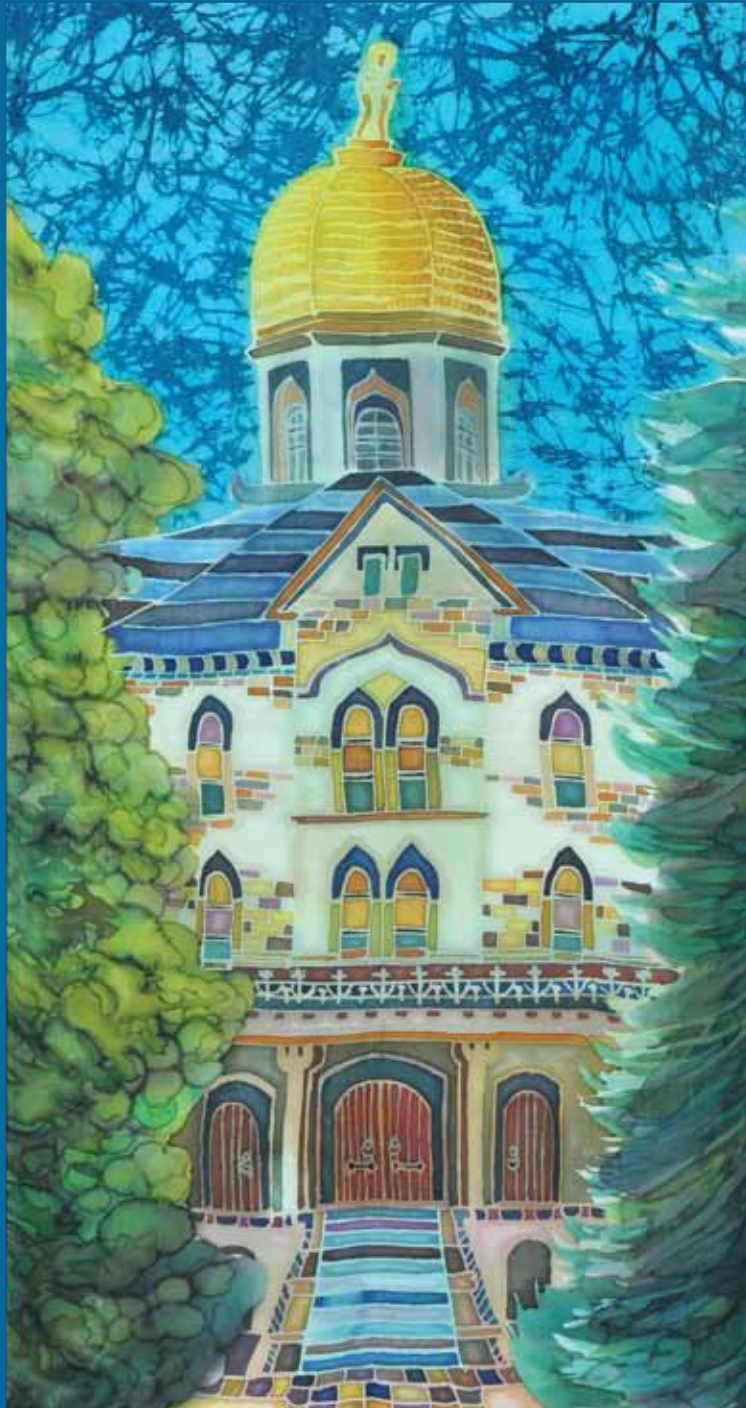


BULLETIN OF INFORMATION



UNIVERSITY OF NOTRE DAME

GRADUATE PROGRAMS

2010-2011



UNIVERSITY OF
NOTRE DAME

2010–2011 ***Bulletin of Information*** University of Notre Dame Graduate Programs and Policies

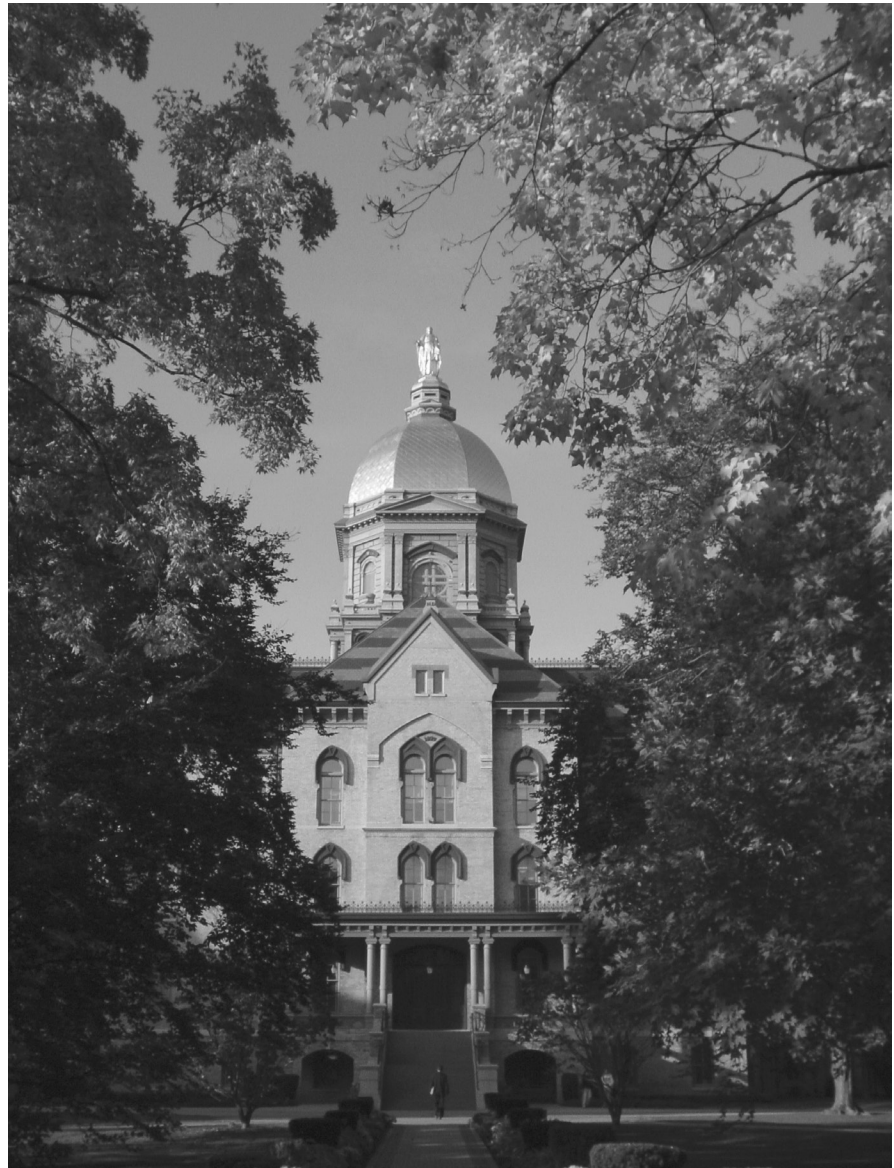
The University reserves the right to change its admission, registration, and graduation requirements as necessary. The course offerings and requirements of the University of Notre Dame are continually under examination and revisions are expected. This *Bulletin of Information* is not a contract; it merely presents the offerings and requirements in effect at the time of publication and in no way guarantees that the offerings and requirements will remain the same. Every effort will be made to provide advance information of any changes.

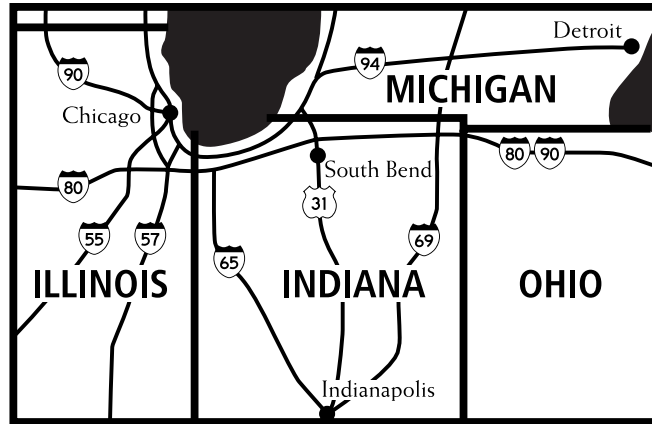
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Volume 106 Number 4 August 2010





The Michiana Regional Transportation Center provides from one location services for travel by air, train, bus, and rental car, including the South Shore Railroad, an electric commuter train to Chicago. South Bend is also served by Amtrak. The city lies about 90 miles east of Chicago, Illinois, 140 miles north of Indianapolis, Indiana, and 200 miles west of Detroit, Michigan.

