must be received by February 15.

Applications for the fall semester for the master's programs in American Studies, English, Humanities, Philosophy, Politics, Psychology, Theology, and the School of Ministry are reviewed in monthly rounds beginning February 15 and ending June 15. The application deadline for spring admission for these programs is November 15.

Applications for the fall semester for the MA/MFA art programs normally are reviewed one time only and all elements of the application must be received by February 15. There are no spring admissions for the Art programs.

Admission as a Special Student

Special students are those who wish to enroll in graduate level courses but are not seeking a degree. They should be over 21 and have completed an undergraduate degree. If at any time special students wish to become candidates for a degree, they must submit an application and accompanying documents for regular admission into one of the programs which will be considered along with all other applications. Only nine credits earned as a special student may be transferred toward the degree. Art students, however, may not count courses taken as special students.

Conditional Admission

Students who have deficiencies in their undergraduate preparation may be admitted conditionally, but they must present substantial evidence of capacity to perform at the graduate level.

Admission as an International Student

Unless proficiency is otherwise demonstrated, international applicants whose native tongue is not English are required to take either the English Language

Test or the TOEFL of the Educational Testing Service. These tests are given in the students' home countries and are normally the only acceptable certification of language ability. Unless a test has been taken at least three months before the proposed date of enrollment, students cannot be sure of having their application processed in time. The minimum acceptable score on the paper based TOEFL is 600; the minimum on the computer based TOEFL (CBT) is 250; the minimum on the internet based TOEFL (IBT) is 100; the minimum on the ELT is 85. All international applicants must also submit GRE scores if the graduate program they are applying to requires them.

International students should be aware that the University has no special funds for them. Federal loan funds are restricted to U.S. citizens.

The University of Dallas reserves the right to change tuition and other charges at the beginning of any semester and the University may change any institutional policies without prior notification.

Fees & Expenses 2008-2009

Application Fee	$50
Graduate Tuition, per credit	$630
Audit fee, per course	$623.70
University of Dallas Alumnus (age 60 or over) **per course**	$600
General Students Fee per semester (per credit or per audit course)	$15
Occasional Fees and Penalties (non-refundable)	
Internships/Practicum Fees	$55
Returned check fee, each service	$30
Graduation Fee	$60
Late Registration Fee	$30
(assessed beginning 1st day of classes for continuing students)	
Placement File Fee, per request (does not include transcripts)	$5
Graduate Reading Fee (6V99, 7V99, 8V99)	$100

Directed Readings Fee for IPS students taking Directed Readings courses in the Summer (Graduate Scholarships do not apply to these courses. See Business Office for tuition rates).

Auditors, Per Course

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 there is a zero percent refund on tuition and fees.

Mixed Registration Charges

Occasionally students register for both undergraduate and graduate courses. Tuition is charged according to the college to which students are *admitted*. *Special students* will be charged the tuition rate according to the college that admitted them.

Post-Baccalaureate

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

Payment of Accounts

It is the students' responsibility to *assure* that all payments and credits are received

by the Business Office, including all financial aid, scholarships, and sponsorships. Payment in full is due before admission to classes. Checks should be made payable to the University of Dallas. Installments payments, however, may be arranged by calling the Business Office (972-721-5144). The University accepts Mastercard, VISA, American Express or Discover. Students with delinquent accounts are denied grades, transcripts or diplomas until all obligations are fulfilled. Students are responsible for attorney's fees and other costs and charges necessary for the collection of any amount not paid when due.

Withdrawals

To cancel a registration or to withdraw from the University at any time other than the close of the semester, students are required to secure *written permission* from the Graduate Dean and to present such authorization to the Business Office. No refunds are made without an honorable dismissal from the Dean.

Discontinuation of class attendance or notification to an instructor of withdrawal does *not* constitute an official withdrawal and refunds are not made on the basis of such an action.

Students who withdraw from the University during the fall or spring semester with written permission are allowed a return of tuition and refundable fees according to the following schedule; courses taken at the Dallas Institute for Humanities and Culture follow a different refund policy.

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

All monies due from students at the time of withdrawal become due and payable immediately. To obtain a refund of tuition and refundable fees, students must also turn in their student identity cards. No refunds are made on occasional fees or room rent. Resident students must secure clearance from the Housing Office before refund is made.

The date used to calculate refunds is that on which students present their withdrawal notice to the Graduate Dean. Exceptions to the above policies may be approved in specific instances (e.g., when students are drafted or incur serious injury or illness.)

Thesis, Exhibit, Project or Dissertation Expense

Candidates for the M.A., where a thesis is required, must supply the University with two bound copies. Students are to bear the cost of binding. Consult the Graduate Office for fee amount. Candidates for the M.A. in Art and the M.F.A. must bear the expenses of the project or exhibits required for graduation.

Candidates for the Ph.D. must bear, in addition to binding charges for two copies, the fee for microfilming and copyrighting the dissertation and publishing an abstract. Consult the Graduate Office for fee amount.

Teacher Scholarship

All *fulltime* teachers receive a *one-third* scholarship for tuition for liberal arts undergraduate and graduate courses. In all graduate *degree* programs, a *two-thirds*

scholarship may be available. Consult the Graduate Office.

Summer Rome Program

Graduate Students in Art, Humanities, and American Studies may earn three credits toward their graduate program by participating in appropriate summer Rome Programs such as the *Eternal Cities; Italy and Greece*. Non-credit students are also welcome for the tour classes. Contact the Graduate Office or the Rome Office.

Financial Aid

In addition to University scholarships, students may apply for low interest student loans. To do so, a student must complete the **Free Application for Federal Student Aid (FAFSA)** and the **University Graduate Application for Student Loans**. The University will determine students' loan eligibility based on the information provided on these two applications. Information about Title IV eligibility is available from the Financial Aid Office.

After the financial aid application process has been completed, the Financial Aid Office will send admitted students an Award letter, detailing the loans for which they are eligible. 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 to be eligible for any federal or state financial aid. The requirements follow:

1) **Earn at least 12 credits** each year with a GPA of **3.0** or higher. For purposes of Satisfactory Academic Progress, non credit graduate reading courses are equivalent to full-time, or nine credits, a semester, although no credits are earned.
2) Complete all work within the time limit set by their program.
3) **Withdrawal** from a course does not affect eligibility if the minimum required credits are earned in the academic year. An Incomplete or a Temporary grade does not count as an earned credit and may affect eligibility until credit is earned.
4) Except for students on Financial Aid Probation, grades are reviewed at the end of the spring term each year. The grades of students on Financial Aid Probation are reviewed after each term that they are on probation.
5) Students *not* making **Satisfactory Academic Progress** will be placed on **Financial Aid Probation** for one semester. During the probationary semester, **6 credits** with a GPA of **3.0** must be earned. Failure to do so will result in loss of eligibility for financial aid after the probationary semester. If otherwise eligible, eligibility will be restored after the grade point average has met the requirement.
6) A written request may be made that the Financial Aid Committee reinstate aid eligibility in the event of a relative's death, student illness or injury, or other special circumstances.

Additional Applications

Student loan applications and promissory notes must be completed. The University participates in the following programs: *Federal Direct Stafford Loan, College Access Loan,* and *Federal Direct Unsubsidized Stafford Loan*. Information is available from the Financial Aid Office.

Enrollment Definitions

Regular students are those who have been admitted for the purpose of obtaining a degree or certificate. Students enrolling in less than six hours in any term must

contact their Financial Aid counselor to determine aid eligibility.

Graduate School of Management

Term	Enrollment	Minimum Credits
Summer, Fall, Spring	Full-time	9
	Half-time	6

Braniff Graduate School of Liberal Arts

Term	Enrollment	Minimum Credits
Fall, Spring, or Summer	Full-time	9
	Half-time	6
Interterm	Full-time	3

Students enrolled in Dissertation or Thesis Research, Doctoral, MFA, or Graduate Reading are considered to be enrolled *full-time*.

Housing

Apartments and houses in all price ranges are plentiful off-campus.

Graduate School Policies

The Graduate School sets minimum standards for all graduate degrees. Each program establishes rules and requirements that supplement those of the Graduate School. Students are responsible for knowing all rules and requirements pertaining to the degree sought. Policies and procedures described in the undergraduate section of this bulletin apply to graduate programs and students unless otherwise noted in this section or in the handbooks or bulletins of the various graduate programs.

The Graduate School reserves the right to dismiss at any time students whose academic standing, financial indebtedness to the University, or conduct it finds undesirable.

Class Attendance

Students are expected to attend all scheduled classes, and to satisfy all course requirements within the time limits established by their professors, unless prevented from doing so by extraordinary circumstances such as serious illness or unavoidable travel. A professor who deems that a student has been excessively absent during the first half of the semester may recommend that the student withdraw from the course. If students have been excessively absent throughout the entire semester, the professor may withhold permission to take the final examination and, depending on the students' academic performance, assign a grade of F or FA (failure due to absence).

Grade Average and Reports

The minimum grade point average required for graduation is 3.0. Exceptions for particular programs are indicated under particular departments. In courses in which a grade lower than a "C" (2.0 points) is given, the grade will count for determining the grade point average, but will not satisfy course requirements. Grades earned for language courses will be recorded on the transcript but will not be included in determining the grade point average. The only exception will be for those upper-level language courses that may be counted for course credit towards the graduate degree. At the end of each semester reports of final grades are available to students online.

Student Load

The normal full-time load is 12 credits per semester. Students enrolled for nine

credits of graduate work are considered full-time.

Course Numbers

Courses carrying graduate credit are those numbered in the 5000 to 9099 range. Courses numbered 5000 to 5099, Senior-Graduate Courses, may be offered by the candidate in partial fulfillment of degree requirements. However, except for the graduate program in Humanities, a maximum of 12 such credits is acceptable. 5000-5099 course descriptions will usually be found under the Constantin College listings.

The numbers 5301-5310 are reserved for undergraduate courses taken for graduate credit. 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. Limits apply.

Transfer Credit

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 nine hours may be transferred into a Master's program. No more than 12 credit hours may be transferred into the doctoral program. Students who have already entered a Master's program at the University must get prior approval from the Graduate Dean before taking courses at another institution for transfer of credits. Those who have earned graduate credits as "special" 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 special students toward the MA/MFA degrees.

In a program requiring one year of course work (24 credits, not counting the thesis or its equivalents) the transfer petition should be made before pre-registering for the second semester. In programs of a longer duration, the petition may be made any time after one full-time semester at the University or after completing nine credit hours, whichever comes first. With transfer credit and special arrangements all Master's students must still take a minimum of 12 credit hours on campus. 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. An "I" (incomplete) grade may be given in a class if students were unable to finish all assignments by the end of the semester and their reasons for the delay have been accepted by their professors. All "T" and "I" grades for a given semester must be removed before the first day of regular registration for the next semester. A "T" grade for the Master's thesis, Doctoral dissertation, or equivalent requirement is an exception to this rule.

When work is submitted by the due date, a "T" grade is completely removed from the student's record. The "I" is only slashed over. If work is not completed on time, the "T" or "I" grade will either become permanent (I*, I#, or I/PR) or will, at the teacher's discretion, be changed to some other grade to reflect work completed.

Academic Honesty

The policies of the Braniff Graduate School governing academic discipline parallel for the most part those of the Constantin College of Liberal Arts. Plagiarism and cheating are extremely serious offenses. All students are responsible for familiarizing themselves with the policy on Academic Honesty as detailed in the undergraduate section of this *Bulletin*.

Time Limit

In a program requiring 36 or fewer credit hours (including thesis or project seminars), the time limit for completing the degree is six years, counting the years from the first semester in which students were admitted to the program. In a program requiring more than 36 credit hours, the time limit is specified in the *Bulletin's* program description.

Withdrawal

Withdrawal from courses or from the University must be with written permission of the Graduate Dean.

Leaves of Absence

Students who need to interrupt their course of study from one semester to the next must seek a leave of absence. Leaves are granted where there is a good reason and a good prospect of the students' returning to the program. Students who interrupt their courses of study without a leave of absence are considered to have resigned from the program and must reapply for admission if they should desire to return.

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 records of graduate students are reviewed by the Graduate Office. The records of students, whose cumulative or semester GPA is below the required standard, are presented to the appropriate Program Director and the Graduate Dean and, in the case of doctoral students, to the Director of the Institute of Philosophic Studies for recommendation as to continuance. If students' GPA falls below the minimum level needed for a degree to be awarded by the time they have completed all the courses required for their degree, they may take no more than two additional courses for an M.A. and no more than four for a Ph.D. in an attempt to raise their GPA to the minimum level.

Diploma Application

Students must file diploma applications in the Graduate Office within the first two weeks of the semester in which they plan to receive the degree.

Awarding of Degrees

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

Master's Programs

According to the University's concept of education, the master's degree is a professional degree. Completion of a set number of hours of course work is not a sufficient achievement for receiving the degree; an acceptable proficiency in the discipline or profession as demonstrated in a comprehensive examination constitutes a further criterion for the degree. A minimum of 30 credits is required for

the master's degree, including the thesis or its equivalent where required. Most master's programs also require demonstrated proficiency in at least one foreign language. The *Master's Student Handbook* and specific departmental requirements must be consulted for each program.

The Braniff Graduate School of Liberal Arts offers the Master of Arts in: Art, English, Humanities, Philosophy, Politics, Psychology, and Theology. These programs require the writing of a thesis and proficiency in at least one foreign language. For the M.A. in Art the exhibition substitutes for these requirements.

Other master's programs include: Master of American Studies, Catholic School Leadership, English, Humanities, Pastoral Ministry, Politics, Psychology, Religious Education, Theology, and Theological Studies. 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.

Admission to Candidacy

In the Master of Arts programs (except Art) students become degree candidates after passing the comprehensive examinations. In Art, students apply for candidacy and formal acceptance into the program after completion of nine-twelve credit hours. Consult the *Master's Handbook* and this *Bulletin*.

Language Requirement

Most Master of Arts programs require that students demonstrate proficiency in at least one language other than English. Individual departments, however, may require more than one language for the degree. The purpose of the language requirement is to assure that students are capable of effective use of primary sources.

The language requirement must be satisfied before enrolling in the thesis seminar. For the various ways in which this requirement may be fulfilled, consult the handbooks for the master's and doctoral programs.

Comprehensive Examination

At the completion of course work, all candidates for the master's degree must pass a comprehensive examination. The examination must be taken by the end of the semester following the satisfactory completion of all course requirements.

Thesis Requirement

Candidates for a Master of Arts degree enroll in Thesis Research after completion of all course work, fulfillment of the foreign language requirement, and approval of a proposed thesis topic. The appropriate program director recommends to the Graduate Dean the acceptance of the topic and the appointment of a suitable committee. Instead of the thesis, some master's programs require the completion of a major project or exhibition. In others it is satisfied by taking six or more additional credit hours. Consult the *Bulletin* for the specifics in each program.

Institute of Philosophic Studies Master of Arts

The Master of Arts degree in English, Philosophy, or Politics may be awarded to doctoral students in the Institute of Philosophic Studies after the completion of the Qualifying Examination. 42 credits are required (excluding foreign languages), of which 30 credit hours must be within the concentration, and fulfillment of one foreign language requirement.

Doctoral Programs

For policies specific to the doctoral program see Institute of Philosophic Studies.

The Institute of Philosophic Studies Doctoral Program

The Institute of Philosophic Studies offers a program leading to the Ph.D. degree. The Institute has as its purpose the renewal of the tradition of philosophic discourse and the recovery of the Christian intellectual tradition. The students' course of study includes a set of core courses established by the Institute and an area of concentration, which students develop in consultation with a faculty adviser. The areas of concentration currently offered are in literature, philosophy, and politics.

The Ph.D. degree, under the general rules and procedures of the Braniff Graduate School, requires the successful completion of 66 credit hours of course work in the Institute, any independent study the faculty deems advisable for a given candidate, an acceptable performance on a qualifying and comprehensive examination, reading mastery in two foreign languages, and a dissertation of substance and originality. A full description of all policies, procedures, and requirements is found in the *Institute of Philosophic Studies Handbook*.

General Information

Admission Requirements

Applicants must possess a bachelor's degree. They should have an undergraduate major or equivalent evidence of suitable background for entering the proposed field. Applications for the doctoral IPS program are reviewed in three monthly rounds beginning February 15 and ending April 15. Applications are accepted for the fall semester only. The completed application file includes the application form, two letters of recommendation, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work, and GRE General Test scores not more than three years previous to the date of the application. Decisions regarding admission are made by the committee of IPS directors, who draw a composite assessment of the applicant from the submitted materials and evaluate the file against the pool of competing applicants in view of the limited number of positions available.

Degrees

In accord with the unified character of the program, the Institute grants only one doctoral degree. However, the transcript will indicate the area of concentration for each student. En route to the doctorate, students may apply for the Institute of Philosophic Studies Master of Arts degree after the qualifying examination.

Residence

Three academic years of full-time course work beyond the bachelor's degree are normally required. Students are strongly encouraged to spend at least one continuous academic year on campus as *full-time* graduate students. Institute scholarships generally require full-time enrollment.

Transfer of Credit

Some credit from earlier graduate work may be transferred after students have successfully passed the qualifying examination. Credits are transferable from accredited institutions and must have been taken within the six years prior to acceptance in the program. Courses are transferable only if strictly equivalent to Institute courses. Students should submit syllabi of all courses they wish to transfer. No more than 12 hours may be transferred. Upon recommendation of the concentration director, transfer credit must be approved by the Graduate Dean.

Language

Proficiency in two languages, Greek or Latin and (usually) French or German, must be demonstrated by all candidates. The *IPS Handbook* describes the three ways of satisfying the requirement.

Qualifying Examination

Students must take the Qualifying Examination after the first three semesters of full time course work. The *IPS Handbook* describes the examination and the times it is administered. The performance on the examination must satisfy the examining committee that the student is capable of continuing doctoral studies.

Comprehensive Examination

Students normally take the Comprehensive Examination in the semester following completion of all course work. The examination is based upon a Core Reading List and a Concentration Reading List. Students must demonstrate to the examining committee that they have a comprehensive grasp of the issues and texts covered in their core and concentration course of studies. The *IPS Handbook* describes the examination and the times it is administered. Reading lists are published in the handbook.

Dissertation

Dissertations of suitable quality and magnitude shall be submitted by all candidates. After they are completed and approved, a defense of the dissertation, open to the graduate faculty, must be made by the candidates. Information concerning the formal requirements for preparation and filing of dissertations is in the *IPS Handbook*. Dissertation credit is in addition to course credit.

Time Limit

Unless otherwise approved, requirements for the Ph.D. degree must be met within ten years from the time students begin course work in the program or they will be deemed to have withdrawn from it.

Courses of the Institute

Students take 21 credit hours in the Institute's core curriculum and 45 credit hours in their area of concentration, nine of which may be in a related discipline (with the approval of the concentration director).

The Institute core courses are meant to provide students with a solid foundation in the Western tradition — poetic, philosophic, and theological. These courses will concentrate on significant texts of this tradition, including such authors, for example, as Homer and Virgil; Plato and Aristotle; Augustine and Aquinas; Dante and Milton; Hobbes and Rousseau; Hegel, Nietzsche and Dostoevski. A seventh required core course will have as its principal text the Bible.

The area of concentration allows students to read in a discipline in which they expect to teach and write. The specific requirements for individual students

are worked out in consultation with the faculty adviser and with the approval of the IPS Director. The description of each of the areas of concentration presently offered in the Institute is given below.

Courses designated as "core courses" are listed in the particular semester schedule with the prefix IPS (Institute of Philosophic Studies). Those in the area of concentration carry the appropriate departmental designation.

Core Courses of the Institute

8311. Homer and Vergil. A study of the *Iliad* and the *Odyssey* of Homer and Vergil's *Aeneid*.

8316. The Bible. A reading of select writings from the Old and New Testaments as vehicles for understanding the nature and claims of revelation.

8321. Plato and Aristotle. Careful reading of seminal texts by two thinkers who laid the foundations of Western philosophy.

8326. Augustine and Aquinas. A study of the two giant Christian thinkers. Readings include *Confessions, City of God,* and the *Summa Theologiae*.

8341. Dante and Milton. A reading of Dante's *The Divine Comedy* and Milton's *Paradise Lost*.

8342. Hobbes and Rousseau. A study of the *Leviathan* and *Emile* contrasting their positions on modernity.

8352. Hegel, Nietzsche and Dostoevski. A study of three thinkers in transition between modernity and postmodernity.

8357. Independent Study. In cases of scheduling problems, students may be given permission by the Graduate Dean to take a required Core course as a tutorial.

8V98. Teaching Practicum. International IPS students who wish to teach college-level courses must enroll in this non-credit course in order to receive employment authorization from the International Student Services Office. Concurrent enrollment in Doctoral Readings (see 8V99) is required, and enrollment is limited to four semesters. See the ISO office for details. Special restrictions apply. Enrollment does not make students eligible for federal financial aid or for deferment of loans. The fee for the course is $100.

8V99. Doctoral Readings. Registration for this course indicates that the student is involved full time in studies necessary for degree completion. At the end of each course the student must demonstrate progress toward completion of requirements. Registration requires the approval of the Graduate Dean. No more than two doctoral readings may be used to prepare for the comprehensive examination. No more than 6 may be taken in all. A matriculation fee is required. It entitles the student to the use of the library and other services.

9697. Dissertation Research I. (Dissertation Prep Seminar) Full time in the research and writing of the doctoral dissertation under the guidance of an approved director. A grade of T is assigned for this six-credit-hour course, which remains until after the defense of the dissertation. Prerequisite: Completion of comprehensive examination and at least one language requirement.

9698. Dissertation Research II. Full time in the research and writing of the doctoral dissertation under the guidance of an approved director. A grade of T is assigned for this six-credit-hour course, which remains until after the defense of

the dissertation. Prerequisite: Approved proposal.

Areas of Concentration

Literature

The philosophic character of literary study within the Institute is reflected in a concentration upon major authors whose work can claim philosophical scope and penetration. The approach to these works is also philosophic. Students inquire into the issues treated by great writers considering the literary treatment as one voice in a conversation within which philosophers, theologians, and political thinkers also participate. The poet seeks to supplant opinion with knowledge by means of constructing a coherent vision of reality just as the philosopher seeks the same end through dialectic. The aim of study therefore is to share in the poet's wisdom concerning a reality already constituted before imagination sets to work on it but imperfectly known until illuminated and ordered by art. Courses focus upon literature as a distinct way of knowing irreducible to other modes of knowledge but best understood and assessed when studied in company with other modes of discourse directed to common subjects. Institute students join teachers dedicated to grasping in what manner poetic art can provide knowledge of reality and to discerning what that knowledge may be.

Students learn to apprehend the form of literary art by attending to the qualities of poetic speech and by studying the kinds of poetry. They investigate such constants of the arts as myth, symbol, analogy and figure, image, prosody, and style. In the process they come to appreciate the notable congruence of particularity with generality that characterizes the poetic mode of being and that has led thinkers to define a poem as a "concrete universal." The kinds of poetry — the perennial genres — need not be taken as prescriptions arbitrarily imposed, for they can be understood as the natural shapes literature displays when it envisions different human actions.

Neither the constants of poetic speech nor the continuities of genre sufficiently specify the particular purchase upon human issues offered by any great poem. To bring this meaning into sharper resolution requires the final act of literary understanding, interpretation of individual poems, an undertaking in which the comparison of poem with poem has its instructive part. Critical interpretation entails the most careful and sustained attentiveness to elucidating meaning and culminates in critical judgment of the contribution of that meaning to one's grasp of the truth.

The interpretive dimension of the program is reflected in courses that find their formal object sometimes in a genre (Epic, Lyric, Tragedy/Comedy, Menippean Satire, or Russian Novel), sometimes in a literary movement (Renaissance Drama, Romantic/Victorian Literature, Augustan Literature, American Literature, Southern Literature, Twentieth Century Literature), sometimes in major authors (Dante, Chaucer, Spenser/Milton, Shakespeare, Dostoevski, Faulkner, Hawthorne/Melville/James). Students confront the claims of classical, Christian, and modern poets. They thereby enter into the issues that cause the Western tradition to be a tradition of controversies.

Courses in Literature

5301-5320. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned. See undergraduate English for description of 5000-level courses listed below.

5311. Studies in Myth.

5312. The English Renaissance.

5313. Thomas More.

5320. Arthurian Romance.

6311. Classical Epic. Studies in the *Iliad*, *Odyssey,* and *Aeneid* with a view to understanding epic poetry as the most comprehensive form of literary art. Concentration upon the elaboration of a classical conception of the nature of heroism, divinity, and social order in the poems of Homer and Vergil. Reflection upon continuity and divergence in the epic poets' various renderings of cosmic order, the city, divine providence, and human excellence.

6315. Classical Rhetorical Theory. Treats major Greek and Roman thinkers who were the first in the West to seek an understanding of the power of human speech *(logos)* and its proper management in poetry, philosophy, and oratory. Texts of Gorgias, Plato, Aristotle, and Cicero are studied, and comparisons are made between them and selected representatives of medieval (e.g. Augustine), modern, and postmodern rhetorical theory (e.g. Nietzsche and Derrida).

6316. Pastoral Poetry. Examination of the influence of classical forms in English Literature through the tradition of pastoral poetry. After noting the Greek origins of the form, most especially in Theocritus, a close study of Vergil's *Eclogues* as a precursor to study of English examples. Primary focus is the blending of the classical and Biblical in Spenser's *Shepheardes Calendar*. Exploration of the continuation of the tradition in Jonson, Milton, Wordsworth, and Arnold, and in twentieth-century poetry.

6322. Shakespeare. Study of representative plays from the entire canon, including tragedies, histories, comedies, and Roman plays. Reflection upon the meaning of this achievement and upon Shakespeare's understanding of the confluence and divergence of the classical, Christian, and modern traditions. Fall.

6332. Spenser. Examination of the major writing of Edmund Spenser, focusing upon his effort to synthesize classical humanism and Christian ideals. Works considered include *The Faerie Queen*, *The Shepheardes Calendar*, and lyric poetry.

6333. Milton. Study of the major writing of John Milton, considering his effort to synthesize and to extend the range of Classical and Christian literary traditions. A treatment of *Paradise Lost, Paradise Regained, Comus, Samson Agonistes*, and major lyric poetry.

6335. Seventeenth Century Lyric.

6344. Tragedy/Comedy. Consideration of two alternate but constantly recurring vantages upon human life beginning with Greek drama and Aristotle's *Poetics,* continuing with Elizabethan-Jacobean drama, and concluding with an assessment of the fortunes of tragedy in the modern era. Reflection upon the relationship between the dramatic form and the human action embodied in that form, and upon epochal changes in conception of what constitutes tragic limitation and comic fulfillment. Spring.

6355. Russian Novel. Readings in Gogol, Turgenev, and Tolstoi, focusing chiefly on the major writings of Dostoevski as the novelist who incorporated the Russian myth into the Western tradition at a time of crisis and by so doing defined the limits of the novel: *Dead Souls, Fathers and Sons, Anna Karenina, The Idiot, The*

Possessed and *The Brothers Karamazov.*

6360. Literary Criticism and Theory. Examination of major documents of Western literary criticism, with special emphasis upon twentieth-century critics and theorists—New Criticism and the subsequent development of structuralist and post-structuralist approaches. Focus on key texts and issues, with an eye to exploring options for future developments and practical applications to the study and teaching of literature.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

7311. Chaucer. Studies in the entire canon with special emphasis upon *The Canterbury Tales, Troilus and Criseyde* and *The Book of the Duchess*. Reflection upon Chaucerian comedy in its genial and dark versions and Chaucer's resources in an imaginative vision shaped by Christian belief. Fall.

7321. English Romanticism. A study of the primary writing (poetry and prose) of the major British Romantic poets (Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats), emphasizing the character of the romantic understanding of poetic imagination, the artist's relation to society, the conception of religious, moral, and political ends. Context may be provided by a discussion of continental and English philosophy and of German Romanticism.

7322. Victorian Literature. Study of fiction, essays, and poetry of the Victorian era in England. Writers of all modes confronted questions relating to realism, the conflicting claims of religion and science, the development of participatory democracy, the Industrial Revolution, and the re-direction of the artist within society. Authors studied include Dickens, Thackeray, Eliot, Tennyson, Browning, Arnold, Carlyle, and J.S. Mill.

7325. Pound/Eliot.

7333. Faulkner. Examination of Faulkner as the most thoughtful recent novelist formed in the great tradition, and as a writer uncommonly perceptive of the challenges posed to the continuation of that tradition by contemporary erosions. Spring.

7351. Directed Readings and Research. Special programs of inquiry, by mutual consent of student and professor with the approval of the Chairman.

8322. Melville/Hawthorne/James. Study of one or more of the three American novelists who, with Faulkner, address most comprehensively the theme of America as the problematic fusion of the New World with the Old. The discovery of perennial issues of human greatness and frailty against the background of a society intent upon defining the terms of its founding. The resources of the American writer in the novel and the romance novel. The adjustments of patriotism and criticism incumbent upon the American fiction writer; the European in America and the American abroad.

8333. Dante. Intensive study in *The Divine Comedy* and in the *Vita Nuova* insofar as this work contributes to an understanding of the *Comedy.* Dante and the Christian epic; the relationship between classical and Christian bearings within the *Comedy;* Dante as the poet most profoundly exemplary of medieval Christendom's grasp of the analogical character of creatureliness and of man's ordination to his creator and redeemer.

