AN EDUCATION THAT
ENNOBLES
AND
ENABLES
**HISTORY**

ST. JOHN HENRY NEWMAN asserts that the goal of the Church in establishing universities is “to reunite things originally joined together by God but put asunder by man.” Newman is especially concerned by the divorce between reason and faith; he cites the false conclusion, more common in our day than in his, that “to be religious, you must be ignorant, and to be intellectual, you must be unbelieving.” Modern universities are characterized by disintegration — not just of faith from reason, but also of the disciplines from one another, of research from teaching, of innovation from tradition, and of marketable skills from virtues of character. The University of Dallas unites what other universities sever. The result is an education like no other. Put simply, a UD education seeks both to conserve — to preserve what is of enduring value from the past — and to liberate — to realize the very goal of liberal education: to lead students into freedom so that they can help build a civilization of truth and justice, in accord with the UD motto: *Veritatem, justitiam diligite*, “Bind yourselves to truth and justice.”

**FAITH and REASON**

There is worldwide a growing gulf between secular rationalists and fundamentalist believers. At UD, faith and reason are in constant conversation. The curriculum demonstrates the way in which faith has informed the disciplines. In philosophy and theology, students encounter the wisdom of the Catholic tradition, its openness to reasoned argument. Students examine contemporary problems under the light of faith. UD faculty, who include Cistercian monks and Dominican sisters, exemplify the unity of faith and reason that the UD curriculum teaches. UD offers the highest level of intellectual challenge across a range of disciplines combined with a myriad of on-campus opportunities to develop our students’ faith life. These include daily Mass, Scripture study, confession, and recitation of the rosary. The result is that UD alumni are living refutations of the assumption that Newman thinks permeates modern society: “To be religious, you must be ignorant, and to be intellectual, you must be unbelieving.”

**CLASSICAL LEARNING and MODERN RESEARCH**

In an educational world divided between specialized research that advances knowledge and the handing on of shared wisdom from the past, UD combines classical learning with modern research. The integrated Core Curriculum enables students to see the parts of their education as complementary, not as a set of isolated courses. It immerses them in the Western and Catholic traditions — capped off by a full-semester program in Rome. In their majors, students are mentored by faculty in high-level research. Every student completes a senior project.
TRADITION and INNOVATION

Grounded in the wisdom of the past, UD education counters the amnesia that afflicts so much of our culture. We pursue wisdom of the past that can shape our lives in the present and sow seeds of creativity for the future. In the Braniff Graduate School, the Classical Education program, grounded in enduring models of pedagogy, is fueling innovative programming in primary and secondary education across the country. The Neuhoff School of Ministry serves the Church through its transformative undergraduate, graduate and continuing education programs. The Gupta College of Business is renowned both for its cutting-edge programs — in, for example, cybersecurity — and for its accentuation of the indispensable role of virtuous leadership in the market and in the corporate world.

TEACHING and RESEARCH

At small colleges, faculty rarely engage in research, while at research universities, undergraduates rarely have access to the top faculty. Here again, UD is distinctive. UD faculty, who see their primary calling as teachers, are well-published and active in their professional fields. They publish research that helps to shape their fields, yet their primary passion is teaching, the personal interaction with students inside and outside the classroom. Faculty set the bar high for students, inviting them to a deep love of learning and challenging them to do and achieve more than they had previously thought possible. Faculty also generously offer their time and energy to help students meet high expectations. Gifted teachers, UD faculty bring their research to bear in the classroom, thereby forming the next generation of teachers, politicians, artists, entrepreneurs, lawyers, physicians, and priests and nuns.

VIRTUES and SKILLS

Universities now promote themselves as providing marketable skills for students. Yet, one of our chief cultural afflictions is skill without virtue, technicians without a moral compass. The civil, debate-oriented pursuit of truth in the classroom stands at the center of a UD education, as does the pursuit of justice as articulated in Catholic social thought. The rigors of a UD education, combined with internship and leadership opportunities, foster skills of analysis and communication that bear fruit in every career. Especially noteworthy is the four-semester-long writing-intensive sequence of Literary Tradition courses, a sequence that provides students with perhaps the most crucial marketable skill: writing. In short, UD equips its students with those keen expressive capacities that corporations and professional and graduate schools find most desirable and most lacking in college graduates.
## The CORE CURRICULUM