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Academic Calendar 2010-2011

Fall Semester 2010

August

- 24: Classes begin;
Mass—formal opening of school year

September

- 1: Last day for course changes

October

- 16: Midsemester break begins
25: Classes resume
29: Last day for course discontinuance

November

- 1: Application deadline for admission to the Graduate School for spring semester 2011
12: Dissertation and thesis formatting checks due
15: Registration for spring semester 2011 begins
24: Thanksgiving holiday begins
29: Classes resume

December

- 3: Last day for master's examinations and Ph.D. dissertation defenses for graduation in January 2011
9: Last class day
10: Reading days begin;
Last day for presenting completed theses and dissertations in the Graduate School office for graduation in January 2011
13: Final examinations begin
20: All grades submitted through insideND by 3:45 p.m.

January

- 2: January official graduation date (no ceremony)

Spring Semester 2011

January

- 18: Classes begin
26: Last day for course changes

February

- 1: Deadline for applying to the Graduate School for fall semester 2011 admission and financial aid

March

- 12: Midsemester break begins
18: Dissertation and thesis formatting checks due
21: Classes resume
23: Registration for summer session 2011 begins
25: Last day for course discontinuance

April

- 8: Last day for master's examinations and Ph.D. dissertation defenses for graduation in May 2011
13: Registration for fall semester 2011 begins
15: Last day for presenting completed theses and dissertations in the Graduate School office for graduation in May 2011
22: Easter holiday begins
26: Classes resume

May

- 4: Last class day
5: Reading days begin
9: Final examinations begin
16: All grades submitted through insideND by 3:45 p.m.
21: Graduate School Commencement Ceremony

Summer Session 2011

June

- 20: Classes begin
24: Dissertation and thesis formatting checks due

July

- 15: Last day for master's examinations and Ph.D. dissertation defenses for graduation in August 2011
22: Last day for presenting completed theses and dissertations in the Graduate School office for graduation in August 2011

August

- 5: Last class day
10: August official graduation date (no ceremony)

The University

Notice of Nondiscrimination

The University of Notre Dame does not discriminate on the basis of race, color, national or ethnic origin, sex, disability, veteran status, or age in the administration of any of its educational programs, admissions policies, scholarship and loan programs, athletic and other school-administered programs, or in employment.

The University has designated the director of its Office of Institutional Equity to handle all inquiries regarding its efforts to comply with and carry out its responsibilities under Title IX and under Section 504 of the Rehabilitation Act of 1973. The Title IX and Section 504 coordinator may be contacted as follows:

Director
Office of Institutional Equity
414 Grace Hall
University of Notre Dame
Notre Dame, IN 46556
(574) 631-0444

The Spirit of Inclusion at Notre Dame*

The University of Notre Dame strives for a spirit of inclusion among the members of this community for distinct reasons articulated in our Christian tradition. We prize the uniqueness of all persons as God's creatures. We welcome all people, regardless of color, gender, religion, ethnicity, sexual orientation, social or economic class, and nationality, for example, precisely because of Christ's calling to treat others as we desire to be treated. We value gay and lesbian members of this community as we value all members of this community. We condemn harassment of any kind, and University policies proscribe it. We consciously create an environment of mutual respect, hospitality, and warmth in which none are strangers and all may flourish.

Policies on Harassment

Sexual and discriminatory harassment and harassment in general are prohibited by the University. Definitions and policies regarding all forms of harassment and other aspects of student life and behavior are described in *du Lac: A Guide to Student Life* (the student handbook). All policies, procedures, guidelines and codes of conduct that establish the official parameters for student life at Notre Dame are contained in this handbook. Unless otherwise noted, the policies and procedures in the handbook apply to all graduate and professional students, whether the behavior occurs on or off campus. The handbook may be obtained from the Office of Residence Life and Housing, located at 305 Main Building, and is available from the Office of Residence Life and Housing Web site at <http://orlh.nd.edu>.

Officers of the University

REV. JOHN I. JENKINS, C.S.C., D. Phil.
President of the University

THOMAS G. BURISH, Ph.D.
Provost

JOHN F. AFFLECK-GRAVES, Ph.D.
Executive Vice President

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Vice President for Research

JANET M. BOTZ
Vice President for Public Affairs and Communication

MARIANNE CORR, J.D.
Vice President and General Counsel

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Vice President for Student Affairs

J. NICHOLAS ENTRIKIN, Ph.D.
Vice President and Associate Provost for Internationalization

ERIN HOFFMAN HARDING, J.D.
Associate Vice President for Strategic Planning

DENNIS C. JACOBS, Ph.D.
Vice President and Associate Provost

REV. JAMES B. KING, C.S.C.
Religious Superior of Holy Cross
Priests and Brothers at Notre Dame

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Vice President and Chief Information Officer

JAMES J. LYPHOUT
Vice President for Business Operations

SCOTT C. MALPASS
Vice President and Chief Investment Officer

CHRISTINE M. MAZIAR, Ph.D.
Vice President and Senior Associate Provost

REV. JAMES E. MCDONALD, C.S.C., J.D.
Associate Vice President and Counselor to the President

ROBERT K. MCQUADE
Associate Vice President for Human Resources

LOUIS M. NANNI
Vice President for University Relations

DONALD B. POPE-DAVIS, Ph.D.
Vice President and Associate Provost

JOHN A. SEJDINAJ
Vice President for Finance

FRANCES L. SHAVERS, Ph.D.
Chief of Staff and Special Assistant to the President

JOHN B. SWARBRICK JR., J.D.
Athletic Director

Board of Trustees

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Santiago, Chile

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Chicago, Illinois

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Portland, Oregon

Robert F. Biolchini, J.D.
Tulsa, Oklahoma

*From the statement of inclusion adopted by the officers of the University of Notre Dame on August 27, 1997.

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Ventura, California
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Long Beach, California
- W. Douglas Ford, Ph.D.
Downers Grove, Illinois
- Kathleen M. Fox
Leawood, Kansas
- Marye Anne Fox, Ph.D.
La Jolla, California
- Stephanie A. Gallo
Modesto, California
- F. Michael Geddes
Phoenix, Arizona
- John W. Glynn Jr.
Menlo Park, California
- William M. Goodyear
Chicago, Illinois
- Nancy M. Haegel, Ph.D.
Monterey, California
- Enrique Hernandez Jr., J.D.
Pasadena, California
- Carol Hank Hoffmann
Minnetonka, Minnesota
- Douglas Tong Hsu
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Notre Dame, Indiana
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New York, New York
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Glenview, Illinois
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Greenwich, Connecticut
- Arthur J. Decio
Elkhart, Indiana
- Alfred C. DeCrane Jr., J.D.
Greenwich, Connecticut
- Fritz L. Duda, J.D.
Dallas, Texas

The Graduate School

Notre Dame is the world's pre-eminent Catholic research university, a center of learning that embraces the intellectual ferment of academic enquiry and encourages its students and faculty to address ultimate questions, relationships among religion and the academic disciplines, and ethics. Quality is the hallmark of our graduate programs, which is reflected in the selectivity of our admissions, the comparatively small size of entering classes, and the close, personal mentoring that is possible in such an environment. World-class faculty and gifted graduate students share a vision of enquiry, dedication to scholarship and teaching, and service within and without the academic community.

Distinguished faculty, financial support for research, and ongoing investment in facilities invigorate graduate study at Notre Dame. Major construction projects continue to add new campus buildings and create environments that bring faculty, graduate students, and undergraduates together in cross-disciplinary research at the highest level.