8344. Menippean Satire. Studies in an important segment of the literary tradition taking into account works which elude the categories of epic, tragic, comic, lyric and yet which draw upon all of these genres in constructing massive satirical fic-

tions epic in scope, comic in spirit, tragic in implication, and sporadically lyric in form. Authors most frequently read in the course; Lucian, Petronius, Apuleius, Rabelais, Cervantes, Swift, Sterne, Lewis, Carroll, Joyce, Nabokov, John Barth.

8355. Augustan Literature. Reflection upon the principal satirists of the period extending from the Restoration to the American Revolution and focusing upon philosophical, social, and religious issues. Consideration of the Augustan writers' conception of the nature and function of poetry, especially the role of poetry in life. The standard of the candid, reflective gentleman in contention with fools, knaves, and enthusiasts. Dryden, Pope, Swift, Gay, Johnson.

8366. Modern Literature. Study of the poetry and fiction of major writers in the first half of the twentieth century. The efforts of poets and novelists to achieve poetic unity and authority in the absence of a generally endorsed public myth. A consideration of the various manners in which major twentieth-century authors accommodate themselves to, or join issue with, their contemporaries. Yeats, Eliot, Pound, Stevens, Woolf, H.D., Conrad, Joyce, Lawrence, Forster, Hemingway.

8388. Southern Literature. Development of the Southern Literary Renaissance and its legacy in recent Southern writers. A consideration of the relationship between the Southern authors' substantial achievements in poetry, fiction, and criticism and the society with which their work is chiefly concerned. Southern writing as an enclave of traditionalism within a prevailingly neoteric contemporary world. Davidson, Ransom, Tate, Warren, Lytle, Porter, Welty, Gordon, O'Connor.

8399. Studies in the Novel. Consideration of the relatedness of form to the subject of the one literary mode practiced exclusively by modern authors. Of special concern, the various novelists' portrayals of large social developments in counterpoint to their presentation of the fate of a central character. Authors most frequently included: Richardson, Defoe, Fielding, Austen, Flaubert, Stendahl, E. Bronte, Dickens, Trollope, Hardy, Gogol, Tolstoy, Turgenev, Twain.

Philosophy

The aim of philosophy at the University is to recover the possibility of a wisdom dealing with those "first things" which ground and locate human experience within the whole of being. Philosophy is impelled by reference to the totality that is distinctive of human existence. It analyzes the frameworks within which other human endeavors occur and recommends ways in which they might be situated so as to throw light on the character of the totality. Such illumination, in turn, affects those other human endeavors by giving them perspective. By reason of its location in a Catholic institution, the Department is particularly interested in the ways revelation has led to developments within a properly philosophic wisdom available to believers and nonbelievers alike.

The major tool of philosophic research lies in the careful study of classical texts from Plato and Aristotle to Heidegger and Wittgenstein. The cultivation of competence in logic and facility in at least one classical and one modern language are viewed as indispensable auxiliaries in the project. The underlying conviction is that texts which have continually drawn the readership of reflective minds throughout the centuries contain profound insights into the fundamental issues of being and thought, and that we neglect such insights at our own peril, especially since they have been instrumental in the formation of our own mental horizon. Hence polemical reaction takes second place to sympathetic dialogue. Not so much

"Where do they go wrong?" as "What did they see?" governs the approach. Such an approach does not aim at the indifferent cataloguing of historical positions. Rather, it aims at understanding "the things themselves" through dialogue with the masters. The aim is to see the same things in different ways and thereby learn to assess the value and limitations of the differing ways with a view toward an ever-deepening wisdom of the whole.

The curriculum is divided into historical and thematic courses. The historical courses deal with an epoch or an individual thinker; the thematic courses with an area (e.g. ethics or metaphysics) or an issue (e.g. immortality or potentiality). But both types of courses are, in different ways historical and thematic. The thematic courses draw from the entire textual history and the historical courses engage the issues through the thinker or thinkers studied.

Courses in Philosophy

5301-5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work for graduate students is assigned.

See M.A. Philosophy for description of 5000-level courses listed below.

5321. Social Philosophy.

5331. Philosophy of Law.

5334. Philosophy of History.

5358. Scholastic Tradition.

5359. Phenomenological Tradition.

5360. Senior/Graduate Elective.

6310. Text Seminar: Ancient Philosophy. A focused reading of a few major works from antiquity (ordinarily Greek antiquity), from Anaximander to Plotinus, with emphasis typically on Plato or Aristotle.

6311. Plato. A careful analysis of one major text, with relevant readings in other texts. Special attention given to the interplay of argumentation, image, action, and structure.

6322. Aristotle. Typically, a careful reading of the entire *Metaphysics,* with collateral reading in *Categories, Topics, Physics, On the Soul, On Generation and Corruption* and Plato's *Timaeus*. Although not required, a reading knowledge of Greek is most helpful. Topics vary.

6331. Studies in Scholastic Thought. Study in depth of philosophical issues as they have arisen within the context of Scholastic thought. Emphasis on topics such as faith and reason, God and the world, creation, the human person, intellect and will.

6332. Studies in Phenomenological Thought. Study in depth of philosophical issues as they have arisen within the context of phenomenology, with emphasis upon Husserl, Heidegger, Gadamer, and/or Ricoeur.

6336. Ethics. Investigation of the nature and sources of moral obligation, moral goodness, and conscience, with consideration of major ethical theories in the history of ethical thought, including ancient and medieval contributions.

6354. Philosophy of Language. Investigation of the nature and kinds of language, with particular attention to syntactical, semantic, and logical characteristics. Other topics such as lived linguistic context, sacral and symbolic languages, and the limits

of language. Examination of theories of language in such authors as Saussure, Cassirer, Wittgenstein, Whorf, Austin, Foucault, and Derrida, and comparison to earlier speculations on language, especially among the ancients and the medievals.

6355. Philosophy of Logic. An investigation of logic in both its formal and material aspects. Treatment of topics such as the nature of concepts, the structure and truth of judgments, the character of inference and implication, the synthetic-analytic distinction, and the foundational principles of logic.

6366. Philosophy of Science. Science as privileged knowledge, particularly modern natural science. Treatment of topics such as scientific method; the mathematical framework of modern sciences; mechanism, reduction, and explanation; relativity and evolution as difficulties for epistemology and metaphysics; the character and rationality of scientific change.

6377, 6378, 6379. Special Studies. Unlisted courses offered according to student interest and faculty availability. As needed.

7313. Aesthetics. A philosophic inquiry into the arts and the modes of artistic meaning. Questions about the definition of a work of art, about artistic 'creation', about style and criticism, and about artistic communication.

7321. Philosophy of Being. Study of the fundamental questions of ontology by way of key works in the history of philosophy. Treatment of topics such as the meaning and ways of being; participation; substance and accident; potency and act; *ens*, *essentia*, and *esse*; the transcendentals; *res cogitans* and *res extensa;* spirit and nature; being and beings.

7333. Text Seminar: Medieval Philosophy. A focused reading of a few major texts from the Latin Middle Ages, typically chosen from among the works of Augustine, Anselm, Bonaventure, Aquinas, Scotus, and Ockham.

7344. Text Seminar: Early Modern Philosophy. A focused reading of a few major works of the period from Descartes to Kant.

7351. Directed Readings and Research. Special programs of inquiry, by mutual consent of student and professor with the approval of the Program Director.

7355. Text Seminar: Recent Philosophy. A focused reading of a few major works of philosophy after Kant, chosen typically from among the works of Hegel, Kierkegaard, Nietzsche, Wittgenstein, and Heidegger.

8331. Epistemology. An investigation of general and special features of knowledge. Topics such as the different forms of scientific and nonscientific understanding; the nature and possibility of the knowledge of necessary, essential laws; the knowledge of existence; philosophical realism and challenges to it.

8338. Philosophy of Religion. Investigation of the nature of religion, with emphasis on topics such as religious acts (especially the act of faith), reason and faith, the elements of religion, religious experiences, deformations of religion, differences and relations between religion and morality. Consideration of the treatment of philosophy of religion in authors from the early Church fathers to the twentieth century.

8345. Philosophical Anthropology. An investigation of the nature of the human being. Special consideration given to questions arising from the study of the psychophysical constitution and the spiritual and rational nature of the human being: e.g., rationality and volition, freedom, the body-soul problem, the experience of the 'lived body,' and mortality-immortality.

8351. Philosophy of God. A philosophical and speculative investigation of the being and essence of God. Topics such as proofs of the existence of God (including in-depth study of the *quinque viae* and the ontological argument), the nature of God, the language used in talking about God, the relationship between God and the world, God in process philosophy, and other treatments of God in the history of philosophy.

Politics

The study of politics at the University comprises all human things. If the *polis* is the association whose purpose is the complete human life, then politics includes all the activities whose end is the complete human life. In reflecting upon these activities, politics becomes philosophic. Indeed, it is only political philosophy, whose founder was Socrates, which takes seriously the possibility of the best regime as the standard whereby every other polity is to be judged. Political philosophy, according to Aristotle, is an inquiry into the soul. For it is ultimately the proper order of the human soul that determines the proper order of constitutions.

The modern difficulty is that we no longer think of politics as concerned with all human things. The state has replaced the *polis*, and that means that we now understand politics as concerned only with the external conditions for human existence. The Institute's politics program attempts to show the student that the great texts of political philosophy are not meant to be systematic treatises with propositions which are to be memorized as true statements, but are instead indications, suggestions, openings, into existence. It is only in conversation—in the exchange between the texts, the students and the teacher (who is but a more experienced student)—that the texts come alive. These works do not so much state what the nature of things is as reproduce a journey of the soul toward seeing or intellecting both the principles and ends of existence. Thus a different kind of reading and scholarship is required, one which is able to reproduce this journey of the soul.

The program also means to restore the importance of the rhetorical tradition. We wish to restore the understanding that the word has a power over the soul. The tendency in political thought today is to interpret human actions as caused by some impersonal force, whether mode of production, the market place, sexual or biological forces, or the mysterious dispensations of History. Political thought becomes an epiphenomenon, a mere reflection or deceptive rationalization of true hidden causes. Thus not rhetoric but a science of economics, of behavior, or of the history of being is said to be of primary importance.

Courses in contemporary politics are an integral part of the program. Just as Aristotle's *Politics* contains careful political analyses of the ancient Greek cities, so today the philosophic study of politics must provide an account of contemporary political life. In any program focusing on great texts there is always a danger of self-forgetful immersion in the past. The study of the present reminds us that political philosophy is intended not merely to understand political life but also to guide it—in light of its ultimate goal, the good society.

Through the program in politics, the Institute hopes to help form students who will be able to bring to the sempiternal political questions understanding shaped by the centuries of discourse on such questions. Students are asked to read the works of the tradition with a seriousness which, in the past two centuries, has too often been lacking. Such seriousness requires not only native intelligence and good character, but also a great capacity for work and a willingness to acquire all the tools necessary

for such a task. One of these tools is a knowledge of the languages in which these works were originally written. Students must obtain a working knowledge of at least two of the languages of the philosophic tradition, one ancient and one modern. Those who do not have adequate preparation in political philosophy may be required to take courses in the major curriculum in the Constantin College.

Courses in Politics

See M.A. Politics for description of other courses.

6372. Plato's *Republic.* The implications of the form in which the seminal book in Western political philosophy is written are considered; the political and philosophic alternatives rejected by Socratic-Platonic teaching are also discussed.

6376. Aristotle's *Ethics.* The ethical basis of political life investigated through a study of the *Nicomachean Ethics*.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

6381. Machiavelli. The thought of this seminal thinker of modernity investigated through a reading of the *Discourses on Livy.* Other works, especially *The Prince,* are consulted to establish the broader context of Machiavelli's political teaching.

6384. Hobbes. The founding of modern political science was accomplished by Hobbes. The *Leviathan* and *On the Citizen* are read. Attention to the connection between modern science and political science.

6387. Locke. The political philosophy of John Locke, including the *Two Treatises of Government* and the *Essays on the Law of Nature*. Locke's criticism and reinterpretation of traditional natural law, and the importance of his teaching for understanding modern liberal regimes, are examined.

6388. Rousseau. The first thoroughgoing critique of modernity was made by Rousseau, giving a new direction to philosophical thought. Texts: the *Emile,* the *First and Second Discourses,* and *The Social Contact*.

7351. Directed Readings and Research. Special programs of inquiry, by mutual consent of student and professor with the approval of the Program Director.

7370. Herodotus.

7371. Xenophon. The *Memorabilia Oeconomicus,* the *Hiero,* and *Cyropaedia*. The work of Xenophon as essential for the understanding of Socrates' teaching.

7374. Dialogues of Plato. To be selected by the instructor.

7376. Aristotle's *Politics.* Study of Aristotle's *Politics* as an introduction to the classical understanding of man and society. Emphasis on the dialogical or tentative character of Aristotelian teaching.

7380. Medieval Political Philosophy. The confrontation of Greek Philosophy with the revealed religions (Christianity, Judaism, and Islam) posed the need for a new expression of the classical teaching. Authors: Thomas Aquinas, Avicenna, Maimonides, and Alfarabi.

7388. American Regime. A study of the principles and structure of the American political order

7394. Nietzsche. Nietzsche's mature thought studied through a reading of *Beyond Good and Evil* and the third part of *Genealogy of Morals*. Nietzsche's relation to his historicist precursors and existentialist successors emphasized.

8385. Spinoza. The political writings of Spinoza, including the *Theologico-Political Treatise* and the *Political Treatise*. The relation of politics and religion is discussed, as well as the grounds for the first philosophic recommendation of free speech and democracy.

8396. Shakespeare Seminar. Shakespeare's understanding of politics and the question of the relationship between poetry, philosophy, and political thought. Does

FACULTY
Director and Professor Alvis; Cooperating faculty
from participating departments.

AMERICAN STUDIES

At its founding America created a new political order unlike any in previous history, one destined to form a new kind of man and to shape or profoundly influence much of the world. This program provides an opportunity to consider in detail this revolutionary enterprise. It investigates the understanding of human nature, political order and justice underlying American institutions through the study of political philosophers, American statesmen, and imaginative writers. The candidate will examine the challenge to those ideas by Twentieth-Century critics and the resulting transformation of some of those institutions. We seek to compare the present self-understanding of Americans with the earlier understanding with the aim of reestablishing the connections between American self-understanding and the Western tradition of reason, republicanism, and Biblical revelation.

The program is designed for teachers or those interested in teaching careers on either the secondary or college level, and for those interested in preparing for positions of leadership in public affairs.

Admission Requirements

Application for admission includes a complete application form, two letters of reference, a statement of purpose and an intellectual autobiography, a sample of academic writing, and official transcripts of previous college work. Completion of a bachelor's degree is a prerequisite to entrance.

Degree Requirements:

The Master of American Studies requires 30 hours of course work, a comprehensive examination, and participation in two one-day semester Institutes. No thesis or foreign language is required.

At least seven courses must be selected from Group I below and no more than three from Group II. Course descriptions may be found in the Braniff Liberal Arts listings. Other courses on topics important to America may also be approved.

The Institutes sponsored by the University focus on a topic central to American Studies. A portion of the comprehensive exam will be devoted to the issues addressed in the two Institutes held during the year of matriculation. Typical topics: the Declaration of Independence and the Constitution; the Scottish Enlightenment and the American Founding; The *Federalist Papers* and the Vision of the Founders; Willmoore Kendall and the American Political Tradition; the American Progressives.

Group I

6323. Politics: *Constitutional Law*
6324. Politics: *Public Policy*
6325. Politics: A*merican Foreign Policy*
6326. Politics: *The Presidency*
6327. Politics: *Civil Rights*
6328. Politics: *Congress*
6384. Politics: *Hobbes, Rousseau*
6356. Politics: *American Political Thought*
6357. Politics: *U. S. Constitution*
7388. Politics: *American Regime*
8322. English: *Hawthorne, Melville, James*
8355. English: *Augustan Literature*
8388. English: *Southern Literature*
7333. English: *Faulkner*
5303. History: *The Scottish Enlightenment*
5354. Art: *History of American Art*
6377. Philosophy: *American Philosophy*

Group II

530X. Economics: *Law and Economics*
530X. Economics: *Western Economic History II*
8345. Philosophy: *Philosophical Anthropology*
6336. Philosophy: *Ethics*
3335. **Philosophy/Education:** *Philosophy of Education*
6311. Philosophy: *Plato*
6322. English: *Shakespeare*
6333. English: *Milton*
6377. English: *Christian Epic*
6311. English: *Classical Epic*
6344. English: *Tragedy-Comedy*
6311. Politics: *Thucydides*
6312. Politics: *Plutarch, Augustine, Machiavelli*
6322. Politics: *Aristotle's Politics*
6372. Politics: *Plato's Republic*
6343. Theology: *Social Justice*

Courses in American Studies

6351. Directed Reading.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved full-time in studies necessary for the completion of degree requirements. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to a total of two Reading courses. A matriculation fee is required. This fee entitles the student to the use of the library and other basic services.

FACULTY
Chairman and Professor Hammett; Professor Strunck;
Visiting Professor Novinski; Assistant Professors Caesar,
Owens and Shore; Adjunct Instructor Giryotas.

ART

Admission Requirements

Applicants for the graduate programs in art must submit all materials by February 15 to be considered for regular admission into the next fall semester. No candidates will be considered for regular admission into the spring semester. The art faculty reserves the right to refuse any applications received after the February 15 deadline.

An application for admission includes a completed application form, two letters of reference, a statement of purpose, a portfolio of at least ten representative works, and official transcripts of all previous college work. Possession of a bachelor's degree is prerequisite to matriculating in the graduate art programs.

After admission each student is assigned a major professor to aid in the development of the studio specialization. Specializations are available in *ceramics, painting, printmaking* and *sculpture*. After completion of the first semester of work the graduate art faculty evaluates the student's progress.

Most students are awarded full tuition scholarships for the course work needed to complete the program to which they are accepted. Part-time study towards the M.A. is not possible. Scholarship holders are expected to be available for departmental tasks upon request, not to exceed five hours per week.

Studio/research/grading assistantships are awarded in areas of art history, ceramics, painting, printmaking, and sculpture. Teaching assistantships are rare and depend on the needs of the department. Loan applications are sent to the Financial Aid Office.

The Master of Arts in Art

The Master of Arts in Art is the intermediate level graduate program for students in painting, printmaking, ceramics and sculpture. It allows for concentrated study over an extended period of time under personal and intensive guidance of the graduate Art faculty. Students and faculty members are engaged in critical interaction through studio critiques and formal reviews. The purpose of the program is to present students with theoretical and practical knowledge to make art approaching professional quality.

The M.A. in Art is offered for students who are intent on pursuing a terminal degree in art such as the M.F.A. It also aims to meet the needs of art teachers in secondary schools who wish to deepen their knowledge of their field.

The M.A. requires a minimum of 30 credits, of which ten credits must be earned in the following: two consecutive semesters of the M.A. Seminar and two courses in the history of twentieth century art. Studio courses can be selected by the student with the approval of the major professor. After the completion of 9-15 hours of course work students must apply for candidacy. In the candidacy review the full graduate art faculty examines the student's work and knowledge and grants or denies candidacy. The examination may be repeated only once, within the pe-

riod of one semester. At 10 credit hours per semester, completion of the program normally takes three semesters as well as independent study during the summer. It is culminated by a thesis exhibition and an oral defense of the exhibition. The thesis exhibition is presented on campus. For documentation, two sets of slides must be presented at the time of the oral examination.

The M.F.A. Program

The Master of Fine Arts is the accepted terminal degree for studio artists. It is the purpose of the M.F.A. program to develop students who have superior competence in their studio area, knowledge of a spectrum of studio procedures, proficiency in the history of art, and an understanding of the responsibilities of the artist or the artist-teacher.

This program is designed for students of high qualifications who wish to prepare themselves as professional artists and for positions in senior institutions. It requires the completion of the Master of Arts program from the University or other colleges and acceptance by the full graduate art faculty.

Building upon earlier graduate education, the program requires a minimum of 30 hours beyond the Master of Arts. The following courses are required: two consecutive semesters of M.F.A. Seminar, two graduate courses in art history and the M.F.A. Exhibition course. All other courses are selected with the approval of the major professor. At 10 credit hours per semester, completion of the program normally takes three semesters as well as two summers of independent study. It is completed by the M.F.A. Exhibition, a professional exhibition on or off campus, and by an oral examination by the full graduate art faculty. For documentation, two sets of slides and a short explanatory paper must accompany the exhibition. Students entering the program from another institution have their work and knowledge examined by the faculty after completion of 9-15 hours of study.

Graduate Courses in Art and Art History

Course Numbering

The "V" designation in the course number indicates the possibility of variable credit. Per semester courses may range from one to five credits. ***MA and MFA studio courses may be repeated for up to five credits under each number.***

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

5356. Art of the Italian Renaissance. A history of the art of the Renaissance in Italy, Giotto to Mannerism.

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

5362. Sacred Art and Architecture. A study of the development of art and architecture in the service of the liturgy. For full description of course see page 76 in the Undergraduate Section of this Bulletin.

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

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

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

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

5398. Twentieth Century Art. A survey of twentieth century art and architecture.

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

6351. Directed Readings. Readings in art history and criticism focusing on a particular period, theme, or artist.

6V59. Graduate Drawing. Variable credit. For advanced students. Fall and Spring

6V77, 6V78, 6V79. Special Studies in Art History.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for degree completion. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. The fee required entitles the student to the use of the library and other services.

7293-7294. M.A. Seminar. Fall and Spring.

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.

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.

8293-8294. M.F.A. Seminar. Fall and Spring.

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.

Summer Rome Program

Graduate Students in Art, Humanities, and American Studies may earn three credits toward their graduate programs by participating in appropriate summer Rome Programs such as *Eternal Cities; Italy and Greece*. Non-credit students are also welcome for the tour classes. Contact the Graduate Office or the Rome Office for further information.

FACULTY
Director and Professor Alvis; Professors Curtsinger, Dupree, Gregory and Wegemer; University Professor L. Cowan; Associate Professors Baldwin, Crider, Kenney, Roper and Waterman Ward; Assistant Professors Bourbon, Davies, Moran, Stryer and Osborn.

ENGLISH

Three graduate programs are offered under the direction of the Department of English. The *doctoral* program in Literature is a concentration in the *Institute of Philosophic Studies* and is delineated in that section of the catalog. The *M.A. in English* and the *Master of English* are described below. Descriptions of graduate courses offered by the department follow. In addition, upper level undergraduate courses may be applicable; their descriptions are given in the Constantin College section.

The Doctoral Program with Concentration in Literature

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

Admission Requirements for Master's Programs.

Application for admission to the master's programs in English includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work, and GRE General Test scores that are not more than three years previous to the date of the application. Ordinarily a B.A. in English is required for admission. Students without the B.A. in English may be required to take up to 12 hours of undergraduate credit in English concurrently with their graduate courses.

The Master of Arts in English

The Master of Arts in English is a broad program of study preparing the students to teach literature effectively at the undergraduate level, to pursue doctoral study, or to practice the profession of letters. The aim is mastery of a whole discipline, not specialization in one aspect of it, and, consequently, study is not confined to literature written in English but embraces a tradition of great works inclusive of Homer, Virgil, Dante, the Greek dramatists, and other Continental writers ancient and modern.

The 30 credit hour degree requires the completion of 24 credits at the graduate level, demonstrated proficiency in a foreign language, a comprehensive examination, and a thesis (6 credit hours). Before beginning the thesis the candidate will demonstrate a reading competency in Greek, Latin, French, German, or Italian. Completion of the thesis will most likely extend into the summer.

Competency in this profession of letters is gained in a year or more of intensive study. Although familiarity with the scope of English and American literature is demanded and ability in the scholarly and communicative apparatus is expected, what distinguishes the M.A. program at the University is its concentration on a critical mastery of the "literary tradition"—that living body of great European and American works that provides standards for literary judgment.

The Master of English

The Master of English is intended for those who wish to pursue advanced study in English, but do not intend to pursue doctoral work in the field. It requires 30 hours of graduate course work in English and the passing of a comprehensive examination.

Courses in Literature

5301-5320. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Appropriate additional work is assigned for graduate students. See undergraduate English for description of 5000-level courses listed below.

5311. Studies in Myth.

5312. The English Renaissance.

5313. Thomas More.

5320. Arthurian Romance.

6351. Directed Readings. A tutorial course arranged between the professor and the student. Prerequisite: Written permission of the Program Director and Graduate Dean.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

6V99. Graduate Reading. Registration for this course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* non-credit Reading courses. The matriculation fee required entitles the student to the use of the library and other basic services.

7678. Thesis Research. A six credit-hour course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned for this course which remains until the thesis has been approved.

Descriptions of the following are found under the Institute of Philosophic Studies:

6311. The Epic.
6315. Classical Rhetorical Theory.
6316. Pastoral Poetry.
6322. Shakespeare.
6332. Spenser
6333. Milton.
6344. Tragedy/Comedy.
6355. Russian Novel.
6360. Literary Criticism and Theory.
7311. Chaucer.
7321. English Romanticism.
7322. Victorian Literature.
7333. Faulkner.
8322. Melville/Hawthorne/James.
8333. Dante.
8344. Menippean Satire.
8355. Augustan Literature.
8366. Modern Literature.
8388. Southern Literature.
8399. Studies in the Novel.

FACULTY
Director and Associate Professor Sweet; Adjunct Professors G. Arbery and V. Arbery; Cooperating faculty from participating departments and DIHC adjunct faculty.

HUMANITIES

The Master's Program in Humanities is designed to make available the wide range of graduate courses in the humanities that are offered by the various departments of the University. The intention of the program is, first, to give students the opportunity to pursue their interests in different fields without committing themselves to earning a degree in any one field alone, and, second, to encourage the careful reading of a limited number of great works of Western thought. To promote both aims, those of flexibility and careful reading, students design their own curricula, in consultation with the director, around a core of three special courses. To this core students add courses, according to their interests, either in one or two concentrations, or in one or two historical periods. The program requires 36 units of credit and leads to either a Master of Arts in Humanities or a Master of Humanities. Specifically designated courses from the Teachers' Academy at the Dallas Institute of Humanities and Culture (DIHC) may be available as part of the Humanities program.

Teacher Scholarship

Full time teachers in elementary, secondary or high schools—public or private—admitted to the graduate program may be eligible for a two-thirds tuition scholarship.

Structure of the Program

The core of the program consists of a sequence of six special courses (each student must take three) that are called the World Courses and are devoted to studying certain principal works in the tradition of Western thought. The World Courses are: the Ancient World, the Medieval World, the Renaissance World, the Baroque World, the Modern World, and the Recent World.

In support of the core (a minimum of nine units), the remainder of the program will be oriented around either one or two "concentrations" (15-18 units), or one or two "periods" (15-18 units), and "related courses" (6-9 units).

The concentrations are: American Studies, Classics, History, Literature, Philosophy, Politics, Psychology, and Theology. The periods are: Ancient, Medieval, Renaissance, Baroque, Modern, Recent.

The related courses may be drawn from any of the above concentrations as well as from such fields as art history, drama, economics, education, and foreign languages (Greek, Latin, French, German, Italian, Spanish).

Admission Requirements

Application for admission to the master's programs in Humanities includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, and official transcripts of previous college work. Possession of a bachelor's degree is prerequisite to matriculating but not necessarily one in the humanities. Special Students are welcome to participate after consulting with the Director.

Degree Requirements

Master of Arts in Humanities

1) Thirty units of course work at the 5000 level or above.
2) Six units for a Master's thesis.
3) A reading knowledge of one foreign language. This requirement may be satisfied by meeting the standards set forth in the M.A. handbook.
4) A comprehensive, written examination on a series of questions that will be prepared in advance and determined for each student on the basis of the curriculum pursued.

Master of Humanities

1) Thirty-six units of course work at the 5000 level or above.
2) A comprehensive, written examination of the kind described in 4 above.

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: up to nine units of graduate work done at other institutions may be accepted for transfer after a student has completed at least nine units at the University.
3) University undergraduates may count Humanities World courses as part of a Humanities graduate degree only if they have taken them at the 6000 level and have not counted them toward the undergraduate degree.
4) No more than 18 hours taken at the Dallas Institute of Humanities and Culture may count toward the degree. Students who take 15 to 18 hours at the DIHC may request that a member of the DIHC faculty be one of their thesis readers.
5) All DIHC transfers must take at least 12 hours of course work in the regular University program.

Courses in Humanities

6325. The Ancient World. The thought and art of Greece and Rome from 800 B.C. to 400 A.D. Texts vary but are chosen from works ranging from those of Homer and the Greek tragedians to Vergil and the Roman historians.

6326. The Medieval World. The thought and art of the Middle Ages from 400 to 1500. May focus on a shorter span of time within this period. Authors studied can range from Augustine to Malory.

6327 The Renaissance World. The thought and art of Europe from 1400 to 1600. Readings selected from the works of Petrarch, Pico della Mirandola, Machiavelli, Erasmus, More, Luther, Montaigne, and others.

6328. The Baroque World. The thought and art of the period from 1600 to 1750. Authors read typically include Shakespeare, Bacon, Donne, Descartes, Molière, Milton, Hobbes, Racine, and others.

6329. The Modern World. The thought and art of Europe from 1750 to 1850. Readings of works selected from those of Locke, Newton, Pope, Swift, Hume, Voltaire, Rousseau, Kant, Goethe, Wordsworth, Hegel, and others.

6330. The Recent World. The thought and art of the century and a half from 1850 to the present. Authors read may include Kierkegaard, Dostoevski, Tolstoi, Darwin, Marx, Nietzsche, Freud, Yeats, Joyce, and Mann, among others.