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME</th>
<th>DESCRIPTION</th>
<th>SELECTED WORKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 1301</td>
<td>The Literary Tradition I</td>
<td>Classical epic poetry at the base of Western tradition.</td>
<td><em>The Iliad, The Odyssey, The Aeneid</em></td>
</tr>
<tr>
<td>ENG 1302</td>
<td>The Literary Tradition II</td>
<td>The great Christian epic poems and the nature of lyric poetry.</td>
<td><em>Paradise Lost, The Comedia</em></td>
</tr>
<tr>
<td>ENG 2311</td>
<td>The Literary Tradition III</td>
<td>Tragedy and comedy from the Greeks to Shakespeare.</td>
<td><em>Greek: selected works of Aeschylus; English: selected works of Shakespeare</em></td>
</tr>
<tr>
<td>ENG 2302</td>
<td>The Literary Tradition IV</td>
<td>The novel as a distinctly modern contribution to the Western tradition.</td>
<td><em>Crime and Punishment, Mansfield Park</em></td>
</tr>
<tr>
<td>ECO 1311</td>
<td>Fundamentals of Economics</td>
<td>The fundamental concepts of the exchange economy in contrast to other economic systems.</td>
<td><em>The Wealth of the Nations, Centesimus Annus</em></td>
</tr>
<tr>
<td>POL 1311</td>
<td>Principles of American Politics</td>
<td>The basic principles of the American political order.</td>
<td><em>The Declaration of Independence, Democracy in America, The Federalist Papers</em></td>
</tr>
<tr>
<td>HIS 1311</td>
<td>American Civilization I</td>
<td>A study of American history from European settlement and the founding of the nation to the American Civil War.</td>
<td><em>Narrative of the Life of Frederick Douglass: An American Slave, The Autobiography of Benjamin Franklin</em></td>
</tr>
<tr>
<td>HIS 1312</td>
<td>American Civilization II</td>
<td>A study of American development into a global power through two World Wars and the Cold War.</td>
<td><em>&quot;A Letter from Birmingham Jail,&quot; The Education of Henry Adams</em></td>
</tr>
<tr>
<td>HIS 2301</td>
<td>Western Civilization I</td>
<td>A study of the Western foundations of our civilization in Greece, Rome, early and medieval Christianity, and the Renaissance.</td>
<td><em>The Early History of Rome, History of the Peloponnesian War</em></td>
</tr>
<tr>
<td>HIS 2302</td>
<td>Western Civilization II</td>
<td>Study of modern European culture through the Reformation, the French Revolution, and 20th-century totalitarianism.</td>
<td><em>The Communist Manifesto</em></td>
</tr>
</tbody>
</table>
### COURSE NAME DESCRIPTION SELECTED WORKS

<table>
<thead>
<tr>
<th>COURSE</th>
<th>NAME</th>
<th>DESCRIPTION</th>
<th>SELECTED WORKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>THE 1301</td>
<td>Understanding the Bible</td>
<td>An introduction to biblical theology through a careful reading of sacred Scripture. Readings include selections from both the Old and New Testaments.</td>
<td>The Bible, <em>Didache</em> (selections)</td>
</tr>
<tr>
<td>PHI 1301</td>
<td>Philosophy and the Ethical Life</td>
<td>A philosophical inquiry into the nature of the fully human life.</td>
<td>selected works of Plato, selected works of Aristotle</td>
</tr>
<tr>
<td>PHI 2323</td>
<td>The Human Person</td>
<td>The nature of the human person as a unity of body and soul.</td>
<td><em>The Confessions, Meditations on First Philosophy, On the Advantages and Disadvantages of History for Life</em></td>
</tr>
</tbody>
</table>

**The CORE also includes:**

- One course in mathematics: geometry, statistics, calculus or linear point set theory.
- One course in fine arts: art history, drama or music.
- One course in biological science: general biology, human biology, biotechnology, Darwin or others.
- One course in physical science: astronomy, chemistry or physics.
- Zero to four language courses, depending on level of proficiency: must have language proficiency at intermediate II level.

Without a language, including two one-hour lab credits for the sciences, Core requirements equal 59 credit hours. With one or more language classes, this may be as many as 71 credits. The Core Curriculum is taken by all undergraduates, regardless of major.

**The ROME PROGRAM**

The University of Dallas Rome Program has been changing lives for 50 years with a unique curriculum that combines intensive study with travel that transports students to the very places where Western civilization first flourished and where Catholic intellectual and spiritual traditions still flourish today. Most students spend a semester during their sophomore year on UD’s Eugene Constantin Campus, located just south of Rome. The courses in Rome are Core courses, which ensures the academic integrity of the program and keeps students on track for graduation. Faculty and staff take the students on a 10-day trip to Greece as well as a shorter trip to Northern Italy. In addition, students have a 10-day break mid-semester during which they can travel on their own.
UNDERGRADUATE SCIENCE Research

All science majors, whether biology, biochemistry, chemistry, psychology or physics, engage in research projects both at UD and at other institutions, both during the school year and over the summer.