History

Located north of the city of South Bend, Indiana, the University of Notre Dame was founded in 1842 by the Rev. Edward F. Sorin, a priest of the Congregation of Holy Cross. The state of Indiana chartered the University by a special act of the legislature. Combining the style of the French "college" and the seminary where Father Sorin and his congregational fellows studied for the priesthood, Notre Dame began as both a secondary school and a four-year college offering the baccalaureate degree in the liberal arts. It soon adapted to the style and structure of the typical nineteenth-century American university, introducing a science curriculum in 1865, the first American Catholic law school in 1869, an engineering college in 1873, a graduate program in

1918, and a college of business in 1921. The North Central Association first accredited the University in 1913. Notre Dame first began to award advanced degrees in 1918; the Graduate School was instituted in 1944. Since 1990, it has been administered by a dean and several associate deans, and the Graduate Council. It has four divisions — humanities, social sciences, science, and engineering — and includes approximately 30 departments and programs that offer master's or doctoral degrees. There are about 10,000 undergraduates and 1,700 graduate students at Notre Dame, in addition to post-doctoral fellows, and another 1,500 in the law and business schools. Over 85% of graduate students receive some form of financial aid. They come from all fifty states and over 100 nations.

Administration

Administered originally by a graduate committee of faculty members, the Graduate School was organized formally in 1944 with a graduate dean and graduate council. In 1971, the newly created position of vice president for advanced studies underlined the University's intense focus on building quality in the graduate programs. The position's title was changed in 1990 to vice president for graduate studies and research, and several assistant and associate dean positions were created to assist the vice president. In 2007, the research office was separated from the Graduate School, and the new position of dean of the Graduate School, with exclusive responsibility for graduate studies, was created.

Graduate School Administration

Gregory E. Sterling, Ph.D.
Dean of the Graduate School
Laura Carlson, Ph.D.
Associate Dean for Professional Development
Brian Flaherty, M.B.A.
Associate Director of Budget and Operations

Edward Maginn, Ph.D.
Associate Dean for Academic Programs
Nyrée McDonald, Ph.D.
Associate Dean for Recruitment and Admissions
Barbara M. Turpin, Ph.D.
Associate Dean for Students

The Graduate Council

Following is the Graduate Council membership for the 2010–2011 academic year.

Ex Officio Members

Gregory E. Sterling, Ph.D.
Chair and Dean of the Graduate School
Robert J. Bernhard, Ph.D.
Vice President for Research
Gregory P. Crawford, Ph.D.
Dean of the College of Science
Peter K. Kilpatrick, Ph.D.
Dean of the College of Engineering
Michael Lykoudis, M.Arch
Dean of the School of Architecture
John T. McGreevy, Ph.D.
I.A. O'Shaughnessy Dean of the College of Arts and Letters
Nell Jessup Newton, J.D.
Joseph A. Matson Dean of the Law School and Professor of Law
Carolyn Woo, Ph.D.
Martin J. Gillen Dean of the Mendoza College of Business and the Raymond and Milann Siegfried Professor of Entrepreneurial Studies
Jennifer A. Younger, Ph.D.
Director of University Libraries

Elected Members

Sunny Boyd, Ph.D.
Professor of Biological Sciences
David Campbell, Ph.D.
Associate Professor of Political Science
Gerald McKenny, Ph.D.
Associate Professor of Theology

THE GRADUATE SCHOOL

Two additional members will be elected to the council.

Appointed Members

Four members will be appointed to the council.

Representatives from the Academic Council

Six representatives from the Academic Council will be announced.

Graduate Student Representatives

Victoria Froude, Chemical and Biomolecular Engineering student and President of the Graduate Student Union

Kasey Swanke, Political Science student and Vice President of the Graduate Student Union

Graduate School Representatives (Non-Voting)

Laura Carlson, Ph.D.
Associate Dean for Professional Development

Edward Maginn, Ph.D.
Associate Dean for Academic Programs

Nyrée McDonald, Ph.D.
Associate Dean for Recruitment and Admissions

Barbara M. Turpin, Ph.D.
Associate Dean for Students

Graduate Student Union

Through a council of elected officers, appointed committee chairs and representatives from the departments of its constituent colleges, the Graduate Student Union (GSU) provides a variety of services and represents its membership on several University councils and committees. In particular, it subsidizes graduate student travel to present original research, promotes excellence in graduate education, looks for the highest quality of life for graduate students, and maintains a liaison with the administration regarding pertinent issues. The GSU maintains a website with current events and resources for graduate students, provides listserv updates, conducts a graduate orientation program, and offers awards for outstanding teaching assistants and graduate instructors, in addition to providing various social, cultural, and intellectual

activities. The GSU is the graduate students' official liaison with the University administration and the Office of Student Activities.

The Graduate Student Union finances its operations and Conference Presentation Grant through contributions from the Graduate School and a yearly, mandatory activity fee. Graduate Students are eligible to apply for the grant if they: (1) are enrolled in the Graduate School, and (2) pay the annual fee. The Graduate Student Union maintains offices in the LaFortune Student Center at the Mezzanine location; send e-mail inquiries to frahn.2@nd.edu. Telephone: (574) 631-6963, Web: <http://www.gsu.nd.edu>.

Graduate Degrees Granted

Master of Arts in the following fields:

Art History, Design, and Studio Art
Classics
Economics
Educational Administration
English
French and Francophone Studies
History
History and Philosophy of Science
Iberian and Latin American Studies
Italian Studies
Peace Studies
Philosophy
Political Science
Psychology
Sociology
Theology

Master of Divinity

Master of Education (only for students in the Alliance for Catholic Education program)

Master of Engineering (only with J.D.)

Master of Engineering in Mechanical Engineering

Master of Fine Arts in the following fields:

Creative Writing
Design
Studio Art

Master of Medieval Studies

Master of Sacred Music

Master of Science in Aerospace Engineering

Master of Science in Applied Mathematics

Master of Science in Bioengineering

Master of Science in Chemical Engineering

Master of Science in Civil Engineering

Master of Science in Computer Science and Engineering

Master of Science in Electrical Engineering

Master of Science in Environmental Engineering

Master of Science in Mechanical Engineering

Master of Science in the following fields:

Biochemistry
Biological Sciences
Chemistry
Geological Sciences
Mathematics
Physics

Master of Theological Studies

Doctor of Philosophy in the following fields:

Aerospace and Mechanical Engineering

Biochemistry
Bioengineering
Biological Sciences
Chemical and Biomolecular Engineering

Chemistry

Civil Engineering and Geological Sciences

Computer Science and Engineering

Economics

Electrical Engineering

English

History

History and Philosophy of Science

Literature

Mathematics

Medieval Studies

Peace Studies

Philosophy

Physics

Political Science

Psychology

Sociology

Theology

Graduate Minors

A graduate minor is defined by the Graduate School as a guided academic credit-bearing course of study that is designed to supplement work in a primary degree program with an additional substantial expertise. It is expected that the course of study will be recognized by other institutions as conferring a level of valued expertise.

Such minor programs are available only to graduate students currently enrolled in a graduate program in the Graduate School. The minor will not be awarded until all the requirements for the graduate degree have been met.