6351. Directed Readings.

6377, 6378, 6379. Special Studies. Courses offered according to student interest and faculty availability.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. The matriculation fee required entitles the student to the use of the library and other basic services.

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 pre-requisite for registering for Thesis Research. A grade of "T" is assigned until the thesis has been approved.

Summer Rome Program

Graduate Students in Art, Humanities, and American Studies may earn three credits toward their graduate programs by participating in appropriate summer Rome Programs such as *Eternal Cities; Italy and Greece*. Non-credit students are also welcome for the tour classes. Contact the Graduate Office or Rome Office for further information.

FACULTY
Chairman and Associate Professor Simmons; Professors W. Frank, Parens, Rosemann, Sepper and Wood; Associate Professor Lehrberger.

PHILOSOPHY

The Department of Philosophy offers two graduate programs in philosophy, one leading to the Ph.D. and the other to the Master of Arts in Philosophy.

The Doctoral Program with Concentration in Philosophy

The doctoral program is an interdisciplinary program offered within the Institute of Philosophic Studies. The description may be found under Institute of Philosophic Studies.

The Master of Arts in Philosophy

The Master of Arts program is designed to prepare students for doctoral study in philosophy or to pursue careers in non-college teaching professions. The program engages students in a serious and thorough study of the Western philosophic tradition. Although this study involves a close examination of historical authors and doctrines, students should hope above all to recover the best of the philosophic tradition by rethinking the past in light of fundamental questions, new and old.

Admission Requirements: Application for admission includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work, and GRE General Test scores that are not more than three years previous to the date of application. Possession of a bachelor's degree is prerequisite to matriculating in the program. Ordinarily candidates should have attained a bachelor's degree in the discipline. However, at least 18 credit hours of course work that covers classical metaphysics, ethics, and the history of philosophy is prerequisite to graduate studies in philosophy.

Program Requirements: For the completion of the Master of Arts degree students must take eight graduate courses in philosophy (24 credits) and must write a Master's thesis (six credits). Courses are arranged so as to cover in a given school year systematic issues dealing with the human person and with Being/God as well as with ancient, medieval, modern and recent texts. Students are required to demonstrate a critical mastery of a number of philosophic texts specified by the Department. Evidence of competency is demonstrated in a comprehensive examination. Proficiency in at least one foreign language pertinent to the field of thesis research is required.

Courses in Philosophy

5301-5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Additional work for graduate students assigned.

5321. Social Philosophy. A study of the nature of community and society, with consideration of the social nature of the human being, the relationship between persons and the community, the basic forms of community, and the role of the good in constituting communal life.

5331. 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.

5334. 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.

5358. Scholastic Tradition. An overview of Scholastic thought with a study of selected major figures and works from the medieval to the contemporary world.

5359. 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.

5360. 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.

See Institute of Philosophic Studies for course descriptions.

6310. Text Seminar: Ancient Philosophy.

6311. Plato.

6322. Aristotle.

6331. Studies in Scholastic Thought.

6332. Studies in Phenomenological Thought.

6336. Ethics.

6351. Directed Readings and Research. Special programs of inquiry, by mutual consent of student and professor with the approval of the Chairman.

6354. Philosophy of Language.

6355. Philosophy of Logic.

6366. Philosophy of Science.

6377, 6378, 6379. Special Studies. 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 completion of the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

7313. Aesthetics.

7321. Philosophy of Being.

7333. Text Seminar: Medieval Philosophy.

7344. Text Seminar: Early Modern Philosophy.

7355. Text Seminar: Recent Philosophy.

7678. Thesis Research. A six credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned for this course, which remains until the thesis has been approved.

8331. Epistemology.

8338. Philosophy of Religion.

8345. Philosophical Anthropology.

8351. Philosophy of God.

FACULTY
Director and Professor L. de Alvarez; Professor T. West; Associate Professors Dougherty and Miller; Assistant Professors J. Culp and Upham.

POLITICS

The highest mission of the Department of Politics is to teach students to examine politics from the comprehensive perspective of political philosophy. Through its course of study, it also seeks to educate its students for leadership in public affairs. The graduate programs of the Department reflect these dual emphases. It offers a Ph.D., through the Willmoore Kendall Program in Politics of the Institute of Philosophic Studies, and either a Master of Arts in Politics or a Master of Politics.

The Doctoral Program with Concentration in Politics

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

The Master's Programs

The program leading to the Master's or Master of Arts in Politics is a concentrated course of study in political philosophy designed especially for students who intend to pursue careers in law, journalism, business, government, or other non-college teaching professions. It aims to develop and solidify the capacity of students for truly independent and rigorous thinking about political and moral questions.

The course of study allows students to study political philosophy free of many extraneous requirements. Most of the small and informal seminars characteristic of the program involve a close reading of the texts of the Great Tradition of discourse on political order. The program is designed to enable the students to complete its requirements in a year of full-time study.

Admission Requirements: Application for admission to the Master's programs in Politics includes a completed application, two letters of reference, a statement of purpose, an intellectual autobiography, a sample of academic writing, official transcripts of previous college work, and GRE General Test scores that are not more than three years previous to the date of application. Possession of a bachelor's degree is a prerequisite.

Master of Arts in Politics

1) Twenty-four credit hours of course work.
2) Six hours of Thesis.
3) A reading knowledge of one foreign language.
4) A comprehensive examination.

Master of Politics

1) Thirty hours of course work, six in advanced seminars with a substantial paper in each course.
2) A comprehensive examination.
   The course of studies for each student in the program will be planned in consultation with the director. Up to six hours of the students' work may be taken outside the Department.

Courses in Politics

When the following courses are under numbers **5301-5310** they contain a mixture of graduate and undergraduate students. Additional work for graduate students is assigned. At the **6000**-level or above, they are exclusively for graduate students. Consult the Politics and the Institute of Philosophic Studies sections for descriptions.

6311. Thucydides.

6312. Plutarch/Augustine/Machiavelli.

6321. Lincoln.

6323. Constitutional Law.

6324. Public Policy.

6325. American Foreign Policy.

6326. The Presidency.

6327. Civil Rights.

6328. Congress.

6334. Social Contract Theory.

6335. Kant/Hegel/Marx/Nietzsche.

6356. American Political Thought.

6357. U.S. Constitution.

6372. Plato's *Republic.*

6376. Aristotle's *Ethics.*

6377, 6378, 6379. Special Studies.

6381. Machiavelli.

6384. Hobbes.

6387. Locke.

6388. Rousseau.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

7351. Directed Readings and Research.

7370. Herodotus.

7371. Xenophon.

7374. Dialogues of Plato. To be selected by instructor.

7376. Aristotle's *Politics.*

7380. Medieval Political Philosophy.

7388. American Regime.

7394. Nietzsche.

7678. Thesis Research. A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned, which remains until the thesis has been approved.

8385. Spinoza.

8396. Shakespeare Seminar.

FACULTY
Director and Professor Churchill; Professor Kugelmann; Associate Professors Garza and Smith; Adjunct Assistant Professor Tratter.

PSYCHOLOGY

The graduate program in psychology is devoted to the recovery of some of the great traditions in 20th Century psychology, while preparing our students for making contributions to psychology in the 21st Century. Offering an array of courses in phenomenology, psychodiagnostics, psychotherapy, and health psychology, the Master's program in Psychology provides a range of special topics classes, including spirituality, sexuality, multicultural studies, primatology and film. The distinguishing character of the program is its existential-phenomenological orientation, which draws upon the traditions of depth psychology, hermeneutics, and humanistic psychology, as well as Continental thinking and feminism.

The "great books" of the aforementioned fields provide the backbone for the program; that is, primary sources such as Husserl, Heidegger, Sartre, Beauvoir, Merleau-Ponty, and Levinas from the phenomenological tradition; Freud, Jung, Adler, Horney, Sullivan, Klein and Schafer from the psychodynamic tradition; Rogers, Allport, Murray, Maslow, May, and Bugental from the tradition of American humanistic psychology; Binswanger, Boss, Buytendijk, Minkowski, van den Berg, Laing, and Szasz from the European tradition of existential psychiatry; and figures like Giorgi, Colaizzi, von Eckartsberg, and others from the Duquesne "school" of phenomenological research.

The Master's program has two degree options: an M.Psy. and an M.A. in psychology. Both degrees require 30 credits. The M.A. requires a six-credit thesis and reading knowledge of a second language pertinent to the field. Students pursue a cycle of required foundational courses in the intellectual traditions mentioned in the previous paragraph. Each series gathers up the previous to form an emerging nexus of ideas and sensibilities.

The graduate program in psychology is currently in its eighth year of implementation. Since 2001, fifty-five students have been admitted to the program with scholarship assistance, and numerous students from other programs in the Braniff Graduate School have enrolled in our courses. We aim to continue admitting approximately four students per year to keep class sizes to a small teacher to student ratio.

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

Clinical Concentration

Students may elect to add four courses in the area of clinical psychology to either degree program (making 42 credits for the degree) so as to have a Clinical Concentration, drawing from such courses as health psychology, personality theory, clinical psychology, clinical assessment, depth psychology, psychodiagnostics, counseling and psychotherapy. Practicum placements at local mental health services are available.

Five-Year Through Plan for Undergraduates

Students accepted into the Through-Plan, may take up to two graduate classes during their senior year. If these classes are above and beyond the credit requirements in psychology for the B.A. degree, they will count toward the M.A. or M.Psy. degree; if these same classes are beyond the undergraduate psychology requirements but are needed to count towards credits for graduation with the B.A. degree, their credits may be "waived" for purposes of the Master's program, with consent of the Program Director and the Graduate Dean (thereby lowering the M.A. requirement from 30 to 24 credits to be obtained after receipt of the B.A.). Students pursuing the longer 42-credit clinical concentration can, with consent of Program Director and Graduate Dean, transfer in up to *nine* credits. These credits can come from the UD undergraduate program or from recognized graduate level institutions.

Comprehensive Exams

The Comprehensive Examination in the Psychology Graduate Program is "comprehensive" in the sense of transcending the limits of individual courses as well as that it requires an integration or synthesis on the part of the student—a command of material that would not have been expected at an earlier time in the program, a mastery of both methodological issues and content areas covered in the course work, as evidenced by writing that is compelling, clear, and accurate. The exam questions, which are written by the faculty, are tailored to the individual student. Students are invited to suggest thematic areas around which their comps will be constructed, with the understanding that these areas will represent the breadth of their Masters level course work, including the required foundations track classes as well as some of the electives.

Typically, comps are administered either in the final semester of course work or soon after the completion of course work. M.A. students must complete the comps before being considered a candidate for submission of thesis. Students are required to present themselves to the program director no later than the beginning of the semester in which they wish to take their comps.

Courses in Psychology

5301-5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Additional work for graduate students is assigned. Note: These classes typically do *not* count toward the masters degree in Psychology but can be taken either as pre-requisites for further graduate study or for credit in the Humanities graduate program. Permission of the Program Director is required for graduate students in Psychology; permission of the Graduate Dean is required for students in Humanities. (See advance undergraduate listings for course descriptions.)

5311. Humanistic Foundations of Personality Theory and Psychotherapy. Introduction to the writings of pioneers in humanistic psychology such as Carl Rogers, Abraham Maslow, Rollo May, Gordon Allport, George Kelly, Fritz Perls, Ken Wilber, and other kindred thinkers like Karen Horney, Erich Fromm, and Viktor Frankl. Primary sources such as these, who have developed implications for counseling and psychotherapy from their examination of the nature of the person "as a whole," are the foundation for the course.

5322. Psychosocial Foundations of Lifespan Development. Examines life span development using primary and secondary source material that presents human development within the intellectual context of existential psychology. Erik Erikson's

psychosocial theory provides the "backbone" for the course, with supplemental readings drawn from Anna Freud, Melanie Klein, Karen Horney, Harry Stack Sullivan, and/or Erich Fromm providing rich Neo-Freudian prospectives. Simone de Beauvoir's writings (including *The Second Sex, The Coming of Age,* and/or *A Very Easy Death*), as well as works by Elisabeth Kübler-Ross, R.D. Laing, Ernest Becker, and Daniel Levinson provide further foundations for the course, which typically strike a balance between in-depth treatment of various "stages" and a broad-based lifespan approach.

5323. Ethical Foundations of Clinical Practice.

5337. Cultural Psychology and Multicultural Studies. Study of psychological phenomena as embodied in institutions, social practices, and artifacts; a consideration of hermeneutics and social constructionism as approaches to the social world, with emphasis on the embodiment of human existence in both the perceptual appearance of the world and in shaping the world through human action. The multiple universes defined by gender, race, class, nationality, and social geography are brought into dialogue with contemporary professional practice.

5339. Psychology and Religion. A study of various topics, such as the relationships between modern psychology and religion; the place of religious life in psychological health and illness; psychology as secularized religion.

5345. Motivation and Emotion. The dynamic and purposive character of action. Dynamic theories of personality; conceptions from philosophical tradition, e.g., faculty psychology, studies of the will, the passions.

5V57. Field Experience/Practicum. In a meaningful structured placement, students are involved in an off-campus setting in which psychology is practiced or applied. Students should follow guidelines for Internships. Prerequisite: approval by department in consultation with agency. (Pass/No-Pass)

6122. APA Style.

6123. Professional Ethics.

6311. Phenomenological Foundations of Psychology. An introduction to seminal texts in the field of phenomenological psychology, including both philosophical and psychological literature. Typically one author from the philosophical category is selected for close study (Husserl, Sartre, Merleau-Ponty, or Levinas), and supplementary readings in psychological applications of phenomenology are then woven into the syllabus in any particular semester. A course subtitle indicates on the transcript the particular focus of the class. (Repeatable) Alternating fall semesters.

6312. Hermeneutic Foundations of Psychological Research. Introduction to seminal texts in hermeneutics (Dilthey, Heidegger, Gadamer, Palmer) and in psychological applications of hermeneutic principles.

6322. Fundamentals of Clinical Psychology. Primary source readings in Freud, Jaspers, Rorschach, Murray, Allport, Rogers, Sullivan, Leary as well as the *DSM-IV Guidebook* provide the basis for this seminar. Descriptive versus explanatory approaches to psychopathology are considered along with the current trend towards evidence-based practice. Psychodynamic and humanistic traditions are distinguished from their psychometric counterpart. The standard psychiatric nomenclature of the *DSM-IV* is presented along with its implications for the professional treatment of psychological "illness." Toward the end of the semester students examine critiques of existing systems of diagnostic classification and the psychopharmaceutical treatment of mental illness (Szasz, Laing, Keen).

6323. Principles of Psychotherapeutic Practice. Introduction to the history and current scope of professional practice in clinical psychology, with a focus on clinical evaluation and evidence-based treatment.

6331. History of Psychology. Seminar that will consider fundamental texts of the pre-modern and modern periods, or that will trace the history of significant ideas in the history of Western thinking pertaining to the "soul" or psychological life. The approach of this course informed in part by recent trends in historiography.

6333. Qualitative Research. Introduction to the theory and practice of phenomenologically based *human science* psychology. Lectures and reading assignments expose the student to the fundamental literature in phenomenological research. Historical, hermeneutic, postmodern, and other issues of interpretation pertaining to qualitative research are discussed in relation to newly emerging paradigms. Class sessions following a workshop approach take the students through the steps of empirical-phenomenological research.

6338. Social Psychology. Study of the individual's experience of the social world, including such topics as person perception, social cognition, attribution, conformity, obedience, interpersonal attraction, group psychology, and other themes in contemporary social psychology (including social constructionism). Emphasis on the embodiment of existence in both the perceptual appearance of the world and in shaping of the world through human action.

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.

6V77, 6V78, 6V79. Special Studies. This course, conducted in a regular class setting, provides an opportunity to examine a special topic, problem, or work within the discipline. Content is determined by the Program Director in consultation with the faculty.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each Reading course the student must demonstrate progress. Master's students are limited to *two* Reading courses. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

7179. Professional Writing.

7311. Existential Foundations of Psychopathology. A Heideggerian foundation of the understanding of psychopathology, divided between careful study of Heidegger's early ontology and examination of some of the literature of phenomenological psychiatry that is based upon his thinking. Supplemental readings drawn from

Medard Boss, Ludwig Binswanger, Viktor Frankl, R.D. Laing, Jan van den Berg, and Rollo May among others. Alternating fall semesters.

7321. Psychometric Foundations of Assessment. Introduction to test construction and design as well as to administration and scoring of various tools of cognitive assessment (including intelligence tests, the Bender Gestalt Test). At the discretion of the instructor, students may also be introduced to the MMPI, 16PF, and other psychometric inventories in personality assessment. Prerequisite 6322 or permission of the instructor.

7322. Psychodynamic Foundations of Assessment. This course introduces the student to the application of psychodynamic thinking to the questions of diagnosis. While drawing upon primary sources (such as Anna Freud's *The Ego and the Mechanisms of Defense*), the course focuses on contemporary developments, including the new *Psychodynamic Diagnostic* Manual (PDM). Literature drawn from figures such as Rorschach, Murray, Schafer, McWilliams, and others concentrate on the psychodynamic approach to personality assessment. Leary's *Interpersonal Theory of Diagnosis* may also be discussed. Alternating spring semesters.

7331. Historical Foundations of Depth Psychology. The psychodynamic tradition in Psychology is examined by hermeneutic reading of original sources, including Freud's case histories, lectures, and theoretical works (including his "Project" and "Metapsychology Papers"), along with the writings of those who further developed and commented upon his work, such as Karen Horney, Harry Stack Sullivan, Erich Fromm, Erik Erikson, and Bruno Bettelheim. Primary sources in psychoanalysis are supplemented with texts such as Henri Ellenberger's *The Discovery of the Unconscious* or more sophisticated philosophical treatments of Freud, such as those of Politzer, Merleau-Ponty, Ricoeur, or Lacan. Alternating Fall semesters.

7355. Embodiment and Sexuality. The Cartesian framework of Modern thought is presented through the writings of Sigmund Freud, who considered himself a "pioneer on the frontier between the psychic and the somatic." Sartre's dialectical phenomenology is then utilized to provide an alternative to the dualism of mind and body inherent in Western psychological traditions. Merleau-Ponty's "ontology of the flesh," informed by the later Husserl, provides a foundation for a reformulation of the problem of the body in Modern thought. Supplementary readings are drawn from Lacan, Beauvoir, Lingis, as well as feminist and postfeminist writers.

7366. Projective Techniques. This course centers on the *Rorschach*, but also familiarizes the student with Murray's *Thematic Apperception Test* as well as with techniques of historical interest, such as the *Szondi Test*. Exner's "comprehensive system" provides the backbone for clinical training with the Rorschach. Students will be required to read original texts from Hermann Rorschach as well as from the later developers of the Rorschach, including Klopfer, Piotrowski, Beck, Hertz, Schafer, Rappaport, Weiner, and Exner. Schafer's psychoanalytic application is contrasted with Exner's more recent adaptation of the Rorschach to the interests of cognitive-behavioral assessment. Questions of reliability and validity of projective techniques will be considered throughout the course.

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.

FACULTY
Chairman and Professor Lowery; Associate Professors Goodwin, Norris, and Malloy; Assistant Professors Brownsberger and Rombs; Research Scholar Farkasfalvy; Adjunct Professor Emeritus Balás; Adjunct Professor Kereszty; Adjunct Professor in Residence Eynikel.

THEOLOGY

Theology is "faith in search of understanding," a faithful listening to and a systematic, methodical articulation of the message of the Word of God revealed by deeds and words first in Israel, culminating in Jesus Christ, himself both the mediator and sum total of Revelation, and transmitted in the living tradition of the Church. The department's mission is the recovery and renewal of the Catholic theological tradition in harmony with the Magisterium and in dialogue with contemporary thought.

The Department of Theology offers two graduate degrees: a Master of Arts in Theology (M.A.) for students preparing for a career in college teaching and research, and a Master in Theology (M.Th.).

Admission Requirements: Application for admission includes a completed application form, two letters of reference, a statement of purpose, an intellectual autobiography, and official transcripts of previous college work. An applicant must submit either GRE General Test scores taken not more than three years previous to the date of application or a sample of academic writing. Possession of a bachelor's degree is a prerequisite.

Further requirements include:

1) Some background in philosophy in the case of M.Th. applicants and a minimum of nine undergraduate credits in philosophy for the M.A. applicants. These requirements may be waived if applicants demonstrate competency in philosophy.
2) A sufficiently strong background in theology, and preferably an undergraduate philosophy major. Applicants' backgrounds will be individually evaluated, and in case of deficiency, students will be required to acquire the necessary theological foundations by taking appropriate courses and/or by directed individual study.

Master of Arts in Theology

1) Thirty graduate credits in Theology including six credits for the Thesis Seminar and Master's thesis. A maximum of twelve credits may be earned in 5000 level courses. Nine credits may be transferred, with the recommendation of the Chair, from a graduate institution towards the graduate credit.
2) A reading knowledge of a classical or a modern language.
3) Written and oral comprehensive examinations covering all areas of Theology.

Master of Theology

1) Thirty graduate credits. A maximum of twelve credits may be earned in 5000 level courses. Nine credits may be transferred, with the recommendation of the Chair, from a graduate institution toward the graduate credits.
2) Written and oral comprehensive examinations primarily covering course work.

Notes on Requirements

1) Final evaluation of work completed at other institutions is the responsibility of the Graduate Dean in consultation with the Chair.
2) The Master's program must be composed of four areas of theological knowledge, Scripture, History of Christian Doctrine, Systematic, and Moral Theology.
3) M.A. students must choose a language that offers substantial scholarly literature relevant to the subject matter of the thesis. See the *M.A. Handbook*.
4) The Master's Thesis should be a scholarly paper of substantial length (50-100 pages) and of at least relative originality. See the *M.A. Handbook*.
5) The written and oral comprehensive examinations, required for both the M.A. and M.Th., are usually taken upon completion of the required course work. See "Directions for Comprehensive Examinations," Department of Theology.

Through Plan for Undergraduates

Students may take up to two graduate classes during their senior year. If these classes are above and beyond the credit requirements in Theology for the B.A. degree, they will count toward the M.A. or M.Th. Degree; if these same classes are beyond the undergraduate Theology requirements but are needed to count towards credit for the graduation with the B.A. degree, the credits may be "waived" for purposes of the M.Th. Program (not the M.A.), with consent of the Program Director and the Graduate Dean (thereby lowering the M.Th. requirement from 30 to 24 credits to be obtained after receipt of the B.A.). This plan would allow an enterprising student to earn the M.Th. in one year.

Biblical Hebrew

In addition to Latin, Greek, French, German, Spanish and Italian, the University offers Biblical Hebrew, if there is a quorum of students who have particular interest in the study of Scripture. See Classics listing for descriptions. As with the other languages, the language requirement may be met by completing the 3000 level course with a B or better or by passing the appropriate examination.

Courses in Theology

5301-5310. Cross-listed Courses. These numbers indicate undergraduate courses taken for graduate credit. Additional work for graduate students is assigned.

5311. Church History I. From the Apostolic community to the fourteenth century. Offered as needed.

5312. Church History II. From the fourteenth century to the present. Offered as needed.

5315. Patristic and Byzantine Theology. History of Christian doctrines—dogma and theology—from the Apostolic times to the twelfth century, including Byzantine theology. Offered in a three-year cycle.

5316. Medieval and Modern Theology. History of Christian doctrines— dogma and theology—from the beginnings of Scholasticism to the present, including the history of Protestant theology. Offered in a three-year cycle.

5317. Recent and Contemporary Theology. Introduction to some of the main trends, works and issues of the nineteenth and especially twentieth century Christian

theology (Catholic and Protestant). Offered in a three-year cycle.

5319. Philosophical Resources for Theology. Study of the philosophical resources available to and developed by Christian theology from both an historical and a systematic point of view. Offered regularly.

5333. Sources and Methods. Introductory notion of theology. Revelation, its transmission in Tradition and Scripture and its authentic interpretation by the Magisterium. Nature and method of theology as *intellectus fidei*. Regularly required for the Master's. Offered every two years.

5334. Apologetics. Also called "Fundamental" Theology, this course aims at a deeper (critical and systematic) understanding of the "*why*" of Christian Catholic faith, i.e. of the *foundations* for the *credibility* of Christianity. Offered in a three-year cycle.

6321. Pentateuch. History of the formation of the first five books of the Hebrew Bible. Their literary genres and religious messages in the context of both ancient Near East literature and Yahweh's religious community. Methods applied and issues raised in their study. Exegesis of selected books and chapters. Three-year Old Testament cycle.

6322. Old Testament Prophets. History of the prophetic movement in ancient Israel. Literary forms and message in prophetic writings. Methods applied and issues raised. The messianic expectation in ancient Israel. Exegesis of selected prophetic books and chapters. Three-year Old Testament cycle.

6323. Wisdom and Psalms. Introduction to Wisdom Literature and Psalms. Literary Forms and contents. Purpose and expectations of Wisdom teaching and role of the Psalms in the religious community. Methods applied and questions raised. Exegesis of selected books and psalms. Three-year Old Testament cycle.

6324. Synoptic Gospels. Formation of synoptic material and the synoptic problem. Jesus of history and the apostolic proclamation of the gospel. The fulfillment of expectations. Structure and message of each gospel. Anti-Judaism and the gospels. Exegesis of selected chapters. Three-year New Testament cycle.

6325. Johannine Literature. Formation of the Fourth Gospel and history of the Johannine community. Distinctive literary and theological features of the Fourth Gospel in comparison with the synoptics. Occasion and message of the Johannine Letters. Exegesis of selected chapters of Johannine literature. Three-year New Testament cycle.

6326. Paul and Acts. History of early Christian community. Paul's background and missionary work. Historical sources for Paul's biography. Introduction to his letters. Exegesis of selected letters and chapters. Offered in a three-year New Testament cycle.

6327. Apocalyptic Literature. General introduction to Jewish and Christian apocalyptic writing. Origin and motivation of the apocalyptic movement. Apocalyptic literary genre and its message for today's readers. Values and limitations. Exegesis of selected passages of both canonical and non-canonical apocalyptic writings, such as the books of 1 Enoch, Daniel, Revelation and 2 Esdras. As needed.

6330. Atheism and Theism. Examines the problem of God and the question of contemporary belief. Philosophical and cultural challenges to the Christian idea of God are addressed through a study of recent systematic theological thought,

especially on the Trinity and the human person.

6332. Triune God. A systematic exploration of the doctrine of the immanent and economic Triune God, rooted in patristic tradition as well as in Scripture. It will examine the essential dogmatic components of the Trinity and the medieval synthesis, as well as ecumenical issues such as the *filioque*. Finally, it will explore key texts from prominent 20th century thinkers in search of responses to pressing questions about the soteriological significance of the doctrine.

6333. Christology and Soteriology. Jesus Christ in the New Testament: the problem of the historical Jesus, the evolution of the kerygma of the Apostolic Church, the Christology of Paul and John. The Old Testament as prophecy of Christ. Development of the Christological dogma in the Patristic Age. Systematic formulation of the ontological, psychological, and existential aspects of the mystery of the Incarnation. Soteriology: historical survey and synthesis. Samples of Protestant Christologies. Offered in a three-year cycle.

6334. Ecclesiology. Historical survey of ecclesiology with special emphasis on the ecclesiology of Vatican II. Systematic ecclesiology: the Church as People of God and Body of Christ; the hierarchical structure of the Church; the role of laymen in the Church. The ecclesial reality of non-Catholic Churches and communities. Salvation and Church. The Church and the World. Offered in a three-year cycle.

6335. Anthropology and Eschatology. The origin of the universe and the origin of man; man's nature and supernatural vocation; original sin; survey of the development of the theology of grace; the life of grace as our participation in the life of the Trinity. The eschatological fulfillment of man's vocation. Offered in a three-year cycle.

6336. Sacramental Theology I. The sacraments in general— a study of the ontic nature of the sacramental order, its origin in nature, its transformation in the sacred history of Israel, and its ultimate transignification in the Christ event and in the life of the Church. Sacraments in the churches separated from Rome. The Sacraments of Initiation: Baptism, Confirmation, Eucharist. Offered in a three-year cycle.

6337. Sacramental Theology II. The Sacrament of Reconciliation. Anointing of the Sick. The Sacrament of Orders. The Sacrament of Marriage. Offered in a three-year cycle.

6341. Fundamental Moral Theology. An examination of the central themes in the Catholic moral tradition: conscience, sin and fundamental option theory, the nature of the moral act, natural law, the relation of Scripture and ethics, and the question of a distinctively Christian ethics. Offered every two years.

6342. Christian Virtues. Virtue in general, the theological virtues, the moral virtues, examined in light of the relationship between nature and grace; the relationship between a virtue-centered ethics and an act-centered ethics. Offered every three years.

6343. Catholic Social Thought. The social encyclicals, from *Rerum Novarum* (1891) to *Centesimus Annus* (1991). The role of the laity in the temporal order, the communal nature of man, just-war theory, liberation theology, the death penalty, the relationship between the principles of the American founding and Catholicism, and the relationship between Catholicism and various economic systems.

6344. The Marital Covenant. The Catholic or sacramental understanding of maleness and femaleness as ordered to the covenant between Christ and the Church. The distinction between natural and sacramental marriage, the indissolubility of

the marital bond, divorce and annulment, and the sacramentality of the body as it informs such issues as contraception and the new birth technologies.

6345. Bioethical Issues. The contribution of Catholic ethics to such contemporary issues as abortion, newborns with birth defects, euthanasia, new reproductive technologies, contraceptive technology, and genetic engineering. As needed.