- Animal Behavior
- Astronomy/Astrophysics
- Cosmology
- Disease Ecology
- Evolutionary Biology
- Human Performance
- Molecular Microbiology
- Molecular Genetics
- Neuroscience
- Nuclear Physics

INTERNSHIPS

Here are examples of student internships secured with the assistance of UD’s Office of Personal Career Development:

- ABMO Financial Group
- Catholic Charities
- CHRISTUS Health
- Enterprise Holdings
- Fidelity Investments
- Goldman Sachs
- Google
- Koupon Media
- Patrons of the Arts in the Vatican Museums
- St. Vincent de Paul
- Trend Micro
- Tritech Software
- U.S. Immigration and Customs Enforcement
- World Affairs Council of Dallas/Fort Worth

SENIOR PROJECTS

Each undergraduate major requires some sort of thesis or culminating senior project and/or a comprehensive examination. For example, computer science major (and UD soccer forward) Barton Holdridge, BS ’17, designed and trained a neural network to analyze input from electromyography equipment, using electrical impulses from leads attached to people’s temples to track their blinks with 99% accuracy, thereby determining whether they were about to fall asleep. This technology was created for a company with which Holdridge had interned, for the use of long-haul truckers.
4+1 PROGRAMS:
Business & Liberal Arts

UD offers several 4+1 programs in business and liberal arts, in which students take graduate-level courses while completing their Bachelor of Arts (B.A.) degree and upon graduating are able to complete a master’s degree within one year. Business 4+1 programs include:

- MBA
- M.S. in Accounting
- M.S. in Business Analytics
- M.S. in Cybersecurity
- M.S. in Finance
- M.S. in Information and Technology Management

Additionally, seven different liberal arts Master of Arts or master’s 4+1 programs are available.

- Master of Arts (M.A.) in English
- Master of Arts (M.A.) in Philosophy
- Master of Arts (M.A.) in Teaching
- Master of Psychology (M.Psy.)
- Master of Arts in Psychology (M.A.)
- Master of Theology (M.Th.)
- Master of Arts in Theology (M.A.)
GOLDWATER SCHOLARSHIPS

The Goldwater is the most prestigious undergraduate scholarship given in engineering, mathematics and the natural sciences. These scholarships provide assistance in a student’s final two years of undergraduate study and are intended to help those with graduate school aspirations in the sciences or mathematics. Nine UD students have been awarded Goldwater Scholarships, including three in the past two years.

EMPLOYMENT OUTCOMES

In a typical year, 70% of graduating students choose to enter the workforce upon graduation. Many graduates choose to remain in the Dallas/Fort Worth area after graduating to work for one of the large companies headquartered in the DFW area, including 22 Fortune 500 companies such as AT&T, Southwest Airlines and American Airlines. Six of these 22 companies are located in Irving, including Exxon Mobil. Many companies headquartered elsewhere nevertheless have a significant presence in DFW and also employ our graduates.

Other common employers of our graduates include Amazon, Bank of America, Fidelity, Goldman Sachs, Google, Great Hearts Academies, and Lockheed Martin. A number of our students also teach in public, classical and Catholic schools around the country.
GRADUATE and Professional School OUTCOMES

UD enjoys some of the highest professional school acceptance rates in the country.

FULBRIGHT LEGACY

In UD’s 60-year history, 39 alumni have received Fulbright awards to study, teach or research abroad. Recent Fulbright Scholars include Alexandra Koch, BA ’19 (Germany), Catherine Blume, BA ’18 (Czech Republic), and Emily Collins, BA ’17 (Germany).

Graduate Gupta College of BUSINESS OUTCOMES

In the Gupta College of Business, 97% of MBA and M.S. graduates were employed six months after graduation. Twenty-six percent of those graduates received a promotion after obtaining their MBA or M.S., and another 70% expected to do so within 12 months.

FUN FACT

Our graduates become leaders in education, business, nonprofits and the Church. Twelve of our alumni are now serving as diocesan bishops, including Bishop William Shawn McKnight, BS ’90, of the Diocese of Jefferson City, Missouri. Bishop McKnight majored in biochemistry at UD.
## Delving into Investment Banking

<table>
<thead>
<tr>
<th>NAME:</th>
<th>ANDREW BUTLER</th>
<th>MAJOR:</th>
<th>BUSINESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOMETOWN:</td>
<td>IRVING, TX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMORIES / ACHIEVEMENTS:</td>
<td>studying in Rome; friendships formed; education received; successful internships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE PLANS:</td>
<td>working as a Goldman Sachs analyst</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### About Andrew:

Andrew Butler, BA ’20, is not only grateful for the community he found but also for the unique education he received. UD’s business program is unusual in that it mandates that each business major take a class in a variety of different fields (e.g., accounting, marketing, ethics).