THE GRADUATE SCHOOL

Current minors in the Graduate School include:

- Gender Studies
- Quantitative Psychology
- Screen Cultures

Areas and Fields of Study

The University of Notre Dame offers graduate programs leading to master's and/or doctoral degrees in the following areas and fields of study:

Aerospace and Mechanical Engineering

- Aerospace Sciences
- Biomechanics and Biomaterials
- Computational Mechanics
- Control Systems
- Flow Physics and Control
- Fluid Mechanics
- Manufacturing
- Materials Science
- Mechanical Systems and Design
- Solid Mechanics and Materials
- Thermal Sciences

Art, Art History, and Design

- Studio Art+
 - Ceramics
 - Painting
 - Photography
 - Printmaking
 - Sculpture
- Art History*
 - American
 - Ancient
 - Contemporary
 - Medieval
 - Modern European
 - Renaissance and Baroque
- Design+
 - Graphic Design
 - Industrial Design

Biological Sciences

- Animal Behavior
- Aquatic Biology
- Biochemistry
- Biogeochemistry
- Biotechnology
- Cancer Biology
- Cell and Molecular Biology
- Developmental Biology
- Ecology
- Ecosystem Ecology
- Endocrinology
- Environmental Biology
- Environmental Microbiology
- Evolutionary Biology
- Genetics and Bioinformatics
- Genomics

- Medical Entomology and Vector Biology
- Microbial Pathogenesis
- Neurobiology
- Nutritional Sciences
- Parasitology and Infectious Diseases
- Physiology
- Plant Science
- Population Biology

Chemical and Biomolecular Engineering

- Applied Mathematics
- Atomistic Simulation of Materials
- BioFuels
- Biomolecular Engineering
- Biophysical Characterizations of Macromolecules
- Catalyst Synthesis and Characterization
- Chemical Sensing
- Carbon Dioxide Capture
- Combinatorial Materials Development
- Computational Heterogeneous Catalysis
- Density Functional Theory
- Drug Delivery
- Drug Design
- Ecological and Environmental Modeling
- Electrokinetics
- Fuel Cell Technologies
- Genetic Diagnostics
- Heterogeneous Phase Change Simulation
- Ionic Liquids
- Materials Science
- Micro and Nano-Fluidics
- Multiphase Flow Dynamics
- Optoelectronic Materials
- Oscillatory Separations
- Peptide Design and Synthesis
- Phase Equilibrium
- Process Systems Engineering
- Soft Lithography
- Suspension Mechanics

Chemistry and Biochemistry

- Analytical Chemistry
- Drug Design and Discovery
- Environmental Chemistry
- Materials Chemistry
- Molecular Medicine
- Molecular and Cell Biology
- Nanotechnology
- Radiation Chemistry
- Structural Biology
- Surface Science
- Synthetic Chemistry
- Theoretical and Computational Chemistry

Civil Engineering and Geological Sciences

- Actinide Material Science
- Aquatic Chemistry
- Bioengineering
- Biological Treatment of Hazardous Waste
- Computational Fluid Mechanics
- Development Studies
- Dynamics of Offshore Structures
- Earthquake Engineering
- Environmental Biotechnology
- Environmental Engineering
- Environmental Fluid Dynamics
- Environmental Microbiology
- Environmental Mineralogy
- Environmental Nanoscience and Technology
- Environmental Sensors
- Finite Element Modeling
- Fire Effects on Structures
- Groundwater Hydrology
- High and Low Temperature Geochemistry
- Mantle Petrology
- Materials Characterization and Durability
- Multiphase Flows
- Natural and Man-made Hazard Reduction
- Paleontology
- Progressive Collapse of Structural Systems
- Structural Dynamics
- Structural Engineering
- Structural Health Monitoring
- Structural Mechanics and Design
- Structural Reliability
- Tall Buildings and Long-Span Bridges
- Water and Wastewater Treatment
- Wind Engineering

Classics

- Early Christian Studies
- Classical Studies

Computer Science and Engineering

- Architecture: Nano-scale and High-performance
- Computational Biology and Bioinformatics
- Computer Vision
- Data Mining and Machine Learning
- Systems: Networks, Distributed Systems, and Security
- Theory: Algorithm Design and Applications

Economics

- International Economics
- Monetary and Macroeconomics
- Industrial Organization
- Public Economics
- Environmental Economics

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Labor Economics

Electrical Engineering

Communication Systems and Networking

Control Systems

Nano-biotechnology

Nanoelectronics

Optoelectronics

Semiconductor Materials and Devices

Signal and Image Processing

Integrated Circuits

Wireless Networks

English

Old and Middle English

Renaissance

Restoration and 18th Century

Romantic and Victorian

Modern British

Early American (to 1865)

Middle American (from the Civil War to 1930)

Post 1930 American Literature

African American

Latino/a Studies

Irish Studies

Drama

Novel

Poetry

Prose Fiction

Literary Theory

Creative Writing++

History

Latin American History

Medieval History

Modern European History

United States History

History and Philosophy of Science

History of the Philosophy of Science

Analytic Philosophy of Science and Epistemology

History and Philosophy of Biology 1700 to 1980

Philosophy of Contemporary Physics

History of Astronomy and Physics

Medieval Natural Philosophy and Medicine

History and Philosophy of Economics

Philosophy of Mind and Neuroscience

Social History of Medicine and Technology

History and Philosophy of Mathematics

Intellectual History of Science 1600 to 1950

Scientific Revolution Studies

Science and Literature

Literature

Classics

East Asian Studies

French

German

Irish Studies

Italian

Spanish (Iberian and Latin American) (Literatures can be studied in various combinations)

Mathematics

Algebra

Algebraic Geometry

Applied Mathematics

Complex Analysis

Differential Geometry

Logic

Partial Differential Equations

Topology

Medieval Studies

Art History

History

Language and Literatures

Manuscript Studies

Music

Philosophy

Theology

Peace Studies

Conflict Analysis and Transformation*

Organizational Leadership and Management*

Policy Analysis and Political Change*

Peace Studies and History

Peace Studies and Political Science

Peace Studies and Psychology

Peace Studies and Sociology

Peace Studies and Theology

Philosophy

Ancient Philosophy

Contemporary European Philosophy

Epistemology

Ethics

Logic

Medieval Philosophy

Metaphysics

Modern Philosophy

Philosophy of Language

Philosophy of Mathematics

Philosophy of Mind

Philosophy of Religion

Philosophy of Science

Political Philosophy

Physics

Astrophysics

Atomic Physics

Biophysics

Condensed Matter Physics

Elementary Particle Physics

Network Physics

Nuclear Physics

Statistical Physics

Theoretical Physics

Political Science

American Politics (including public law)

Comparative Politics

International Relations

Political Theory

Psychology

Cognitive Psychology

Counseling Psychology

Developmental Psychology

Quantitative Psychology

Romance Languages and Literatures*

(See Literature for Ph.D. program)

Comparative Literatures

French and Francophone Studies—Middle Ages, Renaissance, 17th-century Classical, 18th-century Enlightenment, 19th Century, 20th Century

Italian Studies—Italian Literature: Medieval, Renaissance, Modern; Art History; Architectural History; Film Studies; Translation; History; Philosophy; Music

Iberian and Latin American Studies—Medieval, Golden Age, Colonial Spanish-American, Modern Spanish Peninsular, Modern Spanish-American Periods; Gender Studies

Sacred Music

Organ Concentration

Choral-Vocal Concentration

Sociology

Comparative/Historical Sociology

Cultural Sociology

Education

Family

Political Sociology

Quantitative Methodology

Religion

Social Psychology

Social Stratification

Theory

Theology

Biblical Studies*

Christianity and Judaism in Antiquity—Hebrew Bible and Judaica, New Testament and Early Church

Early Christian Studies*

History of Christianity—Early Church, Medieval Studies, Reformation Studies, Modern Studies

Liturgical Studies

Moral Theology/Christian Ethics

Systematic Theology

Professional Studies* (Master of Divinity Program)

Theological Studies*

* Master's programs only

+ Master's program and M.F.A. in studio art and design

++ M.F.A. in creative writing

ACADEMIC REGULATIONS

Academic Regulations

Please note:

The following information represents the minimum standards established by the Graduate School. Individual departments may require higher standards. Students are expected to be fully cognizant of their department's requirements.

No exceptions to the following policies and procedures will be valid without the formal written approval of the Graduate School.

Admission to the Graduate School

Applicants for admission to the Graduate School must hold a bachelor's degree or its equivalent from an accredited American college or university or from a foreign institution of acceptable standing by the time of graduate matriculation. If at that time an admitted applicant does not hold a bachelor's degree, the Graduate School admission is void. The applicant should have earned at least a B average in his or her undergraduate major courses and should meet the level of academic achievement that implies a developed ability for advanced study and independent scholarship.

An applicant may seek admission to either degree-seeking status or non-degree status in either a master's or doctoral program.

Admission to a graduate degree program is not equivalent to admission to candidacy for the degree (see "Admission to Candidacy," under master's and Ph.D. degree requirements.) It should also be noted that admission to the master's program does not automatically mean admission to the doctoral program upon completion of the master's program. A separate decision is required for continuation in the doctoral program.