6346. Spiritual Theology. Sanctification and transformation in Christ; ascetical and mystical theology; biblical foundations of the spiritual life; grace, the virtues, the gifts of the Spirit; meditation and contemplation, active and passive purification; history of spirituality. As needed.

6351. Directed Reading. A tutorial course arranged between the professor and the student. Prerequisite: Written permission of the Program Director and the Graduate Dean.

6V77, 6V78, 6V79. Special Studies. An opportunity to examine a special topic, problem, or work within the discipline. Content is determined by the Chair of the department in consultation with the faculty.

6V99. Graduate Reading. Registration for this non-credit course indicates that the student is involved in studies necessary for the completion of the degree. At the end of each course the student must demonstrate progress. Normally, Master's students are limited to *two* Reading courses. A matriculation fee is required. It entitles the student to the use of the library and other basic services.

7678. Thesis Research. A six-credit course designed for the student writing the M.A. thesis under the guidance of an appointed thesis director. An approved topic is a prerequisite for registering for Thesis Research. A grade of "T" is assigned for this course, which remains until the thesis has been approved.

STAFF AND FACULTY
Dean Schmisek; Director of Catholic School Leadership Program Klassen; Faculty Giuliano, Hubert, Jonaitis, Luby, McGill, Mousseau, Norris, Ogilvie, Rendón and Septien.

School of Ministry

Begun in 1986, the School of Ministry currently offers degree and certificate programs in Theological Studies, Pastoral Ministry, Religious Education, Catholic School Teaching, and Catholic School Leadership. The School provides a program of formation that prepares graduates to engage in the Church's life and mission in a manner which is full, conscious, active, and effective. This formation is theological, pastoral, and spiritual in its orientation. The School of Ministry sponsors a Biblical School, taught in parishes throughout the Metroplex. The School of Ministry also teaches courses that fulfill the academic requirement of Deacon Formation. Biblical School and Deacon Formation courses are listed under the General Studies section.

By the conclusion of their studies in the various programs of the School of Ministry, graduates have received the necessary education and formation that will specifically permit them to serve the Church in a variety of capacities—as catechists, teachers, Catholic school administrators, pastoral leaders, lay ecclesial ministers, and deacons.

Requirements for Admission

Application to the School of Ministry requires a bachelor's degree (with a minimum grade point average of 2.5 on a 4.0 scale) for those seeking the master's degree. Students who do not have a bachelor's degree may be admitted as certificate students for Theological Studies, Pastoral Ministry, or Religious Education. The Certificate in Catholic School Leadership is described in that section below. In addition, all applicants must demonstrate an aptitude for pastoral studies by an undergraduate degree in education, liberal arts, theology, or religious studies, or by completion of a diocesan program of formation, or by experience as an ecclesial minister or teacher. Application materials may be obtained from the program coordinator.

Following an initial assessment of an application, prospective students are interviewed by the Dean. Applicants are reviewed and assessed in consideration of competing applicants and the number of positions available.

As a part of the application process, up to nine graduate credits with a grade of 'B' or better can be approved for transfer from similar programs at accredited institutions. Deadlines for receipt of applications are July 15 for the fall semester, November 15 for the spring semester, and April 15 for the summer semester.

Minimum Degree Requirements

Each degree, M.T.S., M.P.M., M.R.E., or the M.C.S.L., requires 36 credits of course work. The Master of Catholic School Teaching degree requires the completion of 48 credit hours. A minimum grade point average of 2.5 on a 4.0 scale is required for continuance in the program.

Minimum Certificate Requirements

Certificates in Theological Studies, Pastoral Ministry, and Religious Education are available for those who do not have undergraduate degrees. Consult the Dean of School of Ministry for more information. A Certificate in Catholic School Leadership is also available from the School. This Certificate attests that the student has completed a specific sequence of six three-credit graduate courses, and, together with the master's degree, fulfills the administrator requirements of the Texas Catholic Conference and the Southern Association of Colleges and Schools.

Financial Aid and Scholarships

Students are eligible for one-third tuition remission scholarships. All full-time clergy, religious, and lay ecclesial ministers of the Dallas, Fort Worth, Tyler and Shreveport dioceses may receive up to a one-half tuition remission scholarship. Additional tuition assistance may be available from the student's diocese or parish. For further information please contact the Dean.

Core Courses

All School of Ministry Master's degrees build on a core of four courses: 6310 Introduction to Pastoral Theology; 6311 Liturgy and Sacraments; 6312 Moral Theology; and 6313 Systematic Theology. The M.T.S., M.P.M., and M.R.E. also include 6320 Theological Reflection, 6321 Old Testament and 6322 New Testament as part of their core.

6010. Graduate Pro-Seminar. Required of first-semester students, this non-credit course is an introduction to the fields and methods of theological study for ministerial formation. Registration and attendance constitute completion of the requirement.

Theological Studies Program

Participants may select five elective courses that build upon prior graduate level course work. This program allows advanced study on a particular topic of interest, or a broadening of knowledge on a variety of subjects.

Biblical Theology Concentration

Those Theological Studies students who choose electives in the area of Sacred Scripture may earn a concentration in Biblical theology.

Pastoral Ministry Program

The Program in Pastoral Ministry was founded to equip those who wish to serve in the parishes of the dioceses of Dallas, Fort Worth, Tyler and Shreveport with appropriate theological and pastoral skills. The participant may choose one of six focus areas.

Pastoral Life and Administration— Intended to prepare pastoral Associates and Parish Life Administrators, this focus area emphasizes the comprehensive needs of those assisting with parish leadership, administration, and faith formation. Participants may select courses of interest, which apply to personal areas of growth or the particular needs of a parish.

Health Care Ministries— Recognized by the National Association of Catholic Chaplains, this focus area features on-site Clinical Pastoral experience (CPE) at Harris Medical Center in Fort Worth or Children's Medical Center of Dallas, combined with academic knowledge and a capstone project.

Campus Ministry — Campus Ministers provide proactive ministerial services on college campuses, reaching out to young adults. This program prepares those interested in working with a population faced with both the challenges of college life, and the questions about faith, values, and using one's gifts.

Family Ministry — A recognized program for the Family Ministry Certification offered through the regional Family Life Network, this degree enables participants to minister to the particular needs of families in the 21st century.

Hispanic Ministry — With emphasis on ministerial outreach to the Hispanic community, this program in Hispanic Ministry trains professionals to meet the needs of one of the fastest growing communities in the Church.

Youth Ministry — This focus area provides the preparation needed to address the spiritual growth of youth in a parish or school setting. The program is offered in conjunction with the Center for Ministry Development and meets its requirements for the National Certificate in Youth Ministry.

The Program in Pastoral Ministry sponsors the annual *Landregan Lectures*. Initiated in 1999 to honor Steven T. Landregan, UD alumnus, prominent churchman and editor emeritus of the *Texas Catholic*, the Landregan Lectures feature nationally prominent pastoral theologians whose areas of expertise reflect the many interests which have animated Mr. Landregan throughout his long and distinguished career of service to the Church in North Texas. This year's speaker is Amy Jill Levine. Previous Landregan Lecturers include Margaret Steinfels, Dr. Joseph Martos, author of *Doors to the Sacred,* renowned Scripture Scholar, Rev. Joseph A. Fitzmyer, S.J., The Most Reverend Michael Sheehan, Archbishop of Santa Fe, R. Scott Appleby, historian of religion, Toni Craven, scholar of the Hebrew Scriptures, Robert Barron, medievalist, Mr. John Allen, and Dr. Miguel Diaz.

Religious Education

The M.R.E. and C.R.E. are designed for those who would be Directors of Religious Education in a parish. The program provides structured course work and pastoral skills, culminating in a capstone project. Moreover, every student in the program is paired with a mentor, who is a professional minister in the local area. The mentor relationship provides support, encouragement, and practical knowledge beyond the classroom.

Catholic School Teaching Program

The Masters in Catholic School Teaching is a collaborative degree project involving the School of Ministry, and the Dallas Area Network for Teaching and Education (DANTE), a special project within the Department of Education committed to forming a Catholic "community of practice" both on campus and online where preservice and inservice teachers can construct what it means to teach…for the first time or all over again. Designed to lead, encourage, and support prospective and practicing Catholic school teachers in their efforts to become fully-informed, reflective, faith-filled educators for Catholic schools, the Masters in Catholic School Teaching (MCST) includes the religious education/theology and professional education courses necessary to satisfy teaching requirements as determined by the Texas Catholic Conference Education Department for a) teaching religion/theology in grades 3K-12 in Texas Catholic schools, b) teaching subjects other than religion/theology in grades 3K-12 in Texas Catholic schools, and c) teaching religion/theology in Texas parish programs of religious education.

Catholic School Leadership Program

The purpose of the Program in Catholic School Leadership is to provide for the effective execution of the responsibilities of administrators and teachers in Catholic schools. The structure of the Program consists of two components: the first component is a series of courses that bring the light of experience and critically accepted principles to bear on the tasks of being a leader in a Catholic school. These courses comprise one-half of the requirement for the degree (18 credit hours). The second component is theological and pastoral, and brings the light of faith to the task of effective leadership in a Catholic school (18 credit hours). Besides the Core curriculum, MCSL students take Catechetics and the Development of Faith; Ecclesial Documents on Catholic Schools; The Catholic School Principal; Instructional Leadership; Organizational Leadership and Planning; Non-Public School Finance and Development; Non-Public School Law; and an Internship.

Students who have received the Master of Theological Studies degree from the School of Ministry and who wish to enroll in the Master of Catholic School Leadership degree program must pursue six credits in theology in addition to those already earned plus the required courses in education for a total of 24 credit hours for completion of the M.C.S.L. degree.

Graduate Courses in the School of Ministry

6311. Liturgy and Sacraments. The liturgy in the life of the Church. The biblical, historical, and theological foundations of the liturgy and the sacraments. The role of RCIA in the ongoing life of the church.

6312. Moral Theology. The fundamentals of moral theology in Aquinas' terms that the moral life is becoming friends with God. How can human beings best relate to God, others, one's self and the world. Decision-making, the formation of conscience, natural law, moral principles and norms, and the role of the scriptures. Some basic elements of bio/medical ethics and the tenets of the social teaching of the church. *Veritatis Splendor.*

6313. Systematic Theology. An overview of key aspects of systematic theology including revelation and faith, ecclesiology, Trinitarian theology, Christology, and Christian Anthropology.

6314. Church History. The life and ministry of Jesus Christ. Early Church. Roman Christianity. Constantine. Rise of the papacy. Great Schism. Reformation. American Catholicism. Vatican I. Vatican II. Saints of the church. Prominent councils. Theological developments.

6320. Theological Reflection. Forms a basis of spirituality for the minister. A discipline designed to recognize God's activity within the context of ministry. Systematic reflection on one's spiritual journey. Dialogue between personal experience and scripture, church history, lives of the saints, church teaching, and the lived faith experience of the people of God.

6321. Old Testament. Study of the theologies of the Old Testament in light of its historical, social, and cultural setting. Application of those theologies to modern ministerial and practical contexts. *Dei Verbum.*

6322. New Testament. Study of the theologies of the New Testament in light of its historical, social, and cultural setting. Application of those theologies to modern ministerial and practical contexts. *Dei Verbum.*

6324. Gospel of Mark. Mark's Gospel is thought to have been the first written. Its audience was probably Roman Christians who had experienced severe persecution under Nero. Students in the course will delve into the gospel and consider its historical setting, its portrait of Jesus, and its attempt to apply the message of Jesus to a (then) contemporary situation, first-century Rome.

6327. Paul's Letter to the Romans. Theology and historical import of Paul's Letter to the Romans, including Jesus Christ, justification, original sin, God's relationship to Israel, Reformation issues, and recent interpretations.

6330. Ministry in the Church. The ministry of Jesus as model of pastoral ministry. Scriptural foundations of ministry. Development of ministry in the Catholic tradition. Origins of Catholic pastoral theology. The method/s of pastoral theology. The person and role of the minister. Spirituality and Ministry. Vatican II and US Bishops' documents on lay ecclesial ministry, ordained ministry, and the permanent diaconate. Women in ministry. Multi-cultural models of ministry. Collaborative ministry. Evangelization. *Gaudium et Spes, Lumen Gentium.*

6331. Pastoral Administration. The purpose and function of pastoral administration. The role of advisory boards. Fiduciary responsibilities. Diocesan governance. Ecclesial norms governing the operation of the parish. Administrative responsibilities. Temporal goods. Concepts in pastoral planning, management, supervision, effective Christian leadership, effective communication, aspects of Canon Law concerning pastoral administration, budgeting and setting priorities. Personnel issues including oversight and evaluation. Contract issues and disputes. Hiring/firing. Conflict resolution. Volunteer development, retention, and training. Safe environment.

6333. Pastoral Aspects of Canon Law. Canon Law and Marriage. Process of Nullity/Marriage Jurisprudence. Sacramental ministry. Minister as administrator. Canonical dimensions of the Sacraments. Diocesan Church and structure of Parish. Rights and Obligations of the Christian Faithful. Protection of Rights and Penal Procedures. *Code of Canon Law.*

6334. Liturgical Leadership. Concepts of *communio* and *ecclesia*. Models of building community. Parish liturgical life. Presiding at prayer. The scope and role of a liturgy committee.

6336. Catechetics and the Development of Faith. History and theology of catechetics. The content, methods, curriculum of contemporary catechesis. Stages of faith and its maturation in the human person. Age-appropriate catechesis.

6338. Models of Catechesis. RCIA as model for the catechetical journey. Family catechesis. Youth and Young Adult catechesis. Catechesis of the Good Shepherd. Small Christian communities. Adult education. Ecclesial documents on catechesis. Multi-cultural models of ministry.

6342. Health Care Ethics. The central moral norms and principles of the Catholic moral tradition and Catholic teaching that are relevant to the questions and issues faced in health care today. Analysis of issues, principles, and norms that are at the forefront in the fast changing medical field. Study of the Religious Directives for Health Care approved by the USCCB.

6360. Ecclesial Documents on Catholic Schools. Roman documents on Catholic education. Documents of the United States Conference of Catholic Bishops on Catholic schools.

6361. The Catholic School Principal. The unique mission of the Catholic school and the special demands placed upon the Catholic school administrator. The specific roles and responsibilities of an administrator in a Catholic school. Introduction to the expectations of the position and the competencies required. An analysis of the principal's responsibilities in the areas of spiritual, educational, organizational, and leadership. An overview of the expectations connected to each is explored. Special attention paid to the role of spiritual leader. Summer.

6362. Instructional Leadership. The major issues, problems and trends in curriculum and instruction. Analysis of leadership skills required of an administrator in the areas of instructional supervision, curriculum development and staff development in a private or parochial school. Summer.

6363. Organizational Leadership and Planning. Administrative behavior and organizational structures as relates to non-public schools. Examination of conceptual models of strategic planning and decision-making. Issues like cultural diversity, changing demographics, financial crisis and church-school relations are considered. Summer.

6364. Non-Public School Finance and Development. The necessary processes and systems used in the financial management of Catholic and non-public schools. Examination of planning, developing and implementing a fiscal plan. Discussion includes all aspects of private school finance including budgets, marketing, development and quality management. Fall.

6365. Non-Public School Law. The legal issues concerned with the administration of Catholic and non-public schools. Court decisions and case studies are reviewed and discussed. Spring.

6366. Internship (CSL). A field-based experience in Catholic School administration. The intern is assigned to an administrator in a Catholic school for a minimum of 90 hours. In cooperation with a University faculty advisor, the administrator will provide the intern experience in the varied aspects of school administration. Spring.

6373. Special Topics - Homiletics.

6381. Special Topics - Lifelong Faith Formation.

6V71. Pastoral Ministry Practicum. Supervised placement in ministry. According to needs of individual program, practicum may extend over a year, and a T (temporary) grade may be assigned. Student may register for the course more than once. Graded on a Pass/No Pass basis.

6V77. Special Topics. Courses not listed above offered according to student interest and faculty availability, based upon a signed agreement between the student, proessor and the School of Ministry Director.

6V78. Clinical Pastoral Education (C.P.E.). Available in cooperation with local hospitals whose programs are fully accredited by the National Association for Clinical Pastoral Education. Practicum in hospital ministry.

6V90. Capstone.

6V91. Directed Readings. A tutorial course arranged between the professor and the student. Requires written permission of the instructor and the Dean.

Ongoing Workshops

6141. Principles of Youth Ministry. Presents the foundational understandings and principles for developing an effective, comprehensive ministry with young and older adolescents.

6142. Practices of Youth Ministry. Explores the development of comprehensive youth ministry through the collaborative sharing of the resources in the community. Rooted in a theological and pastoral vision of community life, this course develops foundational understandings that assist leaders in setting and implementing a vision for dynamic ministry with youth. Includes skills for advocacy, planning and organizing youth ministry efforts, as well as development methods for collaborative leadership among ministries and within ministry teams.

6143. Foundations for Ministry Leadership. Explores the theology, principles, and practices of effective leadership in Christian ministry. Participants explore current leadership concepts and approaches, as well as Christian perspectives on leadership, and how to empower individuals and teams of leaders for ministry with youth.

6144. Skills for Christian Leadership. Addresses the theories and skills needed for principle centered leadership in ministry. Participants develop a practical, working understanding of leadership process and skills and the experiential ability to use the skills. The course stresses the application of leadership skills to various ministry settings, problems, and issues.

6145. Evangelization and Catechesis. For the development in the foundations and practices for nurturing faith growth and Catholic identity in young and older adolescents through evangelizations and catechesis. The course examines a contemporary approach to developing Catholic identity and Catholic practices in the lives of adolescents today. Students learn creative approaches for evangelization and cathechesis and develop skills and methods for evangelizing and catechizing adolescents.

6146. Justice and Service. Explores the foundations for fostering a justice and service consciousness and spirituality in youth drawn from: Scripture, Catholic Social Teaching, adolescent development, and contemporary catechetical principles.

6147. Prayer and Worship. Investigates the foundational role that prayer and worship have fostering the spiritual growth of youth.

6148. Pastoral Care. Explores the principles and methods of caring for young people from various cultures and their families. The course develops an understanding of the breadth and depth of pastoral care, of family systems an adolescent development, and the role that cultural identity plays in the development of adolescents.

6149. Youth Ministry Capstone.

6151. Principles of Family Ministry. The teaching Church stresses the importance of bringing a family perspective to all ministry efforts. Addresses the foundational understandings and principles of a family perspective in ministry, presenting theological, scriptural, and historical background.

6152. Systems Theory: Foundations for Ministry and the Minister. Viewing the family and the larger Church as independent systems call to interdependence helps us understand our call to community and ministry. Principles of systems theory, family origin exploration, and healthy work systems will be explored.

6153. Practices of Family Ministry. Focus on the diversity of the family and the challenges that societal attitudes and changes present to families and to those who minister to and with them. The second part will focus on the various facets of family ministry (i.e. ministry with singles, married couples, engaged, divorced, parents of various family structures, families in crisis, and families who are grieving).

6154. Skills for Christian Family Ministry Workshop. Outlines the necessary tools to engender mutual respect, ongoing dialogue, exclusivity and appropriate boundaries.

6155. Evangelizing and Catechizing Through the Family Life Cycle. The family is the primary context for faith growth and faith sharing, profoundly shaping the religious identity among its members. Family life is a privileged locale for encountering God in everyday life experiences. The parish community, in partnership with the family, can nurture faith growth and empower the family to live the Christian faith both in the family and in the world.

6156. Dignity of the Human Person/Human Sexuality. This course addresses the theology and the dignity of the human person with a scriptural and cathechetical base and the fact that human sexuality is a fundamental component and important element of the human personality, an integral part of one's overall consciousness and therefore all of one's interactions and relationships.

6157. Catholic Social Teaching: Implications and Applications. Jesus taught us the Kingdom of God is now. Living in the Kingdom of God requires us to be proactive in the care and treatment of others and ourselves. We are attuned to those who are marginalized, those who suffer. We recognize our systems and structures that undermine the basic dignity of the human person. The Kingdom is inclusive and in service to all. This course draws our attention to Catholic Social Teaching and the broad implications for families in the second millennium.

6158. Spirituality of Leadership. To lead as Jesus did requires us to understand and cultivate the gifts within, in order to do the same with others. To lead implies a relationship that is dynamic, life giving and collaborative. This course brings us to deeper clarity of the meaning of leadership, reminds us of the presence of God in our relationships and the subsequent fruits found in life sustaining community of relationships.

6159. Family Ministry Capstone.

6160. Risk management and reduction.

6161. Volunteer recruitment and management.

6162. Organizational development and strategic planning.

6163. Media relations and public relations.

6164. Adult learning styles and Christian formation.

6165. Evaluating catechetical materials.

6166. Spiritual direction and pastoral counseling.

6167. Marriage preparation programs.

6168. Field advocacy and petitions for nullity.

6169. Order of Christian Initiation.

6170. Order of Christian Funerals.

6171. Presiding at Sunday celebrations in the absence of a priest.
6172. Presiding at Liturgy of the Hours.
6173. Presiding at seasonal liturgies.
6174. Paraliturgies and devotions.
6175. Preaching Cycle A.
6176. Preaching Cycle B.
6177. Preaching Cycle C.
6178. Ministry internship.
6179. Multiculturalism.
6180. The person and role of the minister.
6399. Pastoral Ministry Project.

Summer in Rome

The School of Ministry Summer in Rome 2009 will offer students the opportunity to earn up to nine graduate credit hours while spending up to five weeks on the University of Dallas' 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 open to new and current School of Ministry students, visiting graduate students, or anyone wishing to audit at least one course. About 40% of class time is spent of "field trips" in and around the city of Rome. During the evenings and on weekends, the students may experience Rome and the surrounding area on their own.

The School of Ministry will offer two terms during the summer of 2009: a three-week term (May 30-June 20) followed by a shorter term (June 24-July 4). Participants can register for one term, or both and/or Greece option. Greece option (July 4-July 11).

FACULTY: Dean and Professor Whittington; Professors Cosgrove, Evans, Gordon and May; Associate Professors Beldona, Conger, Fodness, Francis, B. Frank, Galpin, Gasper, Higgins, Kroder, Landry, Murray, Nugent, Peregoy, Scofield, Walsh, and Wysong; Assistant Professors Arellano, Blanke, Hilpirt, Maellaro, McGrady, Schreiber, Shoemaker, Singh, and Wang.

GRADUATE SCHOOL OF MANAGEMENT

Purpose

The Graduate School of Management (GSM) is a professional school whose primary purpose is to prepare its students to become competent, responsible practitioners in the profession of management. GSM does not emphasize theoretical courses; instead, it offers highly pragmatic programs that focus on the practical realities of managerial life. While scholarly writings on business topics are carefully examined, the principal emphasis is on how to manage wisely and effectively.

GSM differs from traditional management schools in three other ways. First, the faculty has extensive business experience, and many professors are actively engaged in business activities. Secondly, the specialized MBA concentrations provide detailed insights into the practical aspects of their field. Thirdly, GSM's distinct project courses give students hands-on experience with real problems in marketing and strategic planning.

The Graduate School of Management has developed a distinct educational method, in that student teams are assigned to real consulting projects requested by a wide variety of local and national firms. Students define client problems, analyze various alternate solutions, and then propose specific solutions to the client.

All students are required to master a wide range of business disciplines, in addition to specialized courses in the chosen areas of concentration. Students are required to master a core body of knowledge that includes such subjects as strategic management, marketing, economics, accounting, finance, operations, analytical methodology, human behavior, and global business.

The MBA options continually address ethical issues, and provide students with the applicable body of knowledge in order to resolve ethical dilemmas.

History and Programs

The Graduate School of Management, founded in 1966, now offers a total of 21 MBA specializations. GSM is designed to serve the educational needs of college graduates who have already begun their business or professional careers. Over 75 percent of GSM's students work for more than 450 metroplex firms, and pursue their studies in GSM's evening, weekend, and distance learning courses.

GSM now enrolls more than 1,500 students including Americans and students from 60 other countries. Over 14,967 students have received degrees since 1966. The undergraduate educational background of the student body is diverse: 40 percent hold degrees in business or economics, 25 percent hold engineering degrees, 18 percent were science majors, and the remaining have various other undergraduate degrees including liberal arts and social sciences. Fourteen percent of GSM's students hold graduate degrees in other disciplines.

The *Master of Business Administration* (MBA) degree provides students with a basic foundation in the functions of business. This is a 41 credit hour program.

Concentration options in The *Master of Business Administration* degree:

- Accounting
- Business Management
- Corporate Finance
- Engineering Management
- Entrepreneurship
- Financial Services
- Global Business
- Health Services Management
- Human Resource Management
- Information Assurance
- Information Technology
- Interdisciplinary
- IT Service Management
- Marketing Management
- Not-for-Profit Management
- Organization Development
- Project Management
- Services Management
- Sports & Entertainment Management
- Strategic Leadership
- Supply Chain Management

The *Master of Science* (MS) degree is a more specialized program designed for students who seek in-depth knowledge in a specific field. Master of Science degrees are currently offered in Accounting, Information Assurance, IT Service Management and Information Technology. This is a 31 credit hour program.

The *MS-MBA* degree allows individuals to pursue two degrees in the same area. Degrees are currently offered in Accounting, Information Technology, and Information Assurance. Students who do not complete the requirements for each degree concurrently must apply for the second degree within one year of finishing the first degree. This is a 56 credit hour program.

The *Master of Management* (MM) degree allows individuals who have already earned an MBA degree from a regionally accredited university to complete additional studies in management in many of the concentrations listed above. No waivers or transfers may be made in the MM program. This is a 30 credit hour program.

The *Certificate Program* is designed for individuals interested in specializing in a certain management area without completing a full graduate program. This is a 15-18 credit hour program.

For further information, consult the GSM website at http://www.udallas.edu/gsm, or write: Graduate School of Management, University of Dallas, 1845 E. Northgate Dr., Irving, TX 75062-4736 or call (972) 721-5174.

Pre-MBA Program

The Pre-MBA Program has been part of the University of Dallas' Graduate School of Management since 1971. Over 1,500 students from more than 75 different countries have successfully completed the program. Pre-MBA is a 13-week program for international and U.S. students, which prepares them for success in U.S. style MBA programs. This program offers an integrated curriculum of business courses, and critical academic skills. Students also practice both written and oral presentation skills essential for business.

Pre-MBA is a full time "intensive" program. Students attend classes during the day Monday through Friday, 20 to 25 hours per week. The academic areas covered during Pre-MBA are designated to prepare students for the challenges of the standard core curriculum of most U.S. MBA programs. Business studies include Marketing, Management, Accounting, Economics, Information Technology, Business Communications, and five graduate level writing seminars.

Upon successful completion up to nine credit hours may be applied to othe MBA Foundational knowledge courses.

Application Process for the Pre-MBA Program

The Pre-MBA Admissions Committee considers a variety of factors in order to determine a candidate's potential for success in the program. In addition, the GSM Office of Admissions evaluates all Pre-MBA applicants to determine each candidate's potential for admission to the University of Dallas graduate program. Applicants must have successfully completed all undergraduate degree requirements with a satisfactory performance and have earned the equivalent of a 4-year U.S. bachelor's degree from an accredited institution. However, applicants with a three-year bachelor's degree from an accredited university (with a 2.5 cumulative GPA) may be eligible to apply to Pre-MBA and qualify for the MBA Bridge Program. Please visit the Pre-MBA website www.dallasmba.com/premba for a list of all documents necessary to apply. Applicants can download an application form, letter of recommendation form, and confirmation of financial resources (international students only) from the website.

English Language Program

The English Language Program of the University serves all levels of the international student body. It offers multiple programs, including Intensive English, Professional English, Grammar and Writing Seminars, on-line coaching for writing, individual tutorials, and support for students enrolled in the Graduate School of Management, the Pre-MBA Program, as well as the College of Business Undergraduate and Business Leadership Programs.

Intensive English is a 20-hour per week course, with ten entry dates throughout the year. The levels range from beginner to advanced; students may finish after one trimester or continue their language study until successful completion.

Professional English offers flexible course options for students who are currently enrolled in GSM or who plan to enroll in an American university. All courses are taught at the advanced level.

Because the English Language Program emphasizes academic and professional preparation, TOEFL preparation classes are offered on a regular basis. The English Language Program is also qualified to provide the I-20 needed for applicants to obtain F-1 (full-time student) visa status. For more information and application materials, please visit the program website at http://www.udallas.edu/iep.

International Student Services

The University of Dallas has a full-time International Students Services office to provide assistance to every international student each step of the way from pre-arrival through post completion employment. Services include:

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

- Counseling on personal, financial, and academic issues.
- Processing of applications for immigration benefits.
- Hosts 3 major events for students per year.

On-Line Learning

The Graduate School of Management offers the entire MBA core curriculum and thirteen concentrations online. Students access the IMBA using a standard Internet connection and Web browser. The courses use an instructor-led, asynchronous method of teaching, which means that students and their professor do not have to be online at the same time. This allows flexibility for those students who travel or have other obligations. However, both professors and students are expected to be online multiple times during the weekly sessions. For more information on the IMBA please visit http://www.udallas.edu/gsm/online.cfm.

Corporate Partnerships

The Graduate School of Management has become partners with major corporations to provide customized on-site graduate education for their employees. We currently have partnerships with IBM, ST Microelectronics, and Fidelity. For more information visit http://www.udallas.edu/cr/corpprtner.cfm.

Computer Center

GSM Computing provides facilities that are available to all GSM, Pre-MBA, and ELP students as well as the faculty and staff of the College of Business. GSM Computing administers and maintains several student computing labs and computer classrooms on the main campus as well as off-campus. In addition it provides services such as e-mail, network accounts, wi-fi, and, vpn for all College of Business faculty, staff, and students.