“I think this curriculum leaves its students well equipped to become versatile managers who have a critical understanding of their organization’s different parts as well as a broad outlook on it as a whole,” he said.

“Andrew is an exceptional student — a rare example of someone who can hear something in a lecture or read it in a textbook and immediately understand how to apply it in a real professional setting. His skill set is very diverse; his work ethic and overall demeanor set benchmarks that his peers can aspire to,” said Associate Professor of Business Michael Stodnick, Ph.D.

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## Transcending Science

<table>
<thead>
<tr>
<th>NAME:</th>
<th>ANA HENRIQUEZ</th>
<th>MAJOR:</th>
<th>BIOLOGY + LATIN CONCENTRATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOMETOWN:</td>
<td>SAN ANTONIO, TX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MEMORIES / ACHIEVEMENTS:</td>
<td>snow in Rome; realizing the value of education in UD’s Core Curriculum; researching with professors; receiving the Goldwater Scholarship; representing her class as valedictorian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FUTURE PLANS:</td>
<td>pursuing a doctorate in cell and molecular biology at the University of Texas Southwestern</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### About Ana:

When Ana Henriquez, BA ’20, started at UD, she embraced the opportunity to research with professors, beginning with Associate Professor and Chair of Biology William Cody, Ph.D., in his Molecular Microbiology Lab.

“Ana had already learned what was written on the page, so she always came to my class eager to discuss what was written between the lines,” said Cody. “While others were looking to consume knowledge, she was looking to produce it.”

“UD has taught me how to defend the pursuit of knowledge as a good end in and of itself,” she said. “This provides meaning to my work and fortifies my love of scientific research and education.”
Mary Rose Corkery, BA '20, especially loves UD's approach to politics — the way the politics classes taught her a philosophy of being human, then gave her a practical application of this knowledge. "The reason I chose politics is because it well manifests the philosophy of man into a practical art and purpose," said Corkery.

"Mary Rose was a delight to have in class," said Associate Professor of Politics Richard Dougherty, Ph.D. "Her vital interest in the political, social and religious issues of the day sparked a genuine desire to understand the roots of the Western and American political tradition. Her familiarity with that broader tradition will undoubtedly, in turn, serve her well in her postgraduate years."

Yeabkal Wubshit, BS ’20, had previously planned on becoming an architect, he chose to take a few classes in computer science at UD and soon became fascinated by the different and efficient ways in which computer programming allowed him to solve problems.

"For hard work, tenacity, talent and a desire to learn, you cannot find a better student of computer science than Yeabkal Wubshit," said Associate Professor of Computer Science Robert Hochberg, Ph.D., with whom Wubshit had 10 classes. Wubshit sees that UD didn't only help him build a strong foundation in computer science; it allowed students to "freely explore their personal, academic and career interests through computing."
**FOUNDED IN**
1955

**ACCREDED BY**
The Southern Association of Colleges & Schools
The Association to Advance Collegiate Schools of Business

**MAIN CAMPUS**
**IRVING, TEXAS**
**POPULATION**
242,242

8 MILES FROM DOWNTOWN DALLAS

**DUE SANTI CAMPUS**
**MARINO, ITALY**
**POPULATION**
37,684

13.5 MILES FROM ROME

**2020 FALL ENROLLMENT**
1,447 UNDERGRADUATES
1,042 GRADUATES

1,447 UNDERGRADUATES FROM 45 STATES AND COUNTRIES
36% MINORITY
74% CATHOLIC

1,042 GRADUATES FROM 43 STATES AND COUNTRIES
41% MINORITY
36% CATHOLIC

**FRESHMAN ACADEMIC PROFILE**

SAT: 1130 - 1330
CRITICAL READING: 580 - 690
MATH: 550 - 660

ACT: 23 - 30

**AVGERAGE CLASS SIZE**
19 UNDERGRADUATES
12 GUPTA COLLEGE OF BUSINESS GRADUATES
9 BRANIFF GRADUATE SCHOOL
7 NEUHOFF SCHOOL OF MINISTRY

**DEGREES OFFERED**
B.A. | B.S. | M.A. | MBA | M.C.S.L.
M.C.S.T. | M.F.A. | M.P.M. | M.C.M.
M.S. | M.T.S. | Ph.D. | DBA

**U.S. CATHOLIC UNIVERSITIES WITH A PHI BETA KAPPA CHAPTER**
1 OF ONLY 23

**FULL-TIME FACULTY**
150

APPROX. 91% HOLD A HIGHEST DEGREE IN THEIR FIELD

11:1 UNDERGRAD STUDENT/FACULTY RATIO