Application Requirements

An applicant for admission must complete all of the following:

1. Complete and electronically submit the online application
2. Submit a statement of intent through the online application system

3. Submit a curriculum vitae or résumé through the online application system
4. Arrange for three (3) letters of recommendation to be submitted through the online recommendation system associated with the online application
5. Submit the application fee by credit card, check, or money order using the payment system associated with the online application system
6. Request official transcripts from each post-secondary institution and have them mailed to the Office of Graduate Admissions (please note that transcripts may not be attached to the online application)
7. Arrange for the submission of official Graduate Record Examination (GRE) General Test scores
8. Arrange for the submission of official GRE Subject Test scores if required by the department
9. Arrange for submission of official foreign language test scores, either Test of English as a Foreign Language (TOEFL) or International English Language Testing System (IELTS) if the applicant's native language or primary language of college instruction is not English

The online application may be accessed through the Graduate School's website. To expedite the processing of applications, the online application should be completed and submitted before any supporting materials not attached to the online application are sent to the Graduate School.

Students seeking admission to more than one department, but who plan to enroll in only one, must submit separate applications for each department. Only one application fee is necessary.

The application fee must accompany the application. This fee is nonrefundable. For applications submitted by December 1 for admission to the following fall semester, the application fee is \$35. The fee is \$50 for all applications submitted after December 1 for admission to the following fall semester. Fees may be paid by check, money order, or credit card (see online application).

Application deadlines range from January 1 to February 1 for admission to the fall semester. Applicants may visit the Graduate School's website to determine the deadline for individual programs. Unless otherwise specified, the application deadline for spring admission is November 1, though some departments have earlier deadlines. Applicants may visit the Graduate School's website to determine the deadline for individual programs. It should be noted that only a few departments offer spring admission. Therefore, applicants who wish to begin in the spring are advised to consult the department prior to submitting an application.

Beyond these Graduate School admission requirements for all graduate departments and programs, particular programs may require personal interviews and/or submission of special materials such as writing samples or portfolios. Applicants should consult the individual department or program to learn about additional requirements and submission procedures.

The Graduate Record Examination (GRE) is offered at sites in the United States and abroad.

The Test of English as a Foreign Language (TOEFL) and International English Language Testing System (IELTS) are offered several times each year at sites in the United States and abroad. Foreign students, except those noted above, must submit TOEFL or IELTS scores as part of their application to demonstrate a sufficient command of English to meet the requirements of their field.

Admission to Multiple Degree Programs

An applicant who seeks admission to more than one master's degree program in the Graduate School in order to earn two degrees, or an applicant who seeks admission to a degree program in the Graduate School concurrently with a degree program in another school in the University (i.e., Law School, the School of Architecture, Mendoza College of Business, or the ESTEEM Program) must submit a separate and complete application for each program. The applicant must also be accepted by each of the cooperating departments. The Graduate School will consider

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only applicants whose past academic performance indicates the potential for success in each of the programs. In consultation with the appropriate advisers from each unit, the applicant will select a plan of study acceptable to all units. The Graduate School must approve the written plan of study before the student may begin the program. No more than nine credit hours of classes from any one master's degree may be counted toward any other master's degree.

Admission to Joint Degree Programs

It is possible for a student to pursue a program of study combining two programs and leading to a joint degree. An applicant who seeks to earn a joint degree, either master's or Ph.D., must submit a separate and complete application to each program and be accepted by both. The relevant departments must agree upon a plan of study defining what will constitute the joint degree program, and the approved written plan must be on file with the Graduate School before the student may begin the program.

Non-degree Applicants

An applicant for admission to a non-degree program must complete all of the following:

1. Complete and electronically submit the online application
2. Submit a statement of intent through the online application system detailing the applicant's graduate plans and expectations
3. Submit a curriculum vitae or resumé through the online application system
4. Request official transcripts from each post-secondary institution and have them mailed to the Office of Graduate Admissions (please note that transcripts may not be attached to the online application)
5. Submit the application fee by credit card, check, or money order using the payment system associated with the online application system

A non-degree applicant may seek admission as a departmental non-degree student or as an unclassified, visiting, or auditing student in the Graduate School.

A departmental non-degree student is one who has been admitted to a department but does not seek an advanced degree from the University. An applicant with degree intent who lacks one or more admission requirements may be admitted temporarily to this non-degree status at the discretion of the department and with the approval of the associate dean for graduate admissions. The student may register for one to 12 credit hours in any graduate courses for which he or she meets the course prerequisites. However, no student initially admitted to non-degree status will be admitted to degree status until all admission requirements have been satisfied. No more than 12 credit hours earned by a student while in a non-degree status may be counted toward a degree program. Admission as a departmental non-degree student does not guarantee later admission as a degree-seeking student.

An unclassified student is one who is admitted to the Graduate School in a non-degree status, but who is not a member of a particular department. Such a student may, with the approval of the Graduate School, take courses in any graduate department, subject to approval by the department. This category is usually open to non-degree students who wish to take courses in more than one department or students who have completed their degree programs, but wish to continue in the University in graduate student status. No more than 12 credit hours earned by a student while in a non-degree status may be counted toward a degree program. Admission as an unclassified non-degree student does not guarantee later admission as a degree-seeking student.

A visiting student is normally a degree student in another university who enrolls for credit in selected courses at Notre Dame. Unless otherwise arranged by the home university and Notre Dame, the visiting student is considered a non-degree student at Notre Dame and follows the same application and enrollment procedures as a non-degree student.

An auditor is a non-degree student who meets the course prerequisites but receives no academic credit. With the permission of the instructor and the department chair, a degree student also may audit courses. Audited courses may be recorded

on a student's permanent record only if the student requests the instructor to record it at the beginning of the semester and if he or she attends the course throughout the entire semester. A recorded audit is graded V. Incomplete audits are not recorded. The audit grade of V cannot be changed to a credit grade.

In the academic year, full-time graduate students may audit courses without charge. Part-time graduate students who audit courses will be charged the normal audit fee of one-half the current credit hour fee.

In the summer session, there is no free audited course. Any course taken or audited in the summer session will be charged the full price.

Acceptance

Official acceptance to the Graduate School in the academic year is granted only by the associate dean. Applicants will be informed officially of the results of their application by a letter from the associate dean for graduate admissions. Applicants who intend to accept offers of admission are required to confirm their acceptance by returning the appropriately completed form that is supplied online.

Council of Graduate Schools Policy on Accepted Offers of Admission

In accordance with a resolution passed by the Council of Graduate Schools in the United States, the following policy is in effect:

By accepting an offer of financial aid (such as a graduate scholarship, fellowship, traineeship, or assistantship) for the next academic year, the enrolled or prospective graduate student completes an agreement that both the student and graduate school expect to honor. When a student accepts an offer before April 15 and subsequently desires to withdraw, the student may submit a written resignation for the appointment at any time through April 15. However, an acceptance given or left in force after April 15 commits the student not to accept another offer without first obtaining a written release from the institution to which a commitment has been made.

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Similarly, an offer made by an institution after April 15 is conditional on presentation by the student of a written release from any previously accepted offer. It is further agreed by the institutions and organizations subscribing to this resolution that a copy of the resolution should accompany every scholarship, fellowship, traineeship, and assistantship offer.

Enrollment in the University

Once admitted, all degree and non-degree graduate students must complete ND Roll Call and register each semester at the dates and times announced by the University Registrar.

Any admitted student who fails to register and complete the ND Roll Call process for one semester or more must apply for readmission upon return. (See "Continuous Registration," below.)

Full-time and Part-time Status

A full-time student is one who is working full time toward his or her degree objective. The student's department is responsible for determining who is a full-time student, and who is otherwise a part-time student.

All degree-seeking students are expected to maintain full-time status and to devote full time to graduate study. No degree student may hold a job, on or off campus, without the express permission of his or her department and the Graduate School.

A non-degree student must register for at least nine credit hours per semester, or six in the summer session, to claim full-time status.

Academic Good Standing

Continuation in a graduate degree program or in non-degree status, admission to degree candidacy, and graduation require maintenance of at least a 3.0 (B) cumulative grade point average (G.P.A.). A student may be dismissed from the department or program if the G.P.A. in any one semester is below 2.5 or if the G.P.A. is below 3.0 for two consecutive semesters. Some departments require higher averages for enrollment and support continuance.