Sigma Iota Epsilon

Sigma Zeta, a chapter of Sigma Iota Epsilon, is sponsored by GSM and is the official national management honor society of the American Academy of Management. Students are eligible for SIE membership upon completion of 15 GSM credit hours with an overall grade point average of 3.500 or higher. The purpose of the Society is to:

- Recognize student achievements in the field of management
- Facilitate discussion of contemporary management topics
- Provide interaction among students, faculty, alumni and professional managers.

Call 972-721-5004 for information.

Student Identification Cards

Student ID cards are available from the Campus Safety Office located in the Haggar University Center. A student ID card is required to use the University Library. For more information, call 972-721-5305. Proof of trimester registration is required to obtain an ID card.

UD Career Services

For many, entering a graduate program is a time of reflection and reevaluation of career goals. Some may be interested in enhancing their skill set and moving up the corporate ladder, while others may be looking to change career paths entirely. UD Career Services assists students in these endeavors by providing the following:

Career Counseling:
- One-on-One Counseling Sessions
- Presentations
- Workshops

Internships and Job Opportunities
- Internships
- Job Postings
- On-campus Recruiting
- Employer Information Sessions
- Networking Events
- Career Fairs
- On-Line Resume Book

Resources
- Career Library
- Assessment Tools

For more information:
Location: Carpenter Hall, Room 139, Telephone: 972-721-4013
E-mail: tali@gsm.udallas.edu, http://www.udallas.edu/careers.

Admission to the MBA Program

Success at the Graduate School of Management depends on a number of factors ranging from motivation to practical knowledge to academic ability. The primary purpose of the admissions process is to determine a prospective student's potential to successfully complete the requirements for each degree. Because the school enrolls full-time, part-time, online only students, and international students, a variety of paths are available to individuals seeking admission. The student may apply for admission to the Graduate School of Management for any Fall, Fall II, Spring, Spring II, Summer or Summer II trimester. Applications for admission are considered by the Admissions Committee according to the stated criteria and the Equal Opportunity Policy stated on Page 322.

Requirements for Admission to the MBA Program

To be considered for admission, all applicants for the MBA program must have a U.S. bachelor's degree *(with a minimum cumulative GPA of 2.000 on a 4.000 scale)* from a regionally accredited college or university, or a comparable foreign degree, and be in good academic standing with all colleges attended. Applicants may be admitted to pursue courses in one of three MBA admission categories: Full Admission, Conditional Admission, or Special Admission.

Full Admission: Applicants who hold an earned graduate degree in any discipline from a regionally accredited U.S. college or university, or a comparable foreign degree, who are otherwise in good standing with that institution will be granted immediate Full Admission status. An applicant who does not already hold a graduate degree must show potential by *satisfying at least two* measures of capability. Full Admission status allows a student who is in good standing with the University to take GSM courses in any order, as long as all course prerequisites are met.

Measures of Capability
- A GPA of 3.000 or better on a 4.000 scale in the final 60 semester credit hours completed at the undergraduate level
- A GMAT score of 500 or better or a GRE score of 1020 or better with 560 quantitative, 460 verbal, and 4.5 on the writing section

- At least 12 semester hours of graduate work at a regionally accredited U.S. College or University with a GPA of 3.200 or better on a 4.000 scale
- Four years or more of relevant managerial, professional or military experience
- Successful completion of the University of Dallas Pre-MBA program with a 3.000 GPA

For a detailed description of these standards, visit http://www.udallas.edu/gsm/mbaadmin.cfm or contact the GSM Admissions Office 972-721-5174 or 1-800-832-5622.

Full Admission status allows a student who is in good standing with the University to take GSM courses in any order, as long as all course prerequisites are met.

Conditional Admission: Conditional Admission allows an applicant who meets at least one of the Measures of Capability to begin classes in GSM under specific conditions. An applicant granted Conditional Admission must complete no less than six credit hours and no more than twelve credit hours before being considered for Full Admission status. Conditionally admitted students may take only the designated courses and may not take any additional courses until their conditional status has been lifted. They must maintain a 3.200 GPA for full admission into GSM and may not receive a grade of less than a B-. Each applicant will be individually considered for transfers and waivers and will be assigned coursework in the Foundations and Value Creation Core courses. MANA 6101 Project and Team Management may be required as part of the assigned conditional courses.

Students may not move from the Certificate program into Conditional acceptance into the MBA; they must first meet two measures of capability in order to be considered for the MBA.

Special Admission: Transient Admission status allows a student to take up to four courses to be transferred to a graduate program at another university. This status can only be granted to individuals who are pursuing a graduate degree at another regionally accredited institution and who want to transfer GSM course work to that school. Applicants must submit documentation showing that they are in good standing at the school in which they are pursuing their degree and an official transcript from that institution. These students may pursue as many as four courses offered by GSM for which they meet prerequisites. Applicants must satisfy at least one MBA measure of capability.

Admission to the Master of Science Program

To be considered for admission to the Master of Science (MS) program, applicants must have earned a bachelor's degree *(with a minimum cumulative GPA of 2.000 on a 4.000 scale)* from a regionally accredited U.S. college or university, or a comparable foreign degree, and be in good academic standing with all colleges attended.

Applicants must have successfully completed the prerequisite coursework related to the discipline of the MS program for which admission is being sought. For a list of approved courses for each discipline, refer to the website http://www.udallas.edu/gsm/msadmin.cfm. To gain Full Admission, applicants must satisfy two of the following measures of capability:

- A GPA of 3.000 or better on a 4.000 scale in the final 60 semester credit hours completed at the undergraduate level
- A GMAT score of 500 or better or a GRE score of 1020 or better with 560 quantitative, 460 verbal, and 4.5 on writing section

- At least 12 semester hours of graduate work at a regionally accredited U.S. College or University with a GPA of 3.200 or better on a 4.000 scale
- Four years (or more) of relevant managerial, professional or military experience

Applicants who meet one Capability Measure may be considered for Conditional Admission. An applicant granted Conditional Admission must complete no less than six credit hours and no more than twelve before being considered for Full Admission status. He/she must maintain a 3.200 GPA for full admission into GSM and may not receive a grade of less than a B-.

Due to the nature of the MS, there are no course waivers for undergraduate course work. Up to six credit hours of relevant graduate course work may be transferred and substitutions may be made when courses previously taken are substantially similar to those offered in the MS but do not qualify for transfer.

Admission to the MS-MBA Program

Applicants applying to the MS-MBA program must meet admission requirements for the MS program.

Admission to the Master of Management Program

To be admitted to the Master of Management (MM) program, applicants must have earned a bachelor's degree and a Master of Business Administration (MBA) degree from a regionally accredited U.S. college or university, a comparable foreign degree, and be in good academic standing with all colleges attended. Students cannot be admitted to the MM program in a conditional or special status.

Admission to a Certificate Program

To be admitted into the Certificate Program, a student must have a U.S. bachelor's degree *(with a minimum cumulative GPA of 2.000 on a 4.000 scale)* from a regionally accredited college or university, or a comparable foreign degree, and be in good academic standing with all colleges attended. In addition, applicants must satisfy at least one MBA measure of capability.

Certificate students must maintain a GPA of 3.000 or better at all times to remain in the program.

To be admitted to the MBA or MS program after completing a Certificate program, a student must meet the full admission requirements for both programs. Students applying for MM admission must meet all of the Master of Management admission requirements.

Students who have been accepted to the MBA, MS, or MM program may also be granted a certificate for any concentration area in which they complete the Certificate course requirements.

Admission to the Bridge Program

The MBA Bridge and MS Bridge are extended master's programs for qualified applicants from countries with a three-year bachelor's degree who may not otherwise be eligible to pursue graduate education in the U.S. Students must complete standard program requirements plus an additional 12 semester credit hours with no eligibility for waivers or transfers.

To Apply for the MBA, Master of Science Program, Master of Management or Certificate Programs.

Submit:

Failure to disclose or submit all required documents may result in dismissal from the Graduate School of Management.

1) A completed application form (online application preferred).
2) A non-refundable application fee (See page 313). Fees are payable by credit card, check or money order made out to the University of Dallas, in U.S. dollars drawn from a U.S. bank.
3) Official transcripts from all institutions attended.*
4) An official GMAT or GRE score when required. Official test score reports for the GMAT or GRE may be obtained from the Educational Testing Service, at www.gmat.org or call 1-800-GMAT-NOW 1-888-GRE-SCORE. The college code for University of Dallas Graduate School of Management is 6868.
5) A resume that describes your professional experience.

*Official Transcripts

Transcripts from all institutions of higher learning attended **must** be submitted, regardless of whether a degree was earned. Official transcripts must be sent directly from the issuing institution to the GSM Office of Admissions. Uncertified or notarized copies of transcripts, or other academic records bearing the designation "student copy," "issued to student," "applicant's copy," "unofficial copy," or other similar notations are not acceptable. This includes hand-delivered transcripts or copies received from a third party, except in rare and documented instances in which international applicants are unable to provide official transcripts. If you attended a non-U.S. institution, please send transcripts in both the original language and an official translation of the transcript. A copy of your diploma (graduation certificate) is also required.

Additional Requirements for International and Permanent Resident Applicants

International and Permanent Resident Applicants also must submit the following:

1) Copy of front and back of Permanent Resident Card (if applicable).
2) Copy of diploma/graduation certificate for degree earned abroad.
3) Confirmation of Financial Resources Form (F1/J1 Visa holders only).
4) Bank Statement (F1/J1 Visa holders only)
5) TOEFL score of at least 79 (IBT), 213 (CBT), or 550 (PBT) with sub-scores equivalent to following on the IBT: 21 for Reading, Writing and Speaking, 17 for listening.

The following may qualify for an exemption from the TOEFL requirement:

- Students from an English speaking country (Australia, Bahamas, Barbados, Canada - except Quebec province, Grenada, Grand Cayman, Ireland, Jamaica, New Zealand, Scotland, Trinidad and Tobago, United Kingdom, U.S. Pacific Trust) or who have earned a Master's or Bachelor's degree from an institution in one of these countries.
- Students with two or more years of full-time work experience in the U.S. on H1 or L1 visa only.

- Permanent residents who have lived in the U.S. for two or more years.

English Proficiency Exam (Focal Skills Test):

- All International Students and Permanent Residents who are not citizens of the English-Speaking countries listed on page 308 are required to take an English Proficiency Exam. The results of this exam may require a student to take English courses in addition to regular program requirements.

Deferred Admission

If you wish to defer admission to another term, please call or e-mail the Admissions Office at 972.721.5174/admiss@gsm.udallas.edu. Acceptance is valid for one year from the date of notification.

Readmission

Students previously enrolled in GSM but who have not completed courses for three consecutive terms must apply for readmission. You must meet current admission standards and be in satisfactory academic and financial standing.

All requirements for degrees must be completed within six years of the first term of study at GSM unless an extension is granted by the Dean. Courses over six years old will be reevaluated; waivers and transfers will also be reevaluated. Students readmitted to the program may be required to repeat courses previously taken.

If a student is applying for readmission, please submit:

- An updated application form.
- A current resume.
- Transcripts from any school attended since enrolling at GSM.

Course Transfer/Waiver Credit

A waiver is granted for foundational knowledge courses when the student has taken a total of three credit hours (with a grade of B- or better) at the undergraduate level that are substantially similar in content to one 1.5 hour GSM course. We recommend that courses completed over six years ago be repeated at the Foundation level, but it is not required.

A transfer is granted for foundation courses when the student has taken at least one credit hour (with a grade of B or better) at the graduate level that is substantially similar in content to one GSM course.

A transfer is granted for core courses when taken as part of an accredited MBA program. Courses must be three credit hours (with a grade of B or better), must not be foundation level or LEAP courses, and must be substantially similar in content to one GSM course. To be considered for transfer, courses must have been completed within the last six years.

A maximum of three credit hours may be transferred into the MBA program. A maximum of six credit hours may be transferred into the MS program. There are no waivers or transfers into the MM program.

Registration

All registration is conducted online using the Banner system: https://banweb7.udallas.edu/. To register, students must have their student ID number, pin, and alternate pin number (the alternate pin is assigned each term for registration purposes only). Students who do not receive their alternate pin number via e-mail should contact the Office of Student Records at (972) 721-5282 or srecords@gsm.udallas.edu. Registration opens according to these priority groups:

- Priority Students: students who have completed 37 or more hours

- Continuing Students: students who have completed 27 to 36 hours and all Master of Management and Master of Science students
- Continuing Students: students who have completed 16 to 26 hours
- Continuing Students: students who have completed 0 to 15 hours, Certificate students, all conditionally admitted students, and all new students

Web-Assisted Registration

Web-Assisted registration is held the week before classes begin. Academic advising and counseling are also available. Dates and times of web-assisted registration for each trimester are listed in the online GSM calendar.

Late Registration

Late registration may be allowed after the first week of class and requires special approval and payment of a $25.00 late registration fee.

Course Load

A full-time student must be enrolled in a minimum of nine credit hours per trimester. Any course load less than nine hours is considered part-time. International students on a Student Visa must enroll for at least nine credit hours to maintain full-time status. For financial aid purposes, half-time is considered six credit hours; full-time is nine credit hours in each term. The maximum load for any student is 14 credit hours per trimester. If students wish to register for more than 14 hours, they may complete a Course Overload Request Form and must gain approval from the Associate Dean of Academics.

Audit Courses

Students admitted to GSM may register to audit a course by paying the tuition amount for one credit hour. Auditing students will not be graded or receive credit toward completion of course requirements, but their transcript will indicate course registration and attendance with a grade of "AD." Students may change a credit course to an audit with the professor's approval prior to the final test or project date or, for online students, prior to the opening of the final module. No tuition is refunded when changing from credit to audit. An audit course cannot be changed to a credit course after the first week of class.

Course Changes, Adds and Drops

Courses may be changed until the last day of late registration (usually the Friday during the first week of class). There is a $25 charge for each change made after the designated last day for late registration as specified in the Class Schedule. Each class or section change requires a completed Add/Drop Form (Form 160).

Withdrawal Policy

Students may drop a course after the first week of class either in person or via email sent to: srecords@gsm.udallas.edu. Students may drop a course after the third week of class but prior to the end of the 11th week of class (prior to the last day of class for intermester and intensive classes), with written permission from the professor. Students may not drop a course after the 11th week of class (after the last day of class for intermester or intensive classes) and must take the grade they are assigned. Refunds with be evaluated based on the date that the request is received in the Office of Student Records. Students who drop a course after the first week of class will receive a grade of "W" on their transcript.

Students who fail to officially withdraw from courses that they do not complete will receive a grade of "FA" and are subject to the Academic Review Policy. Failure to attend class is not an official withdrawal and students are responsible for any financial obligations they incur as a result of failing to withdraw.

To officially withdraw from the University of Dallas, students must send a written request via email to: srecords@gsm.udallas.edu. The request to withdraw must be submitted to the Office of Student Records prior to the end of the 11th week of class (before the last day of class for intermester and intensive classes). Refunds will be evaluated based on the date that the request is received in the Office of Student Records. Students who withdraw from the University of Dallas after the first week of class will receive grades of "W" on their transcript for each class attempted.

Withdrawal if you are Receiving SFA

If a recipient of Student Financial Aid (SFA) Program assistance withdraws from school during a payment period in which the recipient began attendance, the school must calculate the amount of SFA Program assistance the student did not earn and those funds must be returned. If the recipient did not attend any class during the designated payment period, 100 percent of the funds must be returned to the lender.

GSM Tuition Refund Guidelines

Please consult the online GSM calendar for exact refund dates. www.udallas.edu/gsm/academics/calendar.cfm.

Withdrawal Refund Schedule

First day of Registration-7th day of term	100%
8th day of term-14th day of term	80%
15th day of term-21st day of term	50%
After 21st day of term	0%

Foundation and Intensive Classes*

Before first scheduled class meeting—	100%
Before second scheduled class meeting—	50%
After second class meeting	0%

*Includes Saturday Intensives, Friday/Saturday, Saturday/Sunday, Week-long Intermester, Week-long Minimester, and Foundation Courses

LEAD Classes

Before first scheduled class meeting—	100%
After class has met	0%

Two-Week Intermester Classes

Before first scheduled class meeting—	100%
Before second scheduled class meeting—	80%
Before third scheduled class meeting—	50%

After third class meeting	0%

Graduate Tuition and Fees

The University of Dallas reserves the right to change tuition and other charges at the beginning of any term and the University may change any institutional policies without prior notification. Please note that fees are non-refundable after classes begin.

Graduate tuition per credit hour for 2008-2009 is $541.00

Charges other than tuition are:

Application for Admission for US citizens and permanent residents	$50.00
Application Fee for International Applicants	$100.00
GSM Matriculation Fee (one-time fee for new students)	$150.00
Student Services Fee	$50.00
Online Technology Fee (per billing hour)	$40.00
Course Change Fee (per course)	$25.00
Program or Concentration Change Fee (per change)	$25.00
Graduation Fee*	$150.00
Late Graduation Application Fee	$25.00
Late Drop Fee (per course)	$25.00
Late Change Fee (per course)	$25.00
Late Registration Fee (per course)	$25.00
Certificate Fee	$50.00

*An additional graduation fee of $50 for the cost of a new diploma will be charged to students who do not graduate in the term for which they apply.

Post-Baccalaureate

Occasionally a student will come into the University as a Post-Baccalaureate. The Post-Baccalaureate student will be charged the tuition rate of the college that admitted them to the University.

Mixed Registration Charges

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

Payment Options

It is the student's responsibility to ensure that all payments and credits are received by the Business Office, including financial aid, scholarships, sponsorships, and company payment. If a student has a delinquent account or debt, he/she may be denied registration, a transcript, grades, certificate, or diploma until all obligations are fulfilled. The student will be responsible for attorney's fees and other costs and charges necessary for the collection of any amount not paid when due.

The University of Dallas accepts the following methods of payment:

- Cash
- Check (no post-dated checks or two party checks will be accepted)
- Electric Checks
- VISA/MASTERCARD/DISCOVER/AMEX
- University of Dallas Payment Plan
- Company Voucher (a statement from the student's employer request-

ing the University to bill the company directly)
- Financial Aid Voucher (issued by the Financial Aid Office)
- Deferred Payment Plan (Bell Helicopter, Fidelity, Lockheed, and ST Micro Electronics.

Financial Aid

See page 250 Braniff Graduate School—Liberal Arts section.

Graduate Assistantships (GA)

A limited number of graduate assistantships are available in the MBA, Master of Science and Master of Management programs.

1) Assistantships are awarded based on full-time enrollment and a 3.5 cumulative GPA and the student's ability to provide services required by the University.
2) GA I positions provide the University with 276 hours of work per term (23 hours per week). F1 and J1 students may only work 20 hours per week and make up the remaining hours during the break within terms. This position receives hourly payment that equates to 35% of tuition costs for 9 credit hours plus $1,000 stipend.
3) GA II positions provide the University with 180 hours of work per term (15 hours per week). This position receives hourly payment that equates to 35% of tuition costs for nine credit hours.

Professional Internships

As part of the MBA, MS and MM programs, GSM offers off-campus learning experiences for academic credit. The Professional Internship program integrates business education with professional experience and allows the student to enhance his/her academic studies, personal development and career preparation. A full-time professor (in the discipline relevant to the internship) and the Associate Dean of Academics must authorize the Professional Internship class (BUAD 8101/8301). Students must file a copy of an approved contract with the Office of Student Records. The grade received will be calculated into the grade point average for the trimester in which the course was registered. 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 International Student Advisor. If interested, please call the Office of Student Records at (972) 721-5282 for more information.

Practical Training

Numerous benefits are available to students on the F-1 visa. For more information, call the International Student Office at (972) 721-5059.

Veterans Affairs (VA)

The University of Dallas Graduate School of Management 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.

Veterans Education Benefits

An application for benefits must be submitted and determination made by the VA regarding benefits the veteran is entitled to receive. The VA Coordinator assists the

veteran in establishing eligibility and assisting in the routine administrative requirements. Veterans are responsible for providing entitlement information to the Office of Enrollment (financial aid). If a veteran fails to report his or her entitlement, an adjustment will be made and the student's financial aid award may be reduced.
Who can receive services?

- Veterans with the GI Bill
- Members of the active Reserve and/or National Guard
- Disabled Veterans through VA Vocational Rehabilitation
- Eligible dependents of 100% disabled veterans
- Eligible dependents of deceased veterans

General VA Information

- **Chapter 30** — Montgomery GI Bill (Active Duty, discharged/retired) — need copy of DD-214.
- **Chapter 31** — Vocational Rehabilitation (must apply through Veterans Affairs) — need copy of DD-214.
- **Chapter 32** — Post Vietnam Era VA Benefits — need copy of DD-214.
- **Chapter 34/30** — Old GI Bill grandfathered into the MGIB — need copy of DD-214.
- **Chapter 35** — Survivors' and Dependents' Educational Benefits (Service person must be 100% permanently and totally disabled or deceased as a result of having served in the armed forces.) — need copy of marriage license or birth certificate, as appropriate.
- **Chapter 1606 & 1607** — Montgomery GI Bill (Selected Reserves) — need "Notice of Basic Eligibility" (VA form DD-2384) obtained from unit commander. Chapter 1607 requires a copy of your DD-214.
- **New Veteran Students** need to apply and fill out "Application for VA Education Benefits" (VA form 22-1990 for Chapters 30, 34/30, 32, 1606, and 1607) or (VA form 22-5490 for Chapter 35).
- **Chapter 34/30** Veterans with dependents need to fill out "Declaration of Status of Dependents" (VA form 21-686c).
- **Transfer Students** who have already received VA benefits need to fill out a "Request for Change in Program or Place of Training" (VA form 22-1995 for Chapters 30, 34/30, 32, 1606, and 1607) or (VA form 22-5495 for Chapter 35).
- **Certificate of Eligibility** — once received, a copy needs to be given to the VA Coordinator.
- **All students** must notify the VA Coordinator after registering any changes in enrollment or when a course is being repeated. Also notify coordinator of any address changes, when benefits have run out or time has expired.

Training Time: Full Time 9 hours, 3/4 Time 6 hours, 1/2 Time 3 hours.

Addresses:

Joy McNabb, Veterans Coordinator
University of Dallas
1845 E. Northgate Drive
Irving, TX 75062
Phone: (972) 721-5077
Fax: (972) 721-5254

VA Regional Office
P.O. Box 8888
Muskogee, OK 74402-8888
Phone: 1-888-442-4551
Website: www.gbill.va.gov/ (application forms are available on the website). WAVE—Web Automated Verification of Enrollment is available 24 hours a day. Phone: 1-877-823-2378. For any changes in enrollment, students must use the WAVE system.

E-mail: jmcnabb@gsm.udallas.edu

Graduation Requirements

The Master of Business Administration (MBA), Master of Science (MS) or Master of Management (MM) degree is conferred when the following requirements are fulfilled:

1) A final overall graduate grade point average of at least 3.000 out of a possible 4.000 based on all required courses taken at GSM.
2) Completion of all courses in the student's official program with a grade of C or better.
3) Completion of a graduation application form and payment of the graduation fee by the posted graduation deadline.
4) All official transcripts and required documents have been submitted to the Office of Student Records.
5) Payment of all tuition and fees (library fines, parking tickets, etc.).
6) Completion of the above requirements within a period of six years after registration for the first GSM course.

Exceptions:

- Interruption by military service automatically extends the deadline.
- In extraordinary circumstances, a student may apply in writing to the Office of the Dean for extension of the deadline.

Diplomas

Diplomas record the degree earned. Designation of Majors and/or Concentrations completed are included on the official transcript.

Graduation Honors

The Graduate School of Management confers degrees at the end of each trimester. All students who achieve a 4.000 grade point average are considered "Highest Honors"; students who achieve a 3.900 to 3.999 cumulative grade point average are considered "Honors". Both designations are posted to the final official transcript. Grades earned in transferred courses are not included in the final grade point average but are included in their determination of "Highest Honors". MBA Degree Completion students are not eligible for "Honors" or "Highest Honors". Students who fail a course or who are found to have violated the policy on Academic Honesty are not eligible for "Honors" or "Highest Honors".

Academic Honesty See page 27.

Plagiarism See page 27.

Cheating See page 28.

Grades and Points

Grade		Point
A	Thorough mastery of course material	4.0
A-		3.7
B+		3.3
B	Generally good understanding of course material	3.0
B-		2.7
C+		2.3
C	Partial understanding; barely adequate	2.0
All grades below "C" are considered failing.		
C-		1.7
D+		1.3
D	Inadequate understanding	1.0
D-		0.7
F	Failed to demonstrate understanding	0.0
I	Incomplete	0.0
I/PR	Permanent Incomplete	0.0
W	Withdrawal	0.0
AD	Audit Grade	0.0
ATT	Lecture Series attended credit granted	0.0
IP	Lecture Series in progress no credit granted	0.0
P	Pass (Capstone Lab only)	0.0
NCR	No Credit Received (LEAD seminars only)	0.0
NP	No Pass (Capstone Lab only)	0.0
N	No grade reported by the Professor or missing when grades were published	0.0
FA	Failure because of excessive absences; Did not withdraw from a course	0.0

Making the Grade

Student academic performance is generally based on at least two measurements in each course: for example, two examinations, or an examination and a project. The exception would be a Capstone course or a Practicum, which may be solely measured on the student's overall performance as evaluated by the professor. Upon the student's request, professors will explain grades but will not change grades unless it can be shown that the original grading was in error. The Dean's Office must approve any grade changes from lower to higher grades. If a student believes that the grade was assigned incorrectly, he/she may appeal their grade according to the steps outlined in the Grade Appeal Process (See page 321).

A grade of A, A-, B+, B, B-, C+, or C signifies that the course was passed. Students may not retake the course for grade replacement. The passing grade remains on the student's permanent record and will be used to compute the final GPA.

A grade of C-, D+, D, D-, F or FA signifies that the course was failed and that the student must retake the course and obtain a grade of C or higher. The failing grade remains on the student's permanent record and is included on any transcript, but it is not used in computing the final GPA or credit hours toward graduation. 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. Courses failed as part of a conditional admission may not be repeated.

Incomplete Grades

The letter "I" denotes an Incomplete and is given only when a valid emergency prevented the student from completing course work. For an Incomplete grade to be considered, the student must have completed a substantial part of the course requirement with a grade for that work. If the student receives an "I" he/she must perform whatever academic tasks the granting faculty member deems necessary before the Incomplete will be changed to a letter grade. An Incomplete Grade Contract must be completed by the student and the professor specifying the work required and a date for completion. The Incomplete Grade Contract must be submitted to the Associate Dean for Academics for final approval and will remain on file in the Office of Student Records. Upon submission of the required work, the professor assigns a grade and submits a grade change form to the Office of Student Records. An Incomplete that is not changed within one term after issuance will be changed to a grade of "I/PR,"—a permanent incomplete that can not be changed once issued. An extension may be granted in extenuating circumstances. To withdraw from a course in which an Incomplete grade was awarded, a Form 160 must be completed. Upon approval the student will then receive a "W" grade for the class dropped. In order to retake the class with another professor, the student must register for the class again and pay the appropriate tuition.

Class Attendance

GSM students are expected to attend all scheduled classes and satisfy all course requirements within the time limits established by the professors. If the student has been excessively absent from any class, it may be wise to withdraw from the course, as lack of attendance may be reflected in the final grade.

Grade Appeal Process

To appeal a grade given by a professor follow the steps below:

1) Request a conference (in person, if possible) with the professor so that an explanation of the grade may be given. This request must be submitted in writing within the trimester immediately following the trimester or intermester when the course was taken. Attempt to gain an understanding of the reason for the grade or ask for a correction if an error. If Step 1 does not satisfy concerns or if the student is unable to meet with professor, proceed to Step 2.
2) Submit an appeal to the GSM Associate Dean for Academics. This appeal must be made within two weeks following a conference with the professor (or an attempt to meet with the professor). The appeal must be prepared in written form so that it can be used by the associate dean to discuss the situation with the professor. The Associate Dean will discuss the appeal with the student and the professor to see if the situation may be resolved [the Associate Dean cannot require a professor to change a grade]. Within three weeks of the appeal, the Associate Dean will provide a written statement of the situation. If Step 2 does not satisfy concerns, proceed to Step 3.
3) Submit a copy of the written appeal submitted in Step 2, along with a copy of the Associate Dean's statement, to the Dean of COB. The Dean will discuss the appeal with the professor and the Associate Dean for Academics in an attempt to resolve the situation. If, in the Dean's view, there is strong evidence that the professor's judgment should be questioned, the Dean will consult with the Academic Review Committee (the student may be asked to appear before this committee) prior to making the final decision. The Dean will provide a

final written statement of the situation within one month after the appeal is submitted to his/her office. This is the student's final appeal.

Academic Review Policy

All GSM students are subject to the Academic Review Policy. After the completion of nine credit hours, students are initially reviewed for satisfactory progress toward a degree. A satisfactory status will be granted if all the admissions requirements have been met and a minimum grade point average of 3.000 has been attained (unless otherwise stated on the student's acceptance letter). Student status is reviewed every trimester as grades and documents are received.

Students are subject to probation for any one of the following situations:

- Three grades of C
- One failing grade (C- and below)
- A cumulative GPA of less than 3.0 but more than 2.5 after completion of 9 credit hours

Students will be allowed to take up to three courses (9 credit hours) in order to clear probation status. If a student's GPA should remain below 3.0 at the end of three courses, the student will be dismissed.