An adequate G.P.A. is only one factor taken into consideration in determining a student's qualifications for an advanced degree. Degree students should be aware of their department's performance criteria. The department and the Graduate School annually evaluate each graduate student's overall performance on the basis of these criteria.

A student must be in academic good standing to be eligible for new or continued financial support.

Continuous Registration

All students must complete the ND Roll Call process each semester in the academic year and register for at least one credit hour per semester to maintain their student status. Continuous registration is met normally by both ND Roll Call participation and registration in a graduate-level course relevant to the student's program. A student who is concurrently pursuing degrees in the Graduate School and in another school in the University meets the continuous enrollment requirement by registering for a course in either program. Any exception to this rule, including a leave of absence, must be approved by the Graduate School. (See "Leave of Absence," below.)

A student who fails to complete the ND Roll Call process and register for a class one semester or more must apply for readmission upon return.

Summer Registration Requirements

Continuing students (i.e., degree-seeking students who are eligible to continue their studies in the fall semester) who are not receiving an academic stipend during the summer months may have access to University facilities and services from May through August without completing the ND Roll Call process and registering for academic credit in the summer session.

Full-time students receiving an academic stipend during the summer who are conducting research or departmental duties must complete the ND Roll Call process and register for academic credit. If no courses are required, students should register for a zero credit research course. Failure to properly register and complete the ND Roll Call process during the sum-

mer session will result in FICA taxes being withdrawn from the student's stipend.

Semester of Graduation

Degree students who have completed the course work requirement for their degree must register for at least one credit hour per semester, including the final semester or summer session in which they receive their degree. This credit hour should consist of either resident or non-resident thesis or dissertation research within their department. These students may be considered full-time students whether or not they are in residence. Students not in residence and taking one credit hour pursuant to continuous enrollment requirements are charged a special registration fee.

Leave of Absence

For exceptional reasons and on the recommendation of the department, a student in good academic standing may request a leave of absence for a maximum of two consecutive semesters. A request for a leave of absence must be made before the semester in which the leave is taken, and all leaves of absence must be approved by the Graduate School. If, for some urgent reason, a student is allowed to leave the University after the beginning of the semester, the withdrawal procedure below must be followed. If at the end of the leave of absence period the student does not return, the student is considered terminated. Application for readmission is required if the student wishes to return.

In the case of a medical leave of absence, clearance from the University Health Center is required prior to readmission.

Medical Separation from Academic Duties

Students enrolled in the Notre Dame Graduate School who wish to temporarily interrupt their programs for medical reasons must apply to the Graduate School. Students are eligible under this policy if they have a "serious medical condition." For purposes of this policy, "serious medical condition" means a medical condition that (1) requires multiple day hospitalization OR (2) renders the student unable to engage in coursework and all other Graduate School-related duties for a period of at least ten (10) calendar days. Certification by a physician that the

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student has a serious medical condition as defined in this policy must be submitted to the Graduate School no less than three months prior to the separation period (for childbirth and other predictable requests) or as soon as the need is foreseen (for emergency requests). In situations involving childbirth, the separation period will generally begin on the actual date of childbirth; in all cases, regardless of the nature of the medical condition, the duration of the separation will be as certified by the physician up to a maximum of six weeks. Students may utilize this medical separation policy two non-consecutive times during their graduate studies. Should students need more than six weeks at any one time, they must withdraw from the University. Leaves of absence for one semester or more for medical or other reasons are governed by the Graduate School Leave of Absence policy.

Full-time degree-seeking students in their fifth year of study or less who are receiving financial aid from the Graduate School or external funds will receive a stipend equal to their normal stipend during their period of separation, for a maximum of six weeks paid by the Graduate School. Students will retain their tuition scholarships, access to on-campus medical facilities, and all other resources available to students during the entire separation period (up to six weeks). Students also will be deemed “continuously enrolled” at the University during the entire period of separation.

Teaching assistant and research assistant duties will cease at least during the period of separation. Students are responsible for making arrangements, through their departments, to cover their duties. Students taking classes will be required to make arrangements with individual course instructors for completion of any courses in progress during the leave. Students will be granted the option to re-schedule exams, extend candidacy deadlines or other deadlines not discussed herein. Students are responsible for making arrangements to reschedule exams, extend deadlines and to make up other work not discussed herein. Unlike a regular one-semester leave, time off in conjunction with this policy *will* count towards the students’ degree time limit of eight years and university-sponsored funding cap of five years.

Withdrawal from the Program

To withdraw from the University before the end of the semester, a student must inform the department and the Graduate School as well as complete the notice of withdrawal. (See http://registrar.nd.edu/Separation_Form/form.html.) For information on refunds, refer to “Tuition and Expenses.”

Upon approval of the withdrawal, the University enters a grade of W for each course in which the student was registered. If a student drops out of the University without following the procedure described above, a grade of F is recorded for each course.

The credit for any course or examination will be forfeited if the student interrupts his or her program of study for five years or more.

The University reserves the right to require the withdrawal of any student when academic performance, health status, or general conduct may be judged clearly detrimental to the best interests of either the student or the University community.

Access to Computing Services

The University of Notre Dame NetID accounts and related services are intended for faculty, staff, and currently registered students. “A student must register and complete the ND Roll Call process at the dates and times announced by the Registrar” (Academic Code 4.1). A student who fails to register and complete the ND Roll Call process by the announced date will forfeit the right to access his or her NetID account and related services. University computing resources supplied by way of the NetID are normally available to a student for up to 60 days after his or her graduation date. A student granted a leave-of-absence would normally retain access to University computing services for up to two semesters. A student who is separated from the University due to an academic suspension, academic dismissal, or withdrawal will no longer have access to University computing services, unless an extension has been approved by the dean of his or her college. A student attending Notre Dame for the summer

only, with a non-degree seeking status, will normally retain access to University computing service for up to 60 days after the August graduation date. A student who is separated from the University for other reasons will no longer have access to University computing services.

Registration and Courses

Maximal Registration

During each semester of the academic year, a graduate student should not register for more than 15 credit hours of graduate courses, i.e., the 60000 through 90000-level courses. In the summer session, a graduate student should not register for more than 10 credit hours.

Course Numbers

Courses numbered 60000 – 69999 are typically first-level graduate courses. Qualified advanced undergraduates may be admitted to these classes with the permission of the instructor and the approval of the chair. Courses numbered 70000 and above are advanced graduate courses open only to graduate students who have completed the prerequisites.

The advanced undergraduate courses numbered 40000 – 59999 may, with the approval of the department chair and the Graduate School, be taken to satisfy up to 10 hours of graduate credit requirements. Departments may place additional constraints on the use of 40000 – 59999 level courses to meet their degree requirements.

No graduate credit is allowed for courses below the 40000 level.

Add/Drop Policy

A student may add courses through the first seven class days of the semester. A student may add courses after this time only on recommendation of the department and with approval of the Graduate School.

A student may drop courses at their discretion through the first seven class days of the fall or spring semester. To drop a course after this period and up to the midsemester point (see the Graduate School calendar for the exact date), a student must have the approval of the chair of the department offering the course, of

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his or her adviser, and of the Graduate School; however, no tuition adjustment will be made after the seventh class day of the fall or spring semester. A course may be dropped after the midsemester point only in cases of serious physical or mental illness. Courses dropped after this period will be posted on the student's permanent record with the grade of W.

A course taken for credit can be changed to an audit course after the midsemester point only in cases of serious physical or mental illness.

Grades

Listed below are graduate grades and the corresponding number of quality points per credit hour.

A	4
A-	3.667
B+	3.333
B	3
B-	2.667
C+	2.333
C	2
F	0
I	0 (Until Incomplete is removed)
NR	Not reported
S	0 Satisfactory
U	0 Unsatisfactory
V	0 Auditor (graduate students only)
W	0 Discontinued with permission

Quality point values are used to compute the student's G.P.A. The G.P.A. is the ratio of accumulated earned quality points to the accumulated earned semester credit hours. G.P.A. computation takes into account only those grades earned in Notre Dame graduate courses by students with graduate status at Notre Dame. For courses taken in a department or college in the University, but outside the Graduate School, or taken outside the University, the grade will not be included in the G.P.A. computation.

The grades of C- and D are not awarded in the Graduate School.

A student receives the temporary grade of I when, for acceptable reasons, he or she has not completed the requirements for a 60000- or higher-level graduate course

within the semester or summer session. No grade of I can be given for courses below the 60000 level or to graduating students in the final semester or final summer session of a terminal degree program.

The student then must complete the course work for a grade prior to the beginning of the final examination period of the next semester in which the student is enrolled. If a student receives an I (Incomplete) for a summer session course, he or she must complete the course work for a grade before the final examination period begins for the next semester or summer session (whichever comes first) in which the student is enrolled.

The University temporarily computes this grade as the equivalent of an F in calculating the G.P.A. When the student fulfills the above requirements, the I is replaced by the new grade. Faculty will be given 30 days from the last day of classes to turn in the grade change form to the Graduate School. Should the student not complete the course work as required, the I will convert to an F on the transcript.

The department and the Graduate School will review a student who receives more than one I in a semester or an I in two or more consecutive semesters, to determine his or her eligibility for continued support and enrollment.

The grades of S and U (Satisfactory and Unsatisfactory) are used in courses without semester credit hours, as well as in research courses, departmental seminars, colloquia, workshops, directed studies, field education, and skills courses. These courses, if given the grade of S, do figure in a student's earned semester credit-hour total but do not figure in the computation of the G.P.A. A grade of U will not count toward the student's earned semester credit-hour total, nor will it figure in the computation of the G.P.A.

The grade of V (Auditor) does not have quality-points attached to it. It is the only grade available to the registered auditor. The audit must be requested before the seventh class day of the semester. The audited class is made part of the student's permanent record, and the auditor should attend the course throughout the entire semester. The grade of V cannot be changed to a credit-earning grade.

The grade of W (Discontinued with permission) is given for a course that a student is allowed to drop after the midsemester point.

Transfer Credits

A department may accept course work completed at another accredited university toward meeting its degree requirements. A student may transfer credits earned at another accredited university only if: (1) the student is in degree status at Notre Dame; (2) the courses taken are graduate courses appropriate to the Notre Dame graduate program and the student had graduate student status when he or she took these courses; (3) the courses were completed within a five-year period prior to admission to a graduate degree program at Notre Dame or while enrolled in a graduate degree program at Notre Dame; (4) grades of B (3.0 on 4.0 scale) or better were achieved; and (5) the transfer is recommended by the department and approved by the Graduate School.

These five requirements also apply to the transfer of credits earned in another program at Notre Dame.

The University considers a request for credit transfer only after a student has completed one semester in a Notre Dame graduate degree program and before the semester in which the graduate degree is conferred. The university of origin must submit two transcripts directly to the Notre Dame Graduate School. Credits not earned on the semester system, such as trimester and quarter-hour credits, will be transferred on a pro rata basis.

A student transferring from an unfinished master's program may not transfer more than six semester credit hours into either a Notre Dame master's or Ph.D. program.

If the student has completed a master's or Ph.D. program, he or she may transfer up to nine semester credit hours to a Notre Dame master's program and up to 24 semester-credit hours to a Notre Dame Ph.D. program.

Occasionally, a student may need to do dissertation research at another institution. Normally, the student would register for the appropriate number of credit hours of research at Notre Dame. If the stu-

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dent does not enroll at Notre Dame and expects to count research hours earned elsewhere toward the Notre Dame degree, the student must have the approval of the department and the Graduate School in advance. The University requires similar prior approval for formal courses taken elsewhere and applied to the degree program. Twenty-four credit hours, including research credit hours, is the maximum acceptable for transfer into a Notre Dame doctoral program.

No grades of transferred courses are included in the student's G.P.A.

Academic Integrity

Integrity in scholarship and research is an essential characteristic of our academic life and social structure in the University. Any activity that compromises the pursuit of truth and the advancement of knowledge besmirches the intellectual effort and may undermine confidence in the academic enterprise. A commitment to honesty is expected in all academic endeavors, and this should be continuously emphasized to students, research assistants, associates, and colleagues by mentors and academic leaders.

The procedures for ensuring academic integrity in the Graduate School are distinct from those in the Undergraduate Code of Honor. The following apply to both degree-seeking and non-degree-seeking students.

Violations of academic integrity may occur in classroom work and related academic functions or in research/scholarship endeavors. Classroom-type misconduct includes the use of information obtained from another student's paper during an examination, plagiarism, submission of work written by someone else, falsification of data, etc. Violation of integrity in research/scholarship is deliberate fabrication, falsification, or plagiarism in proposing, performing, or reporting research or other deliberate misrepresentation in proposing, conducting, reporting, or reviewing research. Misconduct does not include errors of judgment, errors in recording, selection, or analysis of data, differences in opinions involving interpretation, or conduct unrelated to the research process. Misconduct includes practices that ma-

terially and adversely affect the integrity of scholarship and research.

Any person who has reason to believe that a violation of this policy has occurred shall discuss it on a confidential basis with the department chair or director of the appropriate institute. If a perceived conflict of interest exists between the chair/director and the accused, the next highest academic officer shall be notified of the charge. The chair/director shall evaluate the allegation promptly. If it is determined that there is no substantial basis for the charge, then the matter may be dismissed with the fact of dismissal being made known to the complainant and to the accused if he or she is aware of the accusation. A written summary of charges, findings, and actions shall be forwarded to the dean of the Graduate School as a matter of documentation. Otherwise, the chair will select an impartial panel consisting of three members, one of whom may be a graduate student, to investigate the matter. The chair will inform the accused of the charges. The panel will determine initially whether to proceed directly to a hearing to further investigate the case, or to dismiss the charges. If the panel decides to proceed directly to a hearing, the hearing will be held within 10 days of the original notification. If the panel decides that further investigation is necessary, it shall immediately notify the chair. If it decides that a hearing is not warranted, all information gathered for this investigation will be destroyed. The utmost care will be taken to minimize any negative consequence to the accused.

The accused party must be given the opportunity to respond to any and all allegations and supporting evidence at the hearing. The response will be made to the appointed panel. The panel will make a final judgment, recommend appropriate disciplinary action, and report to the chair in writing. The report will include all of the pertinent documentation and will be presented within 30 days after meeting with the accused. Copies of the report are to be made available to the accused, the chair, and the dean of the Graduate School. If a violation is judged to have occurred, this might be grounds for dismissal from the University; research/scholarship violations might be reported to the sponsor of the research effort (e.g., NSF, NIH, Lilly Foundation, etc.), if appropriate.

If the student chooses to appeal, he or she must address the appeal in writing to the dean of the Graduate School within 10 days. The student has the right to appear before the dean or his or her delegate. The dean may decide to appoint an ad hoc committee to handle this appeal, if deemed necessary.

Violations of academic integrity by individuals who are not students are governed by different rules; students who are working on externally sponsored programs may also be covered by sponsor-mandated rules. Contact Tracey Poston, director of research compliance, (574) 631-1461, for further information.

The penalty for a student who admits wrongdoing should be determined by the graduate committee of the student's department or program.

Academic Ombudsperson

The dean of the Graduate School has appointed an academic ombudsperson in the Graduate School to be available to graduate students who want to confidentially discuss problems they are having in their programs. The ombudsperson can provide the student with options for resolving the problem. The Graduate School's academic ombudsperson is Dr. Barbara M. Turpin, associate dean of students.

Grievance and Appeal Procedures

Students follow the grievance and appeal procedures of the department in which they are studying. Where department procedures are not clear, students contact the department chair and/or the director of graduate studies. Appeals beyond the department are made directly to the dean of the Graduate School. Instructions for the appeal can be found online at <http://graduateschool.nd.edu>.

Students cannot register or complete the ND Roll Call process for subsequent semesters, including the summer session, during the appeal process.

ACADEMIC REGULATIONS

Requirements for the Master's Degree

In addition to the following Graduate School requirements, individual departments may have higher standards. Students are expected to know their departmental requirements.

Credit Hours

The number of semester credit hours of course work for the master's degree is specified by the student's department. Students in a research program must also complete the research requirements of the department. (See also "Transfer Credits," above.)

Residency

The minimum residency requirement for the master's degree is registration in full-time status for one semester during the academic year or for one summer session.