- Two or more failing grades (C- and below)
- Four or more C grades
- Two or more C grades and one failing grade (C- and below)
- A cumulative GPA at or below a 2.5 after the completion of 9 credit hours

Dismissal criteria have precedence over warning/probation criteria. For example, if the student receives two C grades and one failing grade during the first trimester, he/she is subject to dismissal without warning. Students who have been dismissed may not apply for readmission until one year after the date of dismissal.

Academic Dismissal Appeal Process

Students have the right to appeal a dismissal by means of a hearing before the Academic Review Board. Such requests must be filed within two weeks of the date of the dismissal notice. To appeal the dismissal, please provide a written and dated letter to the address in the dismissal letter that contains:

- Full name
- Contact information: phone number and e-mail address
- Explanation of academic performance
- Attach supporting documentation (if necessary)

Students will be contacted by the Dean's office to schedule a time to appear before the Academic Review Board. Arrangements should be made to attend the meeting if the student lives in the local area. The Board will recommend a course of action to the COB Dean who may either accept or reject the Board's recommendation. The COB Dean's decision is final.

Information Disclosure See page. 31.

Equal Opportunity Policy

The University brings together, in common pursuit of its educational goals, persons of many backgrounds and experiences. The University is committed to the principle that in no aspect of its programs shall there be differences in the treatment of persons because of race, creed, national origin, age, sex, or disability and that equal opportunity and access to facilities shall be available to all. Any student complaints pursuant to a discrimination concern should be referred to the Office of the Associate Dean for Academics, (972) 721-5153.

Code of Student Conduct See page 28.

MASTER OF BUSINESS ADMINISTRATION PROGRAMS

The Master of Business Administration requires:

26 credits of core courses
12 credits of specialized lecture courses
3 credits of electives
41 credits total required for MBA degree

Core Courses

The core curriculum courses build critical management and leadership skills and competencies. Classes may be taken in any order as long as prerequisites are satisfied. All courses are three credit hours unless otherwise specified. ***Courses with prerequisites.***

VALUE CREATION CORE (17 credit hours)

MANA 6101. Project & Team Management (1 credit hour)

LEAD. 6LXX. LEAD Seminar (.5 credit hours each/must complete 2)

MANA 6305. Value-Based Leadership*

MARK 6305. Value-Based Marketing*

ECON 6305. Economics and Competitive Strategy*

FINA 6305. Managerial Finance*

OPER 6305. Mangement of Operations*

INTEGRATED ADVANCED CORE (9 credit hours)

BUAD 8310. Business & Society*

MANA 8320. Global Strategy*

BUAD 8090. Capstone Lab/Research Methods (0 credit hours)

BUAD 8390. The Capstone Experience*

Foundational Knowledge Courses

The courses are considered essential to a fundamental understanding of modern business and management practices. Students who have not completed the competencies comprising this foundational knowledge may be required to satisfy up to 12 additional credits in a satisfactory manner before taking core courses. Foundational Knowledge courses are 1.5 credit hours each.

ACCT 5F20. Foundations of Financial Accounting

ACCT 5F50. Foundations of Managerial Accounting*

BUAD 5F20. Foundations of Statistics

BUAD 5F50. Foundations of Management Science*

ECON 5F50. Foundations of Economic Analysis

MANA 5F50. Foundations of Management & Strategy

MARK 5F50. Foundations of Marketing

TECH 5F50. Foundations of Information Technology

Accounting

In addition to the MBA core course requirements, students who complete ACCT 5325, 5326, and 2 Accounting concentration courses will receive a Concentration in Accounting designation on their transcript. ***Courses with prerequisites.***

ACCT 5325. Intermediate Financial Accounting I*
ACCT 5326. Intermediate Financial Accounting II*
ACCT 5330. Introduction to Taxation—*students who completed FINA 6365 prior to Spring 2007 may not take ACCT 5330.**
ACCT 5340. Business Law for Accounting (not a TSBPA approved accounting course)
ACCT 5350. Accounting Information Systems*
ACCT 5360. Auditing*
ACCT 6325. Intermediate Managerial Accounting*
ACCT 6330. Financial Statement Analysis*
ACCT 6340. Corporate Tax*
ACCT 6365. Tax Planning*
ACCT 6370. Planning & Control of Services*
ACCT 7340. Advanced Accounting*
ACCT 7360. Estates and Trusts
BUAD 6390. Business Ethics
OPER 6370. Project Management (not a TSBPA approved accounting course)

Business Management

In addition to the MBA core course requirements, students who complete 4 of these electives will receive a Concentration in Business Management designation on their transcript. ***Courses with prerequisites.***

BUAD 6310. Enterprise Risk Management
BUAD 6370. Negotiation
BUAD 7390. History of Management Thought
BUAD 8380. Applied Research Methods*
MANA 7343. Management Consulting
MANA 8310. Strategic Management* (new curriculum only)
OPER 6370. Project Management

Corporate Finance

In addition to the MBA core course requirements, students who complete ACCT 5325, FINA 7310, 7325 and 1 Corporate Finance elective will receive a Concentration in Corporate Finance designation on their transcript. ***Courses with prerequisites.***

ACCT 5325. Intermediate Financial Accounting I*
ECON 6310. Monetary & Fiscal Policy*
FINA 6352. Securities Analysis*
FINA 7310. Intermediate Corporate Finance*
FINA 7320. International Finance*
FINA 7325. Corporate Treasury Management*
FINA 7330. Financial Forecasting*
FINA 8300. Sptp: Corporate Finance

Engineering Management

In addition to the MBA core course requirements, students who take 4 of these electives will receive a Concentration in Engineering Management designation on their transcript. ***Courses with prerequisites.***

BUAD 6310. Enterprise Risk Management

BUAD 6350. Quantitative Methods*

BUAD 6370. Negotiation

BUAD 7350. Applied Data Analysis*

OPER 6370. Project Management

OPER 6387. Supply Chain Management

OPER 7370. Technical & Project Management*

TECH 6370. Process Mapping and Management

Entrepreneurship

In addition to the MBA core course requirements, students who complete MANA 6340 and 3 Entrepreneurship electives will receive a Concentration in Entrepreneurship designation on their transcript. ***Courses with prerequisites.***

MANA 6340. Entrepreneurship

MANA 6349. Managing a Growing Business*

MANA 7343. Management Consulting

MANA 7345. Business Planning*

MANA 7347. International Entrepreneurship

MANA 8340. Prisoner Outreach Program

Financial Services

In addition to the MBA core course requirements, students who complete FINA 6350 and 3 Financial Services electives will receive a Concentration in Financial Services designation on their transcript. ***Courses with prerequisites.***

BUAD 8302. Management Study Tour (as approved)

FINA 6350. Principles of Financial Planning

FINA 6352. Securities Analysis*

FINA 6353. Portfolio Management*

FINA 6360. Personal Risk Management

FINA 6365. Tax Planning— *students who have taken ACCT 6365 may not take FINA 6365.*

FINA 7320. International Finance*

FINA 7350. Options & Futures Trading

FINA 7355. Retirement Planning and Employee Benefits

FINA 7360. Estates and Trusts— *students who have taken ACCT 7360 may not take FINA 7360.*

This GSM concentration is registered with the CFP Board and AIMR and, as such, is designated to give students proficiency in those subjects needed to qualify for the Certified Financial Planner (TM) (CFP) or Chartered Financial Analyst (CFA) designations upon satisfactory completion of the certificate examination.

Global Business

In addition to the MBA core course requirements, students who complete 4 Global Business electives will receive a Concentration in Global Business designation on their transcript. ***Courses with prerequisites.***

BUAD 8302. Management Study Tour (as approved)
ECON 7310. International Economics*
FINA 7320. International Finance*
MANA 6335. Inter-Cultural Management
MANA 7347. International Entrepreneurship
MARK 6329. Advertising and Marketing Communications
MARK 7324. International Marketing Mgt*
OPER 6380. Import/Export
OPER 6383. Global Supply Chain Strategies*

Health Services Management

In addition to the MBA core course requirements, students who complete MANA 6359, MANA 7357, and 2 Health Services electives will receive a Concentration in Health Services Management designation on their transcript. ***Courses with prerequisites.***

ACCT 6370. Planning and Control of Services*
MANA 6357. Ethical and Legal Issues in Health Care
MANA 6359. Healthcare Management
MANA 7357. Contemporary Issues in Healthcare Management
MARK 7330. Services Marketing*

Human Resource Management

In addition to the MBA core course requirements, students who complete MANA 6363 and MANA 7365 and 2 Human Resource electives will receive a Concentration in Human Resource Management designation on their transcript. Students who have limited or no human resource management experience are strongly encouraged to enroll in MANA 6360 Human Resource Management before enrolling in any other Human Resource elective. ***Courses with prerequisites.***

MANA 6360. Human Resource Management
MANA 6363. Employee and Workforce Law
MANA 6365. Staffing and Employment*
MANA 7360. Compensation Management*
MANA 7365. Employee and Labor Relations*
MANA 7367. Training & Employee Development*
MANA 7369. Strategic Human Resource Management

Information Assurance

In addition to the MBA core course requirements, students who complete TECH 5350 and 3 Information Assurance electives will receive a Concentration in Information Assurance on their transcript. ***Courses with prerequisites.***

TECH 5350. Principles of Information Assurance

TECH 6350. Cryptography and Network Security*

TECH 6355. Trusted Systems*

TECH 6357. Securing Electronic Business*

TECH 7350. Managing Information Security*

TECH 7355. Information Security Risk Mitigation*

TECH 7358. Principles of Digital Forensics*

TECH 7359. Digital Forensics Tools and Techniques*

Information Technology

In addition to the MBA core course requirements, students who complete TECH 6370 and 3 Information Technology electives will receive a Concentration in Information Technology designation on their transcript. ***Courses with prerequisites.***

OPER 6370. Project Management

OPER 7385. eSupply Chain Management

TECH 5340. Principles of IT Service Management

TECH 5350. Principles of Information Assurance

TECH 6367. IT Components

TECH 6368. Data Components

TECH 6370. Process Mapping and Management

TECH 7361. IS Applications

TECH 7365. Future Trends in Technology

TECH 7370. Managing Requirements and Sourcing*

TECH 7375. IT Governance*

Information Technology Service Management

In addition to the MBA core course requirements, students must take the following 4 electives to receive a concentration in Information Technology Service Management designation on their transcript. ***Courses with prerequisites.***

TECH 5340. Principles of IT Service Management

TECH 6340. Advanced IT Service Support*

TECH 6370. Process Mapping & Management

TECH 7340. Advanced IT Service Delivery*

Interdisciplinary

In addition to the MBA core course requirements, students must complete any 5 elective courses (15 credit hours). In the final term, students select an Interdisciplinary Capstone that integrates the previous coursework.

Marketing Management

In addition to the MBA core course requirements, students who complete BUAD 8380 and 3 Marketing electives will receive a Concentration in Marketing Management designation on their transcript. ***Courses with prerequisites.***

BUAD 8380. Applied Research Methods*

MARK 6321. Personal Selling

MARK 6323. Consumer Behavior*

MARK 6325. Sales Management*

MARK 6329. Advertising and Marketing Communications

MARK 7322. Brand Marketing*

MARK 7324. International Marketing Management*

MARK 7325. Strategic Marketing*

MARK 7326. Business-to Business Marketing*

MARK 7330. Services Marketing*

Not-for-Profit Management

In addition to the MBA core course requirements, students who complete 4 of these electives will receive a Concentration in Not-for Profit Management designation on their transcript. ***Course with prerequisites.***

ACCT 6370. Planning and Control of Services*

MANA 7370. Management of Not-for-Profit Organizations

MANA 7374. Partnerships, Fund Development, and Sponsorships

MANA 8340. Prisoner Outreach Program

MARK 7330. Services Marketing*

Organization Development

In addition to the MBA core course requirements, students who complete MANA 7380 and 3 Organization Development concentration courses will receive a Concentration in Organization Development designation on their transcript. ***Courses with prerequisites.***

MANA 7343. Management Consulting

MANA 7367. Training and Employee Development*

MANA 7369. Strategic Human Resource Management*

MANA 7380. Organization Development*

MANA 7387. Power, Influence and Leadership*

MANA 7393. Leading Change*

Project Management

In addition to the MBA core course requirements, students who complete OPER 6370 and 3 Project Management elective courses will receive a Concentration in Project Management designation on their transcript. ***Courses with Prerequisites.***

BUAD 6310. Enterprise Risk Management

BUAD 6350. Quantitative Methods*

BUAD 6370. Negotiation

BUAD 7350. Applied Data Analysis*

OPER 6370. Project Management

OPER 7370. Technical and Project Management*

OPER 7373. Six Sigma Quality*

OPER 7377. Advanced Project Management Leadership*

OPER 7379. Quality and Financial Project Management*

TECH 6370. Process Mapping and Management

Services Management

In addition to the MBA core course requirements, students who complete ACCT 6370, MARK 7330, TECH 5340, and 1 elective from the areas listed below will receive a Concentration in Services Management designation on their transcript.

Health Services Management

Not-for-Profit Management

Sports and Entertainment Management

Sports and Entertainment Management

In addition to the MBA core course requirements, students who complete MARK 6340, and 3 S&E electives will receive a Concentration in Sports and Entertainment Management designation on their transcript. ***Courses with prerequisites.***

ACCT 6370. Planning and Control of Services*

MANA 7374. Partnerships, Fund Development, and Sponsorships

MARK 6321. Personal Selling*

MARK 6340. Contemporary Issues in S&E Mgt.

MARK 7322. Brand Marketing*

MARK 7330. Services Marketing*

MARK 7341. Facility and Event Management*

Strategic Leadership

In addition to the MBA core course requirements, students who complete MANA 7387 and 3 Strategic Leadership elective courses will receive a Concentration in Strategic Leadership on their transcript. ***Courses with prerequisites.***

BUAD 6390. Business Ethics
MANA 7369. Strategic Human Resource Management*
MANA 7387. Power, Influence and Leadership*
MANA 7393. Leading Change*
MANA 7394. Spirituality in Leadership*
MANA 7395. Ethical Dimensions of Leadership*
MANA 8310. Strategic Management* (new curriculum only)
MARK 7325. Strategic Marketing*

Supply Chain Management

In addition to the MBA core course requirements, students who complete OPER 6387 and 3 Supply Chain Management electives will receive a Concentration in Supply Chain Management designation on their transcript. ***Courses with prerequisites.***

BUAD 6310. Enterprise Risk Management
BUAD 6350. Quantitative Methods*
BUAD 6370. Negotiation
BUAD 7350. Applied Data Analysis*
MARK 7326. Business-to-Business Marketing
OPER 6380. Import/Export
OPER 6383. Global Supply Chain Strategies*
OPER 6385. Strategic Procurement
OPER 6387. Supply Chain Management
OPER 7380. Advanced Supply Chain Management*
OPER 7385. eSupply Chain Management

General Electives

The following courses are available as general electives and are not specific to any concentration area.

BUAD 6301/7301. Independent Study
BUAD 7350. Applied Data Analysis—required for MS in IA, IT, ITSM
BUAD 8101/8301. Professional Internship
BUAD 8302. Management Study Tour
MANA 6330. Experiential Leadership
MANA 7390. Mediation and Conflict I
MANA 8300. Mediation and Conflict II*
OPER 6315. Business Process Analysis

MASTER OF SCIENCE PROGRAMS

The **MS** degree (Master of Science) in management at UD is a more specialized program designed for students who seek in-depth knowledge in a specific field. MS degrees are currently offered in Accounting, Information Assurance, Information Technology, and Information Technology Service Management. This is a 31 credit hour program. To be admitted to the MS program, an applicant must have already met all prerequisites. Applicants who have not yet completed all prerequisites will be asked to fulfill these prerequisites first in order to be reconsidered for admission to the MS. For a complete list of acceptable prerequisite work please see: http://www.udallas.edu/gsm/msadmin.cfm. ***Courses with prerequisites.***

Accounting

Required courses to MS in Accounting (25 credit hours)

ACCT 5325. Intermediate Financial Accounting I**

ACCT 5326. Intermediate Financial Accounting II**

ACCT 5330. Introduction to Taxation*

ACCT 5350. Accounting Information Systems*

ACCT 5360. Auditing*

ACCT 8380. Accounting Research Methods*

ACCT 8395. Accounting Theory*

BUAD 6390. Business Ethics

MANA 6101. Project & Team Management (1 credit hour)

Two additional Accounting electives (6 credit hours)

***If a student has undergraduate Intermediate Accounting I & II—substitute these two courses with Accounting electives.*

Information Assurance

Required courses to the MS in Information Assurance (13 credit hours)

BUAD 7350. Applied Data Analysis*

BUAD 8380. Applied Research Methods*

MANA 6101. Project & Team Management (1 credit hour)

TECH 5350. Principles of Information Assurance

TECH 8395. Research Practicum*

Six additional Information Assurance electives (18 credit hours)

Information Technology

Required courses to the MS in Information Technology(13 credit hours)

BUAD 7350. Applied Data Analysis*
BUAD 8380. Applied Research Methods*
MANA 6101. Project & Team Management (1 credit hour)
TECH 6370. Process Mapping and Management
TECH 8395. Research Practicum*
Six additional Information Technology electives (18 credit hours)

Information Technology Service Management (ITSM)

Required courses to the MS in ITSM (31 credit hours)

BUAD 7350. Applied Data Analysis*
BUAD 8380. Applied Research Methods*
MANA 6101. Project & Team Management (1 credit hour)
OPER 6370. Project Management
TECH 5340. Principles of IT Service Management
TECH 5350. Principles of Information Assurance
TECH 6340. Advanced IT Service Support*
TECH 6370. Process Mapping and Management
TECH 7340. Advanced IT Service Delivery*
TECH 7375. IT Governance
TECH 8395. Research Practicum*

MASTER OF MANAGEMENT PROGRAMS

Each **Master of Management Program** requires completion of six courses from one elective specialized area, plus BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390 and one elective from other specialized areas or 30 credit hours. Waivers and substitutions are not allowed, and prerequisites for courses must be completed if the course was not completed in the student's MBA program. Courses completed or waived in a student's MBA cannot be repeated for credit to satisfy the Master of Management requirements.

Accounting

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete ACCT 5325, 5326, and four of the other Accounting concentration electives, and one additional course taught at GSM will receive a *MM in Accounting* designation on their transcript.

Business Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Four specific courses—BUAD 6390, BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete five Business Management concentration electives, and one additional course taught at GSM will receive a *MM in Business Management* designation on their transcript.

Corporate Finance

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and and BUAD 8390—are required for the MM degree. In addition, MM students who complete FINA 7310, 7325, ACCT 5325, three of the other Corporate Finance concentration electives, and one additional course taught at GSM will receive a *MM in Corporate Finance* designation on their transcript.

Engineering Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete six of the Engineering Management concentration electives, and one additional course taught at GSM will receive a *MM in Engineering Management* designation on their transcript.

Entrepreneurship

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete MANA 6340, five of the other Entrepreneurship concentration electives, and one additional course taught at GSM will receive a *MM in Entrepreneurship* designation on their transcript.

Financial Services

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete FINA 6350, five of the other Financial Services concentration electives, and one additional course taught at GSM will receive a *MM in Financial Services* designation on their transcript.

Global Business

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete six of the Global Business concentration electives, and one additional course taught at GSM will receive a *MM in Global Business* designation on their transcript.

Human Resource Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete MANA 6363, five of the other Human Resource Management concentration electives, and one additional course taught at GSM will receive a *MM in Human Resource Management* designation on their transcript.

Information Assurance

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete TECH 5350, five of the other IA concentration electives, and one additional course taught at GSM will receive a *MM in Information Assurance* designation on their transcript.

Information Technology

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete TECH 6370, five of the other IT concentration electives, and one additional course taught at GSM will receive a *MM in Information Technology* designation on their transcript.

Interdisciplinary

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. MM students who complete any combination of eight electives from any of GSM's concentrations will receive a Master of Management degree with no designated concentration on their transcript.

Marketing Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete BUAD 8380, five of the other Marketing concentration electives, and two additional courses taught at GSM will receive a *MM in Marketing Management* designation on their transcript.

Organization Development

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses —BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete MANA 7380, five of the other Organization Development concentration electives, and one additional course taught at GSM will receive a *MM in Organization Development* designation on their transcript.

Project Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete OPER 6370, five of the other Project Management concentration electives, and one additional course taught at GSM will receive a *MM in Project Management* designation on their transcript.

Services Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete ACCT 6370, MARK 7330, TECH 5340, and 3 electives from Health Service Management, Not-for-Profit Management, Sports and Entertainment Management, and one additional course taught at GSM will receive a *MM in Service Management* designation on their transcript.

Sports and Entertainment Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete MARK 6340, five of the other Sports and Entertainment concentration electives, and one additional course taught at GSM will receive a *MM in Sports and Entertainment Management* designation on their transcript.

Strategic Leadership

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete MANA 7387, five of the other Strategic Leadership concentration electives and one additional course taught at GSM will receive a MM in Strategic Leadership designation on their transcript. *Note: BUAD 6390 does not count towards both the degree and the Strategic Leadership elective*.

Supply Chain Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete OPER 6387, five of the other Supply Chain concentration electives, and one additional course taught at GSM will receive a *MM in Supply Chain Management* designation on their transcript.

Technologies Management

A total of ten courses are required to meet the curriculum requirements of the MM program. Three specific courses—BUAD 6390 or BUAD 8310, BUAD 7390, and BUAD 8390—are required for the MM degree. In addition, MM students who complete seven electives (and complete at least one elective from three of the following areas, IT, ITSM, IA, and Project Management) will receive a *MM in Technologies Management* designation on their transcript.

CERTIFICATE PROGRAMS

Each Certificate Program consists of five or six three-credit graduate-level courses. Students are responsible for satisfying any prerequisite requirements for certificate courses. This may extend the number of courses required to complete the certificate program. Certificates are awarded upon successful completion of the required course work, submission of the application for certificate, as well as a completed file, and payment of all tuition and fees. The certificate courses will be accepted into the Master of Business Administration or Master of Management program if the student wishes to pursue either of those degrees and satisfies GSM admission requirements. Students may also contact the GSM Admissions Office at 972-721-5174 or admiss@gsm.udallas.edu. ***Courses with prerequisites.***

Accounting

ACCT 5325. Inter. Fin. Acct. I*
ACCT 5326. Inter. Fin. Acct. II*

Select three Accounting electives:

***NOTE*:** ACCT 5340 & OPER 6370 may not be used.

Business Management

MANA 6305. Value Based Leadership*
MARK 6305. Value Based Marketing*
ECON 6305. Econ & Comp. Strategy*
FINA 6305. Managerial Finance*
OPER 6305. Mgt. of Operations*

(* requires completion of all Foundational Knowledge courses.)

Corporate Finance

ACCT 6305. Managerial Finance*
FINA 7310. Intermed. Corp. Fin.*
FINA 7320. International Finance*
FINA 7330. Financial Forecasting

Select one of the following:

ACCT 5325. Intermed. Fin.Acct.*
ECON 6310. Mon. & Fisc. Plcy.
FINA 7325. Corp. Treasury Mgt.

Engineering Management

BUAD 6350. Quantitative Methods*
OPER 6305. Mgt. of Operations*
OPER 6370. Project Mgt.
TECH 6370. Process Mapp & Mgt.

Select one BUAD or OPER course from the following areas:

Engineering Mgt.
Project Mgt.
Supply Chain Mgt.

Entrepreneurship

MANA 6340. Entrepreneurship
MANA 6349. Mnging a Growing Bus.
MANA 7345. Business Planning*

Select two Entrepreneurship electives

Financial & Estate Planning (CFP)

FINA 6350. Principles of Fin. Plan.
FINA 6352. Securities Analysis*
FINA 6360. Personal Risk Mgt.
FINA 6365. Tax Planning
FINA 7355. Retirement Plan. & Employee Benefits
FINA 7360. Estates & Trusts

Global Business

Select five Global Business electives

Health Service Management

ACCT 6370. Plan. & Control of Serv.
MANA 6357. Ethical & Legal Issues in HCM
MANA 6359. Healthcare Mgt.
MANA 7357. Cont. Issues in HCM
MARK 7330. Services Marketing

Human Resource Management

MANA 6360 Human Resouce Mgt.
(May take Strategic HR Management with approval)

MANA 6363. Employee and Workforce Law
MANA 6365. Staff. and Employment*
MANA 7360. Compensation Mgt.*
MANA 7365. Employee and Labor Relations*

Information Assurance

IA CERTIFICATE 4011-4015

TECH 5350. Principles of IA
TECH 6350. Crypto. Network Sec.*
TECH 6355. Trusted Systems*
TECH 6357. Securing Elec. Business*
TECH 7355. Info. Sec. Risk Mit.* *(taken last)*

Students seeking Certificate 4011-4016 must also complete TECH 7350 Managing Information Security.

Information Technology

TECH 6370. Proc. Mapping & Mgt.
Select four IT electives.

Information Technology Service Management

TECH 5340. Principles of ITSM
TECH 6340 Adv. IT Serv. Mgt.
Select one IT elective

TECH 6370. Proc. Mapping & Mgt.
TECH 7340. Adv. IT Sev. Delivery
Select one IT elective

TECH 6340. Advanced IT Service Support
TECH 6370. Proc. Mapping & Mgt.
TECH 7340. Adv. IT Service Delivery*
Select one IT elective

Marketing Management

MARK 6305. Value-Based Marketing*
MARK 6323. Consumer Behavior
MARK 7325. Strategic Marketing
BUAD 8380. Applied Research Methods* (taken last)

Select one Marketing elective

Not-for-Profit (NFP) Management

ACCT 6370. Plan. & Control of Serv.*
MANA 7370. Mgt. of NFP Org.
MANA 7374. Partnerships, Fund Develop. & Sponsorships
MANA 8340. Prisoner Outreach Program
MARK 7330. Services Marketing

Organization Development

MANA 6305. Value-Based Leadership*
MANA 7367. Training and Employee Develop.*
MANA 7380. Organization Develop.*
MANA 7387. Power, Influence and Leadership*

Select one Organization Development elective

Project Management

OPER 6370. Project Mgt.
OPER 7370. Tech. & Project Mgt.*
OPER 7377. Adv. Project Mgt. Leadership*
OPER 7379. Quality & Fin. Project Mgt.*

Select one BUAD or OPER course from the following areas:

Engineering Mgt.
Project Mgt.
Supply Chain Mgt.

Services Management

ACCT 6370. Plan. & Control of Serv.* TECH 5340. Principles of ITSM
MARK 7330. Services Marketing

Select two courses from electives in the following areas:

Health Services Mgt.
Not-for-Profit Mgt.
Sports & Entertainment Mgt.

Sports & Entertainment (S&E) Marketing

MARK 6340. Contemporary Issues in S&E Mgt.
MARK 7330. Services Marketing

Select three Sports & Entertainment electives

Strategic Leadership

MANA 6305. Value-Based Leadership*

MANA 7387. Power, Influence and Leadership*

Select three Strategic Leadership electives

Supply Chain Management

OPER 6380.	Import/Export	OPER 6387.	Supply Chain Mgt.
OPER 6385.	Strategic Procurement	OPER 7380.	Advanced Supply Chain Mgt.*

Select one BUAD or OPER course from the following areas:

Engineering Mgt.

Project Mgt.

Supply Chain Mgt.

Graduate School of Management Course Descriptions

Foundational Knowledge

ACCT 5F20. Foundations of Financial Accounting. Focuses on accounting as a system for financial information about business events, emphasizing the basic financial statements of the balance sheet, income statement, and the statement of cash flows. Students will understand the transformation of information through the use of the double entry paradigm and generally accepted accounting principles. This course assumes no prior accounting knowledge.

ACCT 5F50. Foundations of Managerial Accounting. An introduction to the knowledge and skills relevant to the internal use of accounting techniques to support management decision and budgeting for business operations. Management accounting methods, terms and practices are covered, as well as an introduction to financial management, including time value of money. Prerequisite: ACCT 5F20.

BUAD 5F20. Foundations of Statistics. Focuses on the analysis and presentation of quantitative information in a manner that facilitates understanding and decision-making. The course covers basic statistical techniques for descriptive reports and simple linear regression analysis.

BUAD 5F50. Foundations of Management Science. Presents an introduction to management science - the discipline of applying analytical methods to help make better decisions. The course is applications-oriented, focusing on how the methods of management science are applied to business situations. Emphasis is placed throughout on students practicing the application and interpretation of the methods of management science. Prerequisite: BUAD 5F20.

ECON 5F50. Foundations of Economic Analysis. Focuses on an introductory understanding of topics covered in economics and their application in the business world.

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 will be examines, with an emphasis on the strategic management process.

MARK 5F50. Foundations of Marketing. Surveys the marketing activities and decisions of both for-profit and not-for-profit organizations involved in providing need-satisfying products and services to consumers in domestic and global markets. The overall goal of the course is to provide students with a working knowledge of the fundamental marketing concepts.

TECH 5F50. Foundations of Information Technology. Course is intended to be an introduction to the many facets of Information Systems within a global economy. Students will be exposed to many arenas in which Information Systems and Technologies are used to support decision making.

Accounting

ACCT 5320. Financial Accounting. Focuses on basic financial statements, such as the balance sheet, income statement, and the statement of cash flows. Students study the foundations of accounting methods and systems, including the double-entry system and inventory methods. This course assumes no prior accounting knowledge. Formerly MGT 5368. Final offering: Fall 2008.

ACCT 5325. Intermediate Financial Accounting I. Continuation of Financial Accounting. It provides an in-depth coverage of the accounting system and basic financial statements learned in the first financial accounting course. Selected accounting items are covered with an emphasis on the topics of interest to financial managers including revenue recognition, statement of cash flows, working capital, investments, and leases. Prerequisite: ACCT 5320 or ACCT 5F20. Formerly MGT 5369 or MGT 7368.

ACCT 5326. Intermediate Financial Accounting II. Continuation of Intermediate Financial Accounting I. Selected accounting items are covered with an emphasis on the topics of interest in corporate financial reporting including cash and receivables, pensions, deferred taxes, stockholders equity and earnings per share. Prerequisite: ACCT 5325. Formerly MGT 5370.

ACCT 5330. Introduction to Taxation. Course concentrates on the basic theories and practices of taxation, including income, consumption and property tax. The main focus is on the U.S. individual tax. The course will involve hands-on experience in preparing both individual and business tax returns. Prerequisite: ACCT 5320 or ACCT 5F20. Formerly MGT 5377. Students who took FINA 6365 prior to Summer 2007 may not take this course.

ACCT 5340. Business Law for Accounting Professionals. Course explores general commercial law as it applies to the practice of accounting. The course content is focused on the Uniform Commercial Code. The course topics are those on the Uniform CPA Examination and include contract law, agencies, debtor-creditor relationships, real property, and government regulation of businesses. Not a TSBPA approved accounting course. Formerly MGT 5381.

ACCT 5350. Accounting Information Systems. Study of the manual and automated records, documents, procedures and controls used in accounting systems. Course content emphasis is placed on information technology and the use of technology in financial accounting, decision-making, and auditing. Prerequisite: ACCT 5320 or ACCT 5F20. Formerly MGT 6344.

ACCT 5360. Auditing. A study of the topic of auditing focusing on the audit of financial statements used for external reporting. Topics also covered include professional ethics, internal and operational auditing, forensic accounting, and assurance services. Prerequisite: ACCT 5325. Formerly MGT 6357.

ACCT 6320. Managerial Cost Accounting. Exposes students to workable techniques for managerial analysis. Students study cost behavior analysis, absorption and direct costing, operating and cash budget preparation, and variance analysis. Prerequisite: ACCT 5320. Formerly MGT 6370. Final offering: campus - Fall 2008; online - Spring 2009.

ACCT 6325. Intermediate Managerial Accounting. Advanced study of capital budgeting and expenditure decisions, allocation of support activity and joint costs, transfer pricing, target costing and cost analysis for pricing decisions, and absorption, variable and throughput costing. A course emphasis includes the use of internal information for setting corporate objectives, planning, and performance evaluation. Prerequisites: ACCT 6320 or ACCT 5F50. Formerly MGT 7384.

ACCT 6330. Financial Statement Analysis. Advanced financial accounting course focusing on the analysis of statements including shareholder's equity, income, balance sheet, and cash flow. Topics include the analysis of financing and investing activities, profitability, growth, economic value, and valuation of operations and debt. Prerequisites: FINA 6301 or FINA 6305 (or ACCT 5325). Formerly MGT 7361.

ACCT 6340. Corporate Tax. The study of federal income tax regulations and accounting for corporations and shareholders. Topics include a detailed examination of corporate formation, capital structure, income taxation, and income distribution. Prerequisite: ACCT 5330. Formerly MGT 6327.

ACCT 6365. Tax Planning. See description for FINA 6365. Equivalent to FINA 6365.

ACCT 6370. Planning and Control of Services. Examines the techniques needed to measure and evaluate an organization and plan for future growth using data analysis, processes to improve decision making and reduce organizational uncertainty, and control of outcomes. Topics include decision models, performance metrics, data analysis, timelines, forecasting, and organizational and project planning processes. Prerequisite: FINA 6305, FINA 6301 or ACCT 5325.

ACCT 7340. Advanced Accounting. Provides in-depth coverage of financial reporting topics including: business combinations, partnerships, estates and trusts, segment and interim reporting, foreign currency transactions, and governmental and not-for-profit accounting. Prerequisite: ACCT 5326. Formerly MGT 7369.

ACCT 7360. Estates and Trusts. See description for FINA 7360. Equivalent to FINA 7360.

ACCT 8380. Accounting Research Methods. Research methods for solving complex accounting and reporting issues including both financial accounting and tax accounting cases. Prerequisite: 3 credit hours of tax; 3 credit hours of intermediate accounting, BUAD 5F20 or equivalent. Formerly MGT 8370.

ACCT 8395. Accounting Theory. Course serves as the capstone to and fulfills the research requirement for the M.S. in Accounting. Course concentrates on advance topics of U.S. Generally Accepted Accounting Principles. This course focuses on the practice of accounting and the application of GAAP and is the last course taken in the MS program. Prerequisite: ACCT 8380. Formerly MGT 8385.

Business Administration

BUAD 5350. Data Analysis for Decision-Making. Focuses on the analysis and presentation of quantitative information in a manner that facilitates understanding and decision-making. The course covers basic sampling, statistical analysis, reporting, and data presentation techniques. Formerly MGT 5371. Final offering: campus - Fall 2008; online - Spring 2009.

BUAD 6301/7301. Independent Study. A member of the resident faculty, with permission of the Associate Dean for Academic Operations, 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 and final report must be on file with Office of Student Records. Formerly MGT 6301/7301.

BUAD 6310. Enterprise Risk Management. Presents principles of risk management that are applicable to the entire organization and techniques for analyzing, reducing, financing, and retaining risk exposure. Topics include health/security, engineering, workers compensation, contingency planning, and captives/reinsurance. Formerly MGT 6324.

BUAD 6350. Quantitative Methods. A continuation of the study of applied data analysis. Emphasis of the course is on decision making, forecasting, and decision modeling in operations. Prerequisite: one course in basic statistical analysis through simple linear regression. Prerequisite: BUAD 5350 or BUAD 5F50 or comparable class.

BUAD 6360. Global Business. Provides students with an overview of the evolving nature of the global business environment with special focus on international trade and foreign direct investment. Integration of markets, regulatory institutions and policies, and cultural factors are examined as the driving forces of foreign entry strategies and operational decisions in the international firm. Formerly MGT 6387. Final offering: campus - Fall 2008; online - Spring 2009.

BUAD 6370. Negotiation. Designed for individuals involved in negotiations in business and organizational environments or individuals wanting to gain insight into the negotiation process. The course will focus on mastering the processes and techniques utilized in successful negotiations to create lasting agreements and formal business contracts. Formerly MGT 6348.

BUAD 6390. Business Ethics. Develops a coherent framework, focused on the concept of virtue, for resolving ethically challenging situations in management and integrating the manager's personal life and values with sound management practice. Extensive readings in imaginative literature are used to illustrate and practice applications of the framework. Formerly MGT 6399.

BUAD 7350. Applied Data Analysis. Required in the M.S. degree. Statistical methods necessary for applied multivariate problem-solving, surveying, and business research. Analytic techniques include analysis of variance, regression, factor analysis, reliability analysis, and nonparametric tests. Students will learn computer-based analysis using statistical software. Prerequisite: BUAD 5350 or BUAD 5F50 or BUAD 6350. Formerly MGT 8351.

BUAD 7390. History of Management Thought. Explores the historic evolution of key competitive strategies, together with behavioral underpinnings of contemporary management. Students will develop a better understanding of the importance

of historical roots, tracing the dynamic interactions of strategies and behavioral concepts as they apply to the competitive world of modern organizations.

BUAD 8090. Capstone Lab Research Methods. Formerly MGT 8090. Required with BUAD 8390.

BUAD 8101/8301. Professional Internship. University-directed experience in a professional employment setting appropriate to the student's professional objectives. The supervising instructor, based on the Internship Contract, monitors the internship. Approval of the Associate Dean for Academic Operations is required prior to course registration. The Internship Contract and the final report must be on file with the Office of Student Records. Formerly MGT 8101 or MGT 8301.

BUAD 8302. Management Education Study Tour. On-site experience in a variety of public, private and governmental organizations. Domestic study tours visit companies and organizations in a selected geographic area in the United States. International tours visit countries worldwide allowing students to experience the local corporate and social cultures. Formerly MGT 8302.

BUAD 8310. Business and Society. Course examines the social, political, legal and regulatory environments that constitute the background in which a for-profit business firm conducts its activities in domestic and global contexts. Corporate social responsibility and the ethical dimensions of decisions that impact stakeholder groups and corporate sustainability in a competitive environment are discussed.

BUAD 8380. Applied Research Methods. Course prepares students to engage in applied business and market research using sound methodological principles. Topic coverage includes the research process, design, ethical issues, data analysis, literature review, qualitative methods, and sampling techniques. For MS students, must be taken in the term prior to practicum. Students must complete an approved research proposal in anticipation of TECH 8395 Research Practicum. Prerequisite: BUAD 5F50 or BUAD 5350, 6350 or 7350. Formerly MGT 8380 and MARK 7328.

BUAD 8390. The Capstone Experience. The Management Policy and Practice capstone course is designed to integrate all earlier course work. The goal of the capstone course is to develop an ability to consider an enterprise as an integrated entity, to use the concepts of policy and strategy, and to understand the environmental constraints and ethical considerations facing an organization. This course may be taken only in the final trimester of study. Capstone sections may require prerequisites as specified by the professor. Formerly MGT 8390.

Economics

ECON 6305. Economics and Competitive Strategy. Designed to help managers make informed decisions with the aid of economic analysis. It applies basic microeconomic theory to industry analysis and the competitive positioning of firms both domestically and globally. Prerequisite: ECON 5F50.

ECON 6310. Monetary and Fiscal Policy. Global macroeconomic concepts and data are presented and analyzed. The aim is to enable managers to make more informed judgments and decisions on matters, including firm profitability, that are affected by the behaviors of business cycles, financial markets, and industry sectors. Prerequisite: ECON 5350 or ECON 6305. Formerly MGT 6377.

ECON 7310. International Economics. The global economic environment of multinational firms in developed and developing economies. Topics include trade

agreements and government policies, international financial institutions, balance of payments, accounting and foreign exchange markets, challenges facing less developed countries, and competitive advantages of newly industrialized countries. Prerequisite: ECON 5350 or ECON 6305. Formerly MGT 7381.

Finance

FINA 6301. Financial Management. Focuses on risk-return analyses that managers use to maximize firm value. Topics include financial statement analysis, valuation of financial instruments, capital expenditure analysis, cost of capital and capital structure, working capital management, short term finance, and dividend policy. Prerequisite: ACCT 5320. Formerly MGT 6398. Last offering: campus - Fall 2008; online - Spring 2009.

FINA 6305. Managerial Finance. Focuses on risk-return analyses that managers use to maximum firm value. Topics include time value of money (review), valuation of financial instruments, capital budgeting, cost of capital and capital structure, working capital management, and dividend policy. Prerequisites: ACCT 5F50, BUAD 5F20 and ECON 5F50.

FINA 6350. Principles of Financial Planning. Addresses major issues in individual and family finances, including investments, savings, credit insurance, taxes, and estate planning. Case analysis is used to gather client data, prepare a financial statement, analyze a client's strengths and weaknesses, and prepare a comprehensive financial plan. Formerly MGT 6355.

FINA 6352. Securities Analysis. The field of investments is examined with special emphasis on common equities and fixed income securities. Participants will also be introduced to portfolio management principles, options and futures, mutual funds and global investing. Prerequisites: FINA 6301 or FINA 6305. Formerly MGT 6316.

FINA 6353. Portfolio Management. Portfolio objectives, practices, procedures, and modern portfolio theory are studied. Prerequisite: FINA 6352 or equivalent. Formerly MGT 6317.

FINA 6360. Personal Risk Management. Explores the principles of risk management to identify an individual's risk exposure, and to select appropriate risk management techniques for the individual's circumstances. Various forms of insurance available from public and private sectors are covered. Formerly MGT 6322.

FINA 6365. Tax Planning. Focuses on individual income taxation as it is affected by various factors, including different forms of business, intra-family asset transfers, tax advantaged investments, charitable contributions, and tax planning alternatives. Case analysis is used to gain skill in evaluating a client's current tax situation and making recommendations to minimize taxes. Prerequisite: ACCT 5320 or ACCT 5F20. Formerly MGT 6359. Equivalent to ACCT 5330 through Spring 2007.

FINA 7310. Intermediate Corporate Finance. Builds on Managerial Finance and presents additional concepts and models for financial decision- making. Topics covered include capital budgeting, lease financing, working capital management, mergers and acquisitions, risk management, capital structure theory, dividend policy, and multinational financial management. Prerequisites: FINA 6305 (or ECON 5350 or ECON 6305 and FINA 6301). Formerly MGT 7372.

FINA 7320. International Finance. Policies and practices required to manage foreign exchange risk, finance international trade, and meet working capital and

investment needs of multinational companies. Prerequisite: FINA 6301 or FINA 6305. Formerly MGT 7385.

FINA 7325. Corporate Treasury Management. Examines the strategies and tools of liquidity management with an emphasis on the treasury activities of cash planning and control. Topics include liquidity and financial flexibility, working capital management, cash forecasting and transactions procedures, near-cash investments, short-term financing, the payment systems, cash collection, and managing financial risk with futures, options, and swaps. The course is offered through an educational partnership with the Association for Financial Professionals. Students who complete the course may sit for the Corporate Treasury Professional (CTP) examination. Prerequisite: FINA 6301 or FINA 6305. Formerly MGT 7387.

FINA 7330. Financial Forecasting. Methods of forecasting sales, the development of pro forma financial statements, and estimates of cash needs and financing requirements as based on the sales forecast. Profit planning in the context of anticipated costs, financing requirements and long-term expectations of funds' flows will be explored. Prerequisites: BUAD 5350 or BUAD 5F20 and BUAD 5F50 and FINA 6301 or FINA 6305. Formerly MGT 7388.

FINA 7350. Options and Futures Trading. Covers options and futures trading strategies with special emphasis on managing various forms of financial risk and derivative instruments. Students have the opportunity to visit the leading global options and futures markets in Chicago and to interact with professional traders and market makers. The course is offered in "industry immersion" format and includes a combination of online learning and the mandatory class trip to Chicago. Formerly MGT 6397.

FINA 7355. Retirement Planning and Employee Benefits. Key features of qualified retirement plan design, and the advantages and disadvantages of specific types of qualified government-sponsored plans, including social security, are covered. The course also examines non-qualified deferred compensation, and other commonly provided employee benefits. Formerly MGT 7330.

FINA 7360. Estates and Trusts. Covers the fundamentals of estate planning with consideration of federal estate and gift tax implications. It presents various estate planning techniques, relating to forms of ownership, charitable transfers, and postmortem planning and uses case studies requiring estate tax computation for a client and making recommendations that minimize the taxes and maximize transfer of the estate. Formerly MGT 7359. Equivalent to ACCT 7360.

FINA 8300. Special Topics in Corporate Finance. Formerly MGT 8304.

LEAD Leadership Effectiveness, Assessment and Development

LEAD 6L01. Interpersonal Effectiveness Part 1. Seminar introduces students to Daniel Goldman's EQ model, provides feedback on their individual EQ profile, and addresses the competencies that comprise the intrapersonal domains of self-awareness and self-management.

LEAD 6L02. Interpersonal Effectiveness Part 2. Seminar builds on the competencies developed in Part 1. Provides students with opportunities to share their experiences in applying what they learned in the previous session and will go on to address the competencies that comprise the interpersonal domains of social awareness and relationship management. Prerequisite: LEAD 6L02.

LEAD 6L03. Negotiating for Success. Students learn the prerequisites for successful negotiation sessions. Explores the differences between distributive

bargaining and integrative negotiating. Discovers the fallacy of compromise and why building toward synergistic, "win-win" third solution produces powerful outcomes. Students learn how to use and adapt to different bases of power while negotiating. Time-tested strategies are practiced in simulated sessions to increase effectiveness as a negotiator.

LEAD 6L04. Delegating for Results. Students learn how to embrace delegation as a means to increase the effectiveness in managing others. They discover a systematic way to select the appropriate person to delegate a task to in order to achieve success. Students learn how to build and practice a model to facilitate a conversation with a person to get delegating off to an effective start. Students explore several methods for monitoring progress and follow up.

LEAD 6L05. Influence Skills for Effective Leadership. Interactive and fast-paced program; explores how influencing, or "selling", differs from telling and coaching stratagies. How influence is effective in situations which vary depending upon the levels of power and authority held by the participants. Discusses the reasons that influencing is consistent with contemporary workplace practices that stress teamwork, collaboration and cooperation. Students learn the advantages of obtaining commitment to action plans rather than simple compliance. Build and practice a five-step model for influencing others applied to an actual situation that the student has been or will be involved with.

LEAD 6L06. Setting High Performance Goals. Students learn how to link goals upward with the mission and vision of the organization, and downward to the projects, tasks, and activities that comprise a job. They discover how to construct high performance goals that tie directly to benefits and consequences. Explores five aspects of high performance goals that are SMART: specific, measurable, achievable, relevant, and trackable. Practice the skills that help facilitate a meeting with others to mutually construct goals and prepare for future challenges.

LEAD 6L07. Building Trust in the Workplace.

LEAD 6L08. Coaching for Results.

Management

MANA 6101. Project & Team Management. Section one focuses on teams and how to work as an effective and productive team member or team leader. The second section is devoted to fundamental concepts and methods for planning and executing projects. Should be taken before or concurrently with first Value Creation Core course.

MANA 6301. Human Behavior in Organizations. Examines various aspects of human behavior in organizations. Individual differences, ethics, culture, motivation, reward systems, leadership, organizational change, and group process are examined in the context of the organization's structure, the diversity of its populace (employees, volunteers, etc.), its role in the global marketplace, and its internal and external cultural environment. Formerly MGT 6386. Final offering: Campus—Fall 2008.

MANA 6305. Value-Based Leadership. Presents an employee-centered analysis of organizational value creation through the leadership of human resources. The intersection of organizational theory, behavior, development, and change serves as the context in which students are challenged to develop knowledge, skills, and ability necessary to plan, evaluate, implement, and improve human resource

initiatives. Emphasis is placed on critically evaluating multi-dimensional value creation perspectives. Prerequisite: MANA 5F50.

MANA 6330. Experiential Leadership. Course teaches concepts of leadership, demonstrates process roles in leadership, and uses ropes course activity as integrated ways to achieve organizational results through hands on development of common vision and sharing of common tasks. Students should expect a maximum of involvement through process application and intensive field experience. The ability to participate in outside physical activity is required. Formerly MGT 6304.

MANA 6335. Inter-Cultural Management. Examination of the influence of culture on firm management in both domestic and international operations. Factors that affect decision-making such as ethics, country risk, and sensitivity to diversity are incorporated into lectures, class discussion and case presentations. Formerly MGT 6363.

MANA 6340. Entrepreneurship. A "real-world" course with emphasis on involving the student in the process of creating an enterprise. Topics include: creating financial projections and business plans, raising capital, legal formats, going public, international applications, marketing techniques, and entrepreneur profile and personality analysis. Bailouts, acquisitions, mergers, and turnarounds will also be examined. Formerly MGT 7308.

MANA 6349. Managing a Growing Business. This course focuses on the critical management skills and body of knowledge that an entrepreneur needs to launch, operate and finance a smaller business entity. Students are introduced to value creation concepts, business management techniques and financing sources applicable to a new or emerging business enterprise. Corequisite: MANA 6340 Prerequisite: FINA 6301 or 6305.

MANA 6357. Ethical and Legal Issues in Healthcare. Reviews healthcare legal issues and regulations including licensure and certification, institutional and personal liability, responsibilities of administrators and governing boards, malpractice and federal regulatory measures. Ethical issues common to the healthcare industry such as conflict of interest, fiduciary duty, resource allocation, consent, bioethics and care responsibilities as they affect the autonomy, privacy, and protection of patients are also discussed. Formerly MGT 6366.

MANA 6359. Healthcare Management. Reviews healthcare legal issues and regulations including licensure and certification, institutional and personal liability, responsibilities of administrators and governing boards, malpractice and federal regulatory measures. Ethical issues common to the healthcare industry such as conflict of interest, fiduciary duty, resource allocation, consent, bioethics and care responsibilities as they affect the autonomy, privacy, and protection of patients are also discussed. Formerly MGT 7366.

MANA 6360. Human Resource Management. Introduction to the human resource function in organizations. Designed for those students with limited or no knowledge of human resource management, the course surveys contemporary practices in job analysis, staffing, training, compensation, performance appraisal, health/safety/security, and labor/employee relations. Formerly MGT 6338.

MANA 6363. Employee and Workforce Law. An overview of legal issues affecting human resource management, including international, federal, state, and municipal laws. Landmark as well as current Federal and State court cases, Federal executive orders, tort theories, ethical concerns, legislative issues, and legal trends are also covered. Formerly MGT 5385.

MANA 6365. Staffing and Employment. Focuses on the employment function, including human resource planning, selection, and retention. The interview and selection process is examined in-depth from a practical perspective to meet staffing needs in a constantly changing environment. Prerequisite: MANA 6360 formerly MGT 6358.

MANA 7343. Management Consulting. Is highly utilized in many organizations. Executives frequently engage management consultants and key managers work on projects with the consultants. Participants are introduced to the full range of the management consulting service industry, business models utilized, marketing approaches and critical issues for success of management consulting projects and individual career progression. Formerly MGT 6309.

MANA 7345. Business Planning. Builds on the framework established in MANA 7343. Topics include start-up financing, daily operation and management of the enterprise, marketing of the product or service, identifying the potential risk factors facing the enterprise, and describing the actual product or services to be offered. Methods of acquiring additional capital and financial planning are also addressed. Team approach to developing a business plan that is presented to a group of potential investors. Formerly MGT 7328.

MANA 7347. International Entrepreneurship. Whether working for a large multinational company or a small entrepreneurial company, the global business person must think and act entrepreneurially. Provides students with an understanding of the complexities faced by entrepreneurs doing business in a global environment, including opportunity identification and evaluation; market analysis and intelligence; joint ventures and partnerships; regulations, laws, and customs; and agents, VARS, and representatives. Prerequisite: MANA 6340. Formerly MGT 7338.

MANA 7357. Contemporary Issues in Health Services Management. Examines the evolution of healthcare policy and leadership issues as drivers of current health services delivery. Emphasis is placed on understanding provider, payer, government and consumer perspectives as they impact the challenges faced by healthcare managers. The design of the United States healthcare delivery system as compared to other international modes is also explored as well as future models (name change Fall 2007). Formerly MGT 6390 Healthcare Policy.

MANA 7360. Compensation Management. Explores the role of direct compensation in meeting organizational objectives, including internal and external pay relationships, alternative reward systems, and special group compensation. Pay is examined relative to the total compensation system. Prerequisite: MANA 6360. Formerly MGT 7340.

MANA 7365. Employee and Labor Relations. An overview of labor relations law and practice, including alternative dispute resolution techniques. It covers stages of the collective bargaining and contract administration processes, employee relations approaches in union-free environments, diversity, quality, and expectations and values of the work force. Prerequisite: MANA 6360. Formerly MGT 7345.

MANA 7367. Training and Employee Development. Current approaches to the training and development of employees in organizations. Topics include performance improvement, needs analysis, design of program content and materials, instructional methodologies, facilitation skills, and program evaluation. Prerequisite: MANA 6301 or 6305. Formerly MGT 7326.

MANA 7369. Strategic Human Resource Management. Emphasizes the strategic perspective of modern human resource management theory and practice. Topics include best practice vs. best fit analysis approaches, strategic management concepts, and HR program evaluation. Each topic is linked to the strategic goals and initiatives of the organization. Formerly MGT 7350.

MANA 7370. Management of Not-for-Profit Organizations. Emphasizes how to work with different stakeholders, i.e. councils, boards, volunteers, donors, taxpayers. Strategic issues include alignment of mission, goals and objectives; non-financial record systems; and building alliances. The effective use of limited resources, conflict resolution, and productive teamwork are addressed. Formerly MGT 7314.

MANA 7374 Partnerships, Fund Development, and Sponsorships. Examines the wide range of partnering, fund development and sponsorship techniques employed by organizations. Among the topics considered are designing and managing mutually beneficial partnerships between organizations, public relations, special events, capital campaigns, planned giving, foundations, grant writing and major gifts. Special attention is devoted to the creation of a comprehensive development or sponsorship plan. Formerly MANA 7377 and MARK 7343.

MANA 7380. Organization Development. Organization Development (OD) is the process of preparing for, implementing, and managing change in organizational settings. This course focuses on defining and developing the general model for organization development, the development and application of OD interventions, and issues organizations encounter in applying these interventions. Prerequisite: MANA 6301 or MANA 6305. Formerly MGT 7321.

MANA 7387. Power, Influence and Leadership. Advanced study of the use of power, influence and leadership in complex organizations. Topics include sources of power, resource dependency, and multidirectional influence tactics. The historical development of leadership is examined through readings and experiential exercises that focus on trait, behavioral and contingency approaches to leadership. Special emphasis is given to contemporary approaches to leadership including cognitive, charismatic and transformational leadership models. Prerequisite: MANA 6301 or MANA 6305. Formerly MGT 7341.

MANA 7390. Mediation & Conflict Management I. Skills-course approaches mediation and conflict management as a way of addressing relationships among employees, as well as with customers and suppliers, and of avoiding or resolving litigation. Course is appropriate for all levels of management, for attorneys, and for anyone wishing to improve his/her ability to communicate and to lead. Course employs a neurolinguistics approach to understanding and improving communications among parties who may not be relating well. The course also draws insights from game theory in order to analyze strategic behavior in business and professional relationships. Course is conducted primarily through simulations. It is a blended course involving classroom time plus additional hours of online work.

MANA 7393. Leading Change. Today's organizations are faced with increasingly complex and dynamic environments. In the past, they could view change as a once-in-a while, episodic event. But now they must face the reality that they are navigating through "permanent white water." Leaders must be equipped for this new environment and the constant pressure to transform their organizations to respond to the heightened demands of the new economic realities. This course equips leaders at every level of the organization to be successful change agents. Prerequisite: MANA 6301 or 6305.

MANA 7394. Spirituality in Leadership. Designed for an intensive personal examination of the relationship of spirit and leader elements in the organization. Extensive readings and discussion provide for a series of personal reflections and active practice recall of the numerous opportunities for the application of personal and organizational spirituality in leadership environments. Readings will be drawn based largely upon the pioneering work of Dr. Andre L. Delbecq supplemented by additional selections from the spiritual writers of Taoism, Confucianism, Buddhism, Hinduism, Islam, and the animists. Obviously, this involves the: lived-in experiences of each participant's personal quest for a fuller integration of the meaning of life with particular reference to the aspect of work. A personal journal is required, as is a final paper. The journal is due at the end of the last week of class and the paper is due two weeks after the last class day. Prerequisite: MANA 6301 or 6305.

MANA 7395. Ethical Dimensions in Leadership. An advanced seminar designed to examine the ethical aspects of the leader-follower relationship. Specific attention will be given to the ethics of the individual leader, the ethics of the leader's means, and the ethical evaluation of the outcomes of the leader's actions. The moral responsibility of followers will also be examined. Formerly MGT 8326.

MANA 8300. Mediation & Conflict II. Prerequisite: MANA 7390.

MANA 8310. Strategic Management. Strategic management is the process of analyzing a firm's environment; determining a desired direction in the light of this analysis; and creating, formulating, and implementing strategy and structure designed to move the organization in a desired direction. This course explores the historic evolution of key competitive strategies, allowing the student to discover the dynamic interactions of strategies as they have developed. Prerequisite: TBA. Formerly MGT 8350.

MANA 8320. Global Strategy. Course provides students with an overview of the technological, economic, political/legal, cultural and financial dimensions of the global business environment with special focus on international trade and foreign direct investment. An experiential simulation is used to develop students' skills in coordinating the strategy and operations of a multli-national enterprise in a high velocity, global environment. Prerequisites: ECON 6305, FINA 6305, MANA 6305, MARK 6305, OPER 6305.

MANA 8330. Special Topics in Global Business. Formerly MGT 8311.

MANA 8340. Prisoner Outreach Program. Over 650 CEO's participate in the program, as well as prestigious universities such as Harvard, Stanford, Rice, the University of Texas, and Texas A&M University. Students will be assisting a prisoner by performing market research and helping develop a business plan. There will be seven mandatory class meetings and a mandatory trip to the Cleveland Unit in Cleveland, Texas, funded by the Center for Entrepreneurship.

MANA 8350. Special Topics in Health Services Management. Formerly MGT 8306.

MANA 8360. Special Topics in Human Resource Management. Formerly MGT 8308.

MANA 8370. Special Topics in Not-For-Profit Management. Formerly MGT 8316.

Marketing

MARK 6301. Marketing Management. Surveys the activities and decisions of both for-profit and not-for-profit organizations involved in providing need-satisfying products to consumers in domestic and global markets. Designed to provide students with a working knowledge of managerial activities involved in developing marketing programs and strategies to achieve competitive advantage. Formerly MGT 6367. Final offering: campus - Fall 2008; online - Spring 2009.

MARK 6305. Value-Based Marketing. Course takes a strategic approach to value/profitability in marketing management and focuses on the fundamental need for busnesses attract, satisfy and retain customers. Prerequisite: MARK 5F50.

MARK 6321. Personal Selling. The objective of this course is to teach you how to sell. Virtually every industry and every firm is in need of good salespeople and often those who succeed at sales are promoted to executive-level positions. The purpose of this class is to teach students the selling concepts, tools, strategies and tactics that will enable them to succeed at personal selling. Specifically, the class will examine the steps in the sales area which include prospecting for clients, qualifying clients, researching the clients' needs, making the sales call and presentation, closing the sale and follow-up after the sale is complete. In addition, students will have the chance to practice the skills they learn via a group project whereby students will actually sell a real product for a real company. Upon completion of the course, students will be prepared for a career in sales or be able to enhance existing sales skills. Formerly MGT 6314.

MARK 6323. Consumer Behavior. One purpose of business is to create and keep a customer. This course seeks managerially relevant insights into the consumer and into understanding, predicting and influencing consumer decision-making. This course focuses on developing skills in using consumer analysis to develop successful business and marketing strategies. Prerequisite: MARK 6301 or 6305. Formerly MGT 6311.

MARK 6325. Sales Management. Sales managers are primarily responsible for establishing and maintaining an active sales organization through management of the personal selling function. This course offers practical applications of both strategic and tactical dimensions of sales force management, including staffing and management of sales personnel, performance evaluation and maximizing sales revenue generation. Prerequisite: MARK 6301 or 6305. Formerly MGT 6315.

MARK 6340. Contemporary Issues in S&E Management. Introduces students to a variety of managerial topics that will provide a foundation of business of the S&E industry. Topics covered will include marketing, management, finance, facility operations, and legal aspects. Formerly MGT 6308.

MARK 7322. Brand Marketing. 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. Prerequisite: MARK 6301 or 6305. Formerly MGT 7322.

MARK 7324. International Marketing Management. Companies no longer can focus only on domestic markets as industries become global. This course offers students a managerial view and practical approach to issues, information and cultural sensitivities required for developing effective global marketing strategies. Prerequisite: MARK 6301 or 6305. Formerly MGT 7380.

MARK 7325. Strategic Marketing. Marketing strategy involves a dynamically oriented analysis of markets and business environments. The goal of this course is to enable students to identify changes, trends, threats and opportunities facing organizations in order to proactively develop branding, promotion, distribution, manufacturing and product strategies to create and sustain competitive advantage. Prerequisite: MARK 6301 or 6305. Formerly MGT 7325.

MARK 7326. Business-to-Business Marketing. Like consumer marketers, business-to-business marketers need to understand their markets and the behavior of the buying center to develop appropriate marketing strategy. The objective of this course is to provide students with the opportunity to analyze, design and evaluate business marketing opportunities and strategies to effectively serve business markets. Prerequisite: MARK 6301 or 6305. Formerly MGT 7367.

MARK 7330. Services Marketing. While the marketing of services has much in common with the marketing of goods, unique challenges in this area require equally unique marketing management techniques and strategy. Provides students with the requisite skill set for customer analysis, decision making and strategy formulation in the service sector. Prerequisite: MARK 6301 or 6305. Formerly MGT 7316 or MARK 7321or MARK 7340 or MANA 6350 or MANA 7375 or MGT 6302 or MGT 7333 or MGT 7344.

MARK 7341. Facility and Event Management. Event planning and facility operations in the Sport and Entertainment industries. Both quantitative and qualitative frameworks, site selection, vendor relations, and budgeting are discussed. Prerequisite: MARK 6340. Formerly MGT 7352.

MARK 8320. Special Topics in Marketing Management. Formerly MGT 8310.

MARK 8340. Special Topics in Sports and Entertainment Management. Formerly MGT 8313.

Operations

OPER 6305. Management of Operations. Focuses on the operations function, which creates an organization's products and/or services. The focal point of operations is the efficient acquisition, management, and transformation of resources into products and services. Operations strategy, operations' impact on profitability, and important strategic and tactical decisions that affect operations re studies. Prerequisites: BUAD 5F50 or BUAD 5350.

OPER 6315. Business Process Analysis. Focuses on the discovery and elimination of organizational waste through the analysis and improvement of business processes. Students learn about the cause-and-effect mechanisms that affect process performance, how to develop and implement counter measures, and how to confirm the results of improvement. Formerly MGT 6372.

OPER 6370. Project Management. Introduces the language, context, and processes for projects and programs in business and is the basis for the PMBOK (Project Management Institute Guide to Project Management Book of Knowledge). Topics focus on initiating and planning a project. Topics include the defining bodies of knowledge

and their relationships, the fundamental project phases, processes, and the project life cycle, the organizational context, and other areas common to all projects. Emphasis is on developing a project plan, work breakdown and time estimates, and delivering a project. Will not be accepted for CPA credit. Formerly MGT 6389.

OPER 6380. Import/Export. Covers the fundaments of importing, exporting, and international trade management. Some of the topics presented include: importing, exporting, NAFTA and other trade agreements, lowering your cost of goods using international trade knowledge, understanding and using international shipping terms, and how security issues affect today's supply chain. Formerly MGT 6336.

OPER 6383. Global Supply Chain Strategies. Focused on how companies plan, organize for and execute the global supply chain processes. Students will learn how to define corporate and supply chain strategies in a global business environment. Further, students will gain hands-on experiences in crafting strategy elements and also in planning their successful execution. Major international issues that impact the design, analysis and control of global logistical networks are explored. Emphasis is on the role SCM activities play in organizational competitiveness and profitability in the global marketplace. Prerequisite: OPER 6387. Formerly MGT 6395.

OPER 6385. Strategic Procurement. Explores the business management abilities, strategic thinking skills and innovative acquisition skills the contracting and purchasing professional must utilize. Some course topics include: strategic and tactical purchasing, supplier relationships, application of different contract types, negotiations and concurrent contracting processes. Formerly MGT 6352.

OPER 6387. Supply Chain Management. Supply Chain Management is positioned as a value-adding process that achieves time and place synchronization of demand stimulation and operations fulfillment. The primary course objective is to develop an in-depth understanding of integrative managerial issues and challenges related to developing and implementing a firm's Supply Chain. Logistics, technology, operations, and network design will be explored. Formerly MGT 6313.

OPER 7370. Technical & Project Management. Major problems, tasks and techniques required to manage the technical program in each phase of the product life cycle. Organizational planning, decision-making, and internal/external interface techniques for each phase of the product life cycle are addressed. Prerequisite: It is strongly recommended that students enrolling in this course have significant project management experience or have completed a project management course such as OPER 6370. Formerly MGT 7389.

OPER 7373. Six Sigma Quality. This course concentrates on the fundamentals of six sigma and lean management. The course will include designing, building and monitoring stages of a quality improvement project. Prerequisite: OPER 6370. Formerly MGT 6393.

OPER 7375. Project Management Simulation. This course is based on a project simulation that challenges the student to make decisions and decide how to mitigate the impacts of their decisions. The course focuses on discussion on what the simulation module will cover, the execution of the simulation and the review of decisions and outcomes of the simulation. Each simulation module will be scored on key criteria such as: cost variance, schedule variance, customer satisfaction, product and service. Prerequisite: OPER 7370. Formerly MGT 7383.

OPER 7377. Advanced Project Management Leadership. Students planning to sit for the PMI exam should take this course. The course concentrates on PMI

topics for execution, control and closing of projects with emphasis on program management, enterprise resource sharing, and multi-project critical chain scheduling. HR, communications, and ethics management in both national and international environments; diversity, group/team management, conflict management, and ethical leadership will be covered. Prerequisite: OPER 7370. Formerly MGT 6396.

OPER 7379. Quality and Financial Project Management. Concentrates on quality measurement, and procurement aspects of PMI project management. Students will learn how to develop useful set of measures based on, for instance, critical success factors (CSFs), how to develop cost estimates (including fixed and variable costs, management reserves and contingencies), how to evaluate alternatives and develop recommendations, and how to manage troubled projects. Key components of a statement of work and technical specification will be discussed. Prequisite: OPER 6370. Formerly MGT 7355.

OPER 7380. Advanced Supply Chain Management. Focuses on the challenges of effectively managing supply chains, and the integration of information and material flows across multiple organizations within the supply chain. Discussions will include state-of-the-art models, concepts, and solution methods used in the design, control, operation, and management of supply chain systems. ERP (Enterprise Resource Planning), SRM (Supplier Relationship Management) and CRM (Customer Relationship Management) systems will also be discussed. Prerequisite: OPER 6387. Formerly MGT 7313.

OPER 7385. eSupply Chain Management. The latest concepts for using technology to improve Supply Chain Management effectiveness and efficiency. Various businesses that are creatively solving logistics/SCM problems will be studied. Topics include e-procurement, e-fulfillment, e-collaboration, and integration. Formerly MGT 7351.

OPER 8300. Special Topics in Engineering Management. Formerly MGT 8305.

OPER 8370. Special Topics in Project Management. Formerly MGT 8319.

OPER 8380. Special Topics in Supply Chain Management. Formerly MGT 8314.

Technology

TECH 5340. Principles of IT Service Management. Course introduces the IT Infrastructure Library (ITIL) fundamentals of the Service Support and Service Delivery disciplines. Service support includes Service/Help Desk Configuration, Incident, Problem, Release, and Change Management. Service delivery topics include: Security, Service Level, Capacity, Continuity, Availability and IT Financial Management. Formerly MGT 5388.

TECH 5350. Principles of Information Assurance. Provides an understanding of communications and IT infrastructures, their vulnerabilities, as well as the size and complexity of security threats faced by enterprises. Building on an understanding of these infrastructures, the development of security practices, policies, awareness and compliance programs, and legal and regulatory issues will be examined. Development of a threat assessment mapped to a solution that is supported with a cost/benefit analysis will also be developed. A review of the GSM Security Hierarchy model will be used to examine the many elements of a "secure" system. Formerly MGT 5387.

TECH 6340. Advanced IT Service Support. The first component of IT Service Management is IT services that are appropriate to supporting the business requirements of the organization. ITIL (the IT Infrastructure Library), the international de facto standard, provides a comprehensive, consistent and coherent set of models, policies needed, and practices for IT Service Support, using a quality approach to achieving business effectiveness and efficiency in IT support. Prerequisite: TECH 5340.

TECH 6350. Cryptography and Network Security. Provides students with a working knowledge of fundamental encryption algorithms and systems supported in today's IT and secure communications networks. Topics include: Stream Ciphers (Linear Shift Register Theory), Block Ciphers (DES, AES), Feedback Ciphers, Elliptical Algorithms, Private Key and Public Key Systems, Key Exchanges (Diffie-Hellman, RSA, and El-Gamal), Message Authentication (RSA Authentication, El-Gamal Algorithm), Digital Signature Standard, Digital Certificates, and Message Integrity (Secure Hashing, HMAC). Also examined are Virtual Private Networks (VPN), Tunneling (IPSec, L2TP, PPTP, L2F), Secure Socket Layer (SSL), SSH, and PGP. The history of cryptography is also studied to provide students with a historical perspective of communications security. Prerequisite: TECH 5350. Formerly MGT 6335.

TECH 6355. Trusted Systems. Based upon the U.S. Trusted Computer Systems Evaluation Criteria, students undertake a study and review of U.S. policy in this area and be able to apply these criteria in a real world situation. Focuses on configuration management consisting of four separate tasks: 1) identification, 2) control, 3) status accounting, and 4) auditing of systems, including operating systems. Co-requisite: TECH 5350. Formerly MGT 6356.

TECH 6357. Securing Electronic Business. Presents an overview of the many facets of eBusiness, the size expected growth of the eBusiness markets and their complexity. E-Busines and EDI systems and security parameters are explored. All facets of securing eBusiness including access controls, authentication, confidentiality, data integrity, and non-repudiation are covered and defenses against DDOS attacks. Security by diversity and security in-depth are presented as fundamental requirements. Prerequisite: TECH 5350. Formerly MGT 7358.

TECH 6367. IT Components. The operating environment is the backbone of a smoothly functioning IT organization. Basic operating system (OS) functions such as job, task, memory, input/output, and data management are described and contrasted between currently popular operating systems (e.g., Windows, Linux, Unix, etc.). Telecommunications capabilities used to be separable from OS concepts. But as the Internet protocol TCP/IP is integrated into OSs, basic telecommunications principles have also been integrated into OSs. Telecommunications, as integrated into common OSs, is discussed to provide a basic understanding of communication layers and functions. Formerly MGT 6346 (name change Fall 2007).

TECH 6368. Data Components. Today's data environment is more critical to the organization and more likely to be technically complex being distributed geographically, and needed for data warehouse development. One third of this class focuses on database fundamentals with emphasis on relational database technologies and data management in the organization. One third of the class focuses on data warehousing development, design, and location issues. One third focuses on data mining and development of business intelligence from enterprise data resources. Equivalent to TECH 7369/MGT 6391.

TECH 6370. Process Mapping and Management. Understanding business processes and their active, continuous management is fundamental to recommending IT and

other managerial change solutions. Process mapping skills for 'as-is' and 'to-be' business processes are developed and practiced. In addition, techniques for change analysis, problem finding and resolution, technology impact analysis, benchmarking, error proofing, and change management are developed. Formerly MGT 6383.

TECH 7340. Advanced IT Service Delivery. Service delivery is the other major element of the IT Service Management discipline. Service Delivery focuses on links and the relationships between IT Service support processes and the organizations and vendors with which they work in delivering IT services. Models, policies, and procedures for trade-off in selecting the set of practices best fitting a particular organization are developed. Prerequisite: TECH 5340.

TECH 7350. Managing Information Security. Advanced study course in information assurance. The focus is on applying the various specific information assurance concepts, understandings, methods, processes and tools for the previous IA, Telecommunications and IT courses taken by the student to formulate the basis for sound business decisions. Though the course assumes that the student has a certain level of comfort across the technologies that are fundamental to the Internet, the course is not an engineering level course. Prerequisite: TECH 5350. Formerly MGT 7356.

TECH 7355. Information Security Risk Mitigation. Examines in detail effective risk assessment programs, disaster recovery planning, how to interpret the sources and levels of risk, how to apply appropriate defensive systems employing security by depth and diversity concepts, EMI/RFI risk minimization approaches, and back-up and recovery procedures. As in-depth exploration of the issues involved with multiple sign-ons and passwords is covered, as is a thorough examination of the principal modes, types and tools of attack. Perquisite: TECH 5350, 6350, 6355, 6357. Formerly MGT 6392.

TECH 7358. Principles of Digital Forensics. Provides a technical review of the tools and techniques used to conduct digital forensic investigations. Using industry standard tools such as EnCase, Forensic Toolkit, and Paraben, students will conduct hands-on investigations to uncover digital evidence within major operating systems, mobile devices, networks, and network intrusions. It illustrates advanced topics like analysis of volatile memory date, live acquisitions, and complex searching techniques. Students who took TECH 7359 prior to Fall 2008 may not take TECH 7358. Prerequisite: TECH 7355.

TECH 7359. Digital Forensics Tools and Techniques. Provides a study of the science of digital forensics. Addresses the historical and legal framework under which digital forensics has developed and which today defines the boundaries of the practitioner. Highlight how computers are used in crimes and ow this can be linked to criminal motivations to focus a digital investigation. The course takes a detailed look at the technologies and practices involved in seizing and investigating digital evidence, file systems as used by Windows, Unix, and Mac, and the architectures of storage media—hard disk drives, floppy disk drives CD-ROM/DVD, Flash and Portable Computing devices. Prerequisite: TECH 7355. Formerly MGT 7386.

TECH 7361. IS Applications. Development of software has largely moved outside of an individual organization to use service oriented architecture (SOA) to create mash-ups—a conglomeration of software components from a variety of sources. In managing such an environment, a systems development manager must have a good understanding of the work of systems development, including problem analysis and decomposition, basic programming tenets, languages and their capabilities,

library software for managing change and the official version of source, object, and executable code objects, the basics of human-computer interface design, testing, and quality assurance. This course discusses all of these topic areas from the perspective of the manager of the systems development organization.

TECH 7365. Future Trends in Technology. Utilizing a graduate seminar format, this course examines new technologies being created that deal with the information economy. Discussions focus on how these technologies are changing corporate management, organizational structure, supplier-customer relationships, work flow processes, and personnel support using information and telecommunications technologies. Formerly MGT 6388.

TECH 7370. Managing Requirements and Sourcing. Sourcing of application requirements, whether off-shore, on-shore, or using commercial off-the-shelf (COTS) software is the critical decision in application development. Before sourcing decisions can be made, a company must develop requirements for the application area, develop and analyze a request for information or request for proposal (RFI/RFP). As part of the RFI/P process, models of data, process, and application are developed. Once a selection is made, negotiating a contract and developing a business case for the sourcing decision are required. All of these topics are covered with student assignment emphasis on technical writing required to develop all of the above types of definitions and requests, and for business case development. Prerequisite: TECH 6370.

TECH 7375. IT Governance. Encompasses both the internal and external domains that must be mastered and managed by today's CIO. Major activities reviewed include development of IT strategy that aligns with the organization's strategy and defining a portfolio management approach to applications and their sourcing, dealing with increasing regulatory and compliance issues and the management of processes within IT, guided by standards (e.g., ISO 20000) and frameworks (e.g., CMMI, COBIT, 6-Sigma, etc.), while juggling change management in the global environment. Prerequisite: TECH 6370.

TECH 8350. Special Topics in Information Assurance. Formerly MGT 8315.

TECH 8360. Special Topics in Information Technology. Formerly MGT 8307.

TECH 8395. Research Practicum. M.S. students only, approval of sponsoring faculty member, and last semester of M.S. study. The completion of a research-oriented project conducted under the guidance of a program-qualified faculty member in the M.S. area of study. It is an individual project that is based on the approved proposal that was prepared and submitted in BUAD 8380. The project must culminate in a thesis or professional paper that is reviewed and approved by faculty designated by the Graduate School of Management. Prerequisite: BUAD 8380. Formerly MGT 8386.

Graduate School of Management Calendar 2008-2009

See http://www.udallas.edu/gsm/academics/calendar.cfm

Fall 2008 Trimester

Web Assisted Registration	August 18-22, 2008
New International Student Orientation	August 20, 2008
Classes Begin	August 23, 2008
Change & Late Registration Week	August 25-29, 2008
Classes End (Fall I)	November 17, 2008
Graduation (tentative)	December 5, 2008
Fall II	September 17-December 14, 2008
Fall Intermester	December 1-December 14, 2008

**Classes will not be held on Labor Day, September 1, or Thanksgiving Holiday, November 26-30.*

Spring 2009 Trimester

Web Assisted Registration	January 12-16, 2009
New International Student Orientation	January 14, 2009
Classes Begin	January 17, 2009
Change & Late Registration Week	January 17-23, 2009
Classes End (Spring I)	April 9, 2009
Graduation (tentative)	April 24, 2009
Spring II	January 31-April 26, 2009
Spring Intermester	April 13-26, 2009

**Classes will not be held on Easter Weekend, April 10-12.*

Summer 2009 Trimester

Web Assisted Registration	April 27-May 1, 2009
New International Student Orientation	April 29, 2009
Classes Begin	May 2, 2009
Change & Late Registration Week	May 2-8, 2009
Classes End (Summer I)	August 2, 2009
Graduation (tentative)	August 14, 2009
Summer II	May 16-August 10, 2009
Summer Intermester	August 3-16, 2009

**Classes will not be held Memorial Day, May 23-25, and Independence Day, July 4.*

Fall 2009 Trimester

Web Assisted Registration	August 17-21, 2009
New International Student Orientation	August 19, 2009
Classes Begin	August 22, 2009
Change & Late Registration Week	August 22-28, 2009
Classes End (Fall I)	November 16, 2009
Graduation (tentative)	December 4, 2009
Fall II	September 16-December 13, 2009
Fall Intermester	November 30-December 13, 2009

**Classes will not be held on Labor Day, September 7, or Thanksgiving Holiday, November 25-29.*

UNDERGRADUATE AND BRANIFF GRADUATE SCHOOL OF LIBERAL ARTS 2008-2009 CALENDAR

This calendar attempts to be as correct as possible. Persons needing assistance to attend these events should call (972) 721-5382 at least three days before the event. The University welcomes visitors and attempts to make all reasonable accommodations to encourage attendance. These dates apply to Undergraduates and Braniff Liberal Arts Programs. For the Graduate School of Management calendar please see page 359.

Fall Semester, 2008

August 22, Friday
School of Ministry New student orientation.
August 22-24, Friday through Sunday
First School of Ministry weekend.
August 27, Wednesday
Faculty Day—opening of academic year for faculty. Braniff deadline for Incompletes. ***Rome students depart.***
August 28-September 2, Thursday through Tuesday
Orientation and registration; residence halls open August 28 for ***new*** students.
August 31, Sunday
Residence halls and student apartments open for *continuing* students.
September 1-2, Monday (Labor Day) and Tuesday
Registration for Undergraduates and Braniff Liberal Arts Students
September 3, Wednesday
Fall semester classes begin. ***Mass of the Holy Spirit***, 4:00 p.m., Church of the Incarnation.
September 10, Wednesday
Final Registration Day, late fee applies. Instructor signature required to add a class after this date.
September 12, Friday
Last day course may be added; last day course may be dropped without record.
September 12-14, Friday-Sunday
School of Ministry Weekend II
September 13, Saturday
Biblical School Orientation
September 14, Sunday
Constitution Day Dinner, sponsored by the Politics Department, 6:30 p.m., Upstairs Haggar Dining Room.

September 19-21, Friday-Sunday
Freshman Retreat
October 1, Wednesday
Deadline for application for degree for graduation in December.
Incomplete deadline for Constantin College (excluding students with earlier deadlines under academic discipline policies).
October 4, Saturday
LSAT given on campus
October 5, Sunday
New Student Mass and Reception, Cistercian Abbey Church, 7:30 pm.
October 5-11, Sunday-Saturday
Charity Week begins with Family Day, October 5. Ends with Semi-Formal on Saturday, October 11.
October 6, Monday
Information for ***spring schedule*** due. Submit suggestions for Interterm.
October 10-12, Friday-Sunday
Alumni Homecoming, School of Ministry Weekend III.
October 17, Friday
Fall Reading Day, no classes. Offices closed.
October 20-24, Monday-Friday
Constantin midsemester period; ***grades due Monday, October 27.***
October 24-25, Friday-Saturday
Fall Visit Weekend I, Parent's Weekend
November 5-15, Wednesday-Saturday
Drama mainstage production.
November 7, Friday
Last day to withdraw from classes.
November 7-9, Friday-Sunday
School of Ministry Weekend IV
November 10-14, Monday-Friday
Housing registration for spring semester.
November 10-21, Monday-Friday
Academic counseling for spring semester; ***Registration line November 20-21.***
Packets available November 10.
November 21-22, Friday-Saturday
Fall Visit Weekend II
November 27-30, Thursday-Sunday
Thanksgiving recess begins at close of classes on Wednesday. No contract food service after lunch on Wednesday. University closed November 27 (Thanksgiving) and 28.
December 1, Monday
Classes resume, 8:00 a.m.; food service resumes with dinner on Sunday November 30.
December 5-7, Friday-Sunday
Last fall School of Ministry weekend.
December 6, Saturday
Landregan Lecture, 7:30 p.m. Lynch Auditorium.
December 11, Thursday
Last day of instruction.

December 12, Friday
Review Day; no classes, no examinations.
December 13, Saturday
Examinations begin. ***Rome students return.***
December 18, Thursday
Examinations end—***official close of the semester. Christmas*** recess begins at the close of the last examination period. Contract food service ends with dinner on Thursday; residence halls close at 10:00 a.m. Friday. *End 5:00 p.m. daily Mass for semester*.
December 25-January 2, Thursday-Friday
University offices closed.
December 29, Monday
Grades Due.
December 31, Wednesday
Conferral of degrees date. No ceremony.

Interterm, 2009

December 29, Monday
Residence hall opens for Interterm at 4:00 p.m. No contract food service available during Interterm.
December 30-January 16, Tuesday-Friday
Interterm. Classes also meet Saturday, January 3 and 10.
January 16, Friday
Last day of Interterm classes and final examinations.

Spring Semester, 2009

January 9, Friday
School of Ministry new student orientation.
January 9-11, Friday-Sunday
School of Ministry weekend I.
January 16, Friday
Braniff deadline for Incomplete grades.
January 18, Sunday.
Residence Halls open at 8:00 a.m.; contract food service begins at dinner.
January 19, Monday
Registration for spring. Verification drop/add for continuing students. Resume 5:00 p.m. daily Mass, Monday-Friday.
January 20, Tuesday
Spring semester classes begin. ***Rome students depart.*** *(tentative)*
January 26, Monday
Final registration day and last day to verify.
January 28, Wednesday
Aquinas Lecture, Thomas S. Hibbs
January 30, Friday
Last day course may be added (permission of course instructor required after January 26); last day course may be dropped without record.
January 31, Saturday
Groundhog Party
February 6-8, Friday-Sunday
School of Ministry weekend II.

February 17, Tuesday
Incomplete deadline for undergraduates (excluding students with earlier deadlines under academic discipline policies).
February 27-28, Friday-Saturday
Spring Visit Weekend I
February 27, Friday
Information for **Fall, Mayterm, and Summer schedules due.**
March 2-6, Monday-Friday
Undergraduate midsemester period.
March 6-8, Friday-Sunday
School of Ministry weekend III.
March 7-15, Saturday-Sunday
Spring Break begins at the close of classes, Friday, March 6. Contract food service ends with lunch. Residence halls closed from Saturday, March 7, at 10 a.m. through Sunday, March 15, at 8:00 a.m. Food service resumes with dinner on Sunday; classes resume at 8 a.m. Monday. ***Alternative Spring Break Trips.***
March 14-19, Saturday-Thursday
International Week. International Festival Day, Thursday 19th.
March 16, Monday
Midsemester grades due; classes resume at 8:00 a.m.
March 25-April 4, Wednesday-Saturday
Drama mainstage production.
March 27-28, Friday-Saturday
Spring Visit Weekend II
March 30, Monday
Bulletin corrections due.
April 3, Friday
Last day to withdraw from classes.
April 3-5, Friday-Sunday
School of Ministry weekend IV.
April 6-21, Monday-Tuesday
Counseling and early registration for fall semester; ***Registration line April 20 and 21.***
April 9, Thursday
Holy Thursday, 7:30 p.m. Mass of the Lord's Supper.
April 10-11, Friday-Saturday
Good Friday: University closed; 2:30 p.m. Veneration.
***Holy Saturday*:** Vigil Mass.
April 10-13, Friday-Monday
Easter Break. Residence Halls open. No food service.
April 12, Sunday
Easter Sunday
April 14-17, Tuesday-Friday
Housing registration for upcoming academic year.
April 17-18, Friday-Saturday
Spring Visit Weekend III.
April 29-May 5, Wednesday-Tuesday
Drama Senior Studios.
May 1-3, Friday-Sunday
Last spring School of Ministry weekend.

May 7, Thursday
Convocation honoring seniors, 3:30 p.m., Lynch Auditorium. Last day of instruction.
May 8, Friday
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 9, Saturday
Examinations begin. *Rome students return. (tentative)*
May 14, Thursday
Examinations end; grades ***must*** be turned in for May graduates by noon.
Official close of the semester. Residence halls close for everyone but graduates at 10:00 a.m. Friday; Thursday dinner is last contract meal.
May 15, Friday
End 5:00 p.m. daily Mass for semester. Only noon daily.
May 16, Saturday
Baccalaureate Mass at 6:00 p.m. followed by President's Reception. School of Ministry Pinning ceremony 4:00-5:00 p.m.
May 17, Sunday
Commencement, 9:00 a.m.
May 19, Tuesday
All grades due in Registrar's Office. ***Mayterm*** begins. No contract food service is available during Mayterm.

Summer Terms, 2009

May 19-June 5, Tuesday-Friday
Mayterm. Classes meet Saturdays, May 23 and May 30.
May 20-July 1 (tentative)
Summer Rome term.
May 25, Monday
University closed for Memorial Day.
May 30, Saturday
School of Ministry Summer in Rome, first term May 30-June 20.
June 8-July 10, Monday-Friday
S***ummer Session I.***
June 8-9, Monday-Tuesday
Summer Odyssey.
June 24, Wednesday
School of Ministry Summer in Rome, second term June 24-July 4.
July 3, Friday
Independence Day (holiday) observed; University closed.
July 13-August 14, Monday-Friday
Summer Session II.
August 15-16, Saturday-Sunday
Utility Shutdown
August 31
August conferral of degrees date for Constantin and Braniff. No ceremony.
Holidays 2008-2009:
University offices will be closed on September 1, 2008 (except those necessary for undergraduate and Braniff registration); October 17 (undergraduate and Braniff offices only); November 27 and 28; December 25 through January 2; April 10; May 25; and July 3.

2009-2010 University Basic Calendar (Tentative)

August 22, Saturday
GSM classes begin.
August 26, Wednesday
Faculty Day.
August 27-September 1, Thursday through Tuesday
Constantin orientation.
September 2, Wednesday
Fall Semester classes begin, undergraduate and Braniff.
October 16, Friday
Reading Day (undergraduate and Braniff).
November 26-27, Thursday-Friday
Thanksgiving Holiday. University closed.
December 10, Thursday
Classes end. (undergraduate and Braniff).
December 12-17, Saturday-Thursday
Undergraduate and Braniff final examinations.
December 25-January 1, Friday through Friday.
University closed.
December 31
Conferral of degrees, undergraduate and Braniff.
December 29-January 15, Tuesday-Friday
Interterm. Classes also meet January 2 and 9.
January 19, Tuesday
Spring semester begins for Constantin and Braniff.
March 8-12, Monday-Friday
Spring Break.
April 2-5. Friday-Monday
Easter Break
May 6, Thursday
Classes end.
May 13, Thursday
Examinations end.
May 16, Sunday
Commencement.
May 18-June 4
Mayterm.
June 7-July 9
Summer Session I.
July 12-August 13
Summer Session II.

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