Foreign Language Requirement

The Graduate School does not require foreign language reading proficiency for the master's degree. However, some departments do have this requirement. Students should consult their departments concerning this requirement.

Degree Eligibility

Failure to complete all requirements for the master's degree within five years results in forfeiture of degree eligibility.

A master's program that is pursued during the summer and the academic year must also be completed within five years.

A student attending summer session only must complete all requirements within seven years.

Thesis Directors

Each student is assigned an adviser from the time of enrollment. This may initially be the director of graduate studies, but an individual adviser or thesis director will be chosen as soon as practicable, following the department's policies.

Advisers and thesis directors are normally chosen from the teaching and research faculty of the student's department. There also may be one co-director chosen from

the faculty outside (or within) the student's department. In exceptional cases, a student may choose a thesis director from the Notre Dame teaching and research faculty outside the department. Arrangements for extra-departmental directors or co-directors must be consistent with departmental policies and must be approved by the department.

Master's Examination

By the end of the term following completion of the course work required by the department, the degree candidate must have taken an oral and/or written master's examination demonstrating mastery in his or her field. Failure in either one or both parts of the examination results in automatic forfeiture of degree eligibility, unless the department recommends a retake. If a retake is recommended, it must be completed by the end of the following semester. The Graduate School allows only one retake of the master's examination.

Some departments have an equivalent requirement in lieu of the master's examination. Students are advised to be cognizant of their respective departmental requirements with regard to the master's examination or its substitute.

A doctoral student may receive the master's degree without taking the master's examination on the recommendation of the department and completion of (a) the course work required by the department for the master's degree and (b) all written parts of the doctoral candidacy or Ph.D. qualifying examination. Departments may have additional criteria or may choose not to offer a master's degree in this manner; students should consult the departmental guidelines.

Admission to Candidacy

To qualify for admission to candidacy, a student must be in a master's degree program. He or she must have been enrolled in the program without interruption and must maintain a minimum cumulative G.P.A. of 3.0 in approved course work. A student who seeks admission to candidacy in a research master's program must also demonstrate research capability and receive departmental approval of his or her thesis proposal.

Admission to candidacy is a prerequisite to receiving any graduate degree. *It is the student's responsibility to apply for admission by submitting the appropriate form to the Graduate School office through the department chair. The applicable deadline is published in the Graduate School calendar.*

Thesis Requirement

The thesis is the distinctive requirement of the research master's program. With the approval of his or her adviser, the student proposes a thesis topic for departmental approval. The approved topic is researched and the results presented under the supervision of a thesis director.

The thesis director indicates final approval of the thesis and its readiness for the readers by signing the thesis. The candidate then delivers the number of signed copies of the completed thesis required by the department to the department chair. These copies are distributed to the two official readers appointed by the department. Readers are appointed from among the regular teaching and research faculty of the student's department. The appointment of a reader from outside the student's department must have the department's approval. The thesis director may not be one of the official readers. Each reader must unconditionally approve the thesis and the department should promptly report the results to the Graduate School.

Submitting the Thesis

The format of the thesis should follow the guidelines established by ProQuest. These guidelines can be found in the Graduate School's office or online at <http://graduateschool.nd.edu>.

For formatting assistance beyond these guidelines, students should follow the formatting custom in their field. Students may also consult the Graduate School's *Guide for Formatting and Submitting Dissertations and Theses*, available at the Graduate School office and online at <http://graduateschool.nd.edu>. When the Graduate School performs its formatting check, it will primarily make sure that the document conforms to the ProQuest guidelines. It is the student's responsibility to submit a clean and professional-looking thesis.

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When the thesis is given to the readers, the candidate should also give a complete copy to the Graduate School office for a preliminary review of the format. This copy may be submitted electronically as a PDF or delivered as a printed document.

After the readers approve the thesis and any necessary changes have been made, the candidate must then present the final version of the thesis to the Graduate School for final approval and submission on or before the date specified in the Graduate School calendar. Candidates should be cognizant of deadlines for graduation established by the Graduate School and the department.

The thesis may be submitted either in electronic (PDF) form or in printed manuscript form. Only the official submission will be accepted by the Graduate School.

To submit the thesis electronically, the candidate must upload one complete PDF copy to the Hesburgh Library's Electronic Dissertation and Thesis database at <http://etd.nd.edu>, and provide two signed title pages and any other necessary forms to the Graduate School.

To submit printed copies of the thesis, the candidate must present two clean copies, each signed by the thesis director. The candidate pays the binding costs for the two official copies required by the Graduate School.

Candidates must check with their departments for any additions to the Graduate School requirements.

Should a candidate decide to microfilm a thesis, information concerning the ProQuest Information and Learning Master's Publishing Program may be obtained from the Graduate School office.

Requirements for the Doctor of Philosophy Degree

The goal of the University in its Ph.D. programs is to develop productive scholarship and professional competence in its students. In addition to a broad acquaintance with the historical and contemporary state of learning, the University encourages its students and faculty to make contributions to the advancement of their respective fields.

In addition to the following Graduate School requirements, individual departments may require higher standards. Students are expected to know their department's requirements.

Credit Hours

The number of semester credit hours of formal courses, directed studies, and research is specified by the student's department. (See also, "Transfer Credits," above.)

Residency

The minimum residency requirement for the Ph.D. degree is full-time status for four consecutive semesters (may include the summer session).

Foreign Language Requirement

This requirement varies from department to department, in both the choice of language and the degree of proficiency required. Students should consult their department concerning this requirement.

Responsible Conduct of Research and Ethics Training

Beginning with Ph.D. students entering in 2011, the Graduate School will require a three-hour workshop on ethics as part of the new training program in the Responsible Conduct of Research and Ethics. Additional components to the program include an ethics introduction at the Graduate School orientation, workshops and lectures offered across the University, an optional course on ethics, and an ethics recognition award.

For more information, please see the ethics page under the professional development section of the Graduate School website at <http://graduateschool.nd.edu>.

Award of Master's Degree to Doctoral Students

A doctoral student may receive the master's degree without taking the master's examination on the recommendation of the department and completion of: (a) the course work required by the department for the master's degree and (b) all written parts of the doctoral candidacy or Ph.D. qualifying examination. Departments may have additional criteria, or may choose

not to offer a master's degree in this manner; students should consult the departmental guidelines.

Degree Eligibility

The student must fulfill all doctoral requirements, including the dissertation and its defense, within eight years from the time of matriculation. Failure to complete any of the Graduate School or departmental requirements within the prescribed period results in forfeiture of degree eligibility.

Advisers and Dissertation Directors

Each student is assigned an adviser from the time of enrollment. This may initially be the director of graduate studies, but an individual adviser or dissertation director will be chosen as soon as practicable, following the department's policies.

Advisers and dissertation directors are normally chosen from the teaching-and-research faculty of the student's department. There also may be one co-director chosen from the faculty outside (or within) the student's department. In exceptional cases, a student may choose a dissertation director from the Notre Dame teaching and research faculty outside the department. Arrangements for extra-departmental directors or co-directors must be consistent with departmental policies and must be approved by the department.

Candidacy Examination

Normally, the candidacy examination is passed, and the dissertation topic approved, by no later than the student's eighth semester of enrollment. Failure to meet this deadline may lead to discontinuation of Graduate School funding.

The examination consists of two parts: a written component and an oral component. The written part of the examination normally precedes the oral part. It is designed, scheduled, and administered by the department. The oral part of the examination is normally taken after the completion of the course work requirement. The oral part, among other things, tests the student's readiness for advanced research in the more specialized area(s) of his or her field. In total, the examination should be comprehensive. Successful passage indicates that, in the judgment of

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the faculty, the student has an adequate knowledge of the basic literature, problems, and methods of his or her field. If the proposal defense is part of the oral, it should be a defense of a proposal and not of a completed dissertation.

A board of at least three voting members nominated by the department and appointed by the Graduate School administers the oral part of the examination. (The department may require larger committees.) Normally, this board has the same membership as the student's dissertation committee. Board members are normally chosen from the teaching and research faculty of the student's department, although if approved by the department, a faculty member from another department or another institution may also be appointed to the committee.

A faculty member appointed by the Graduate School from a department other than the student's department chairs the examination board. This chair represents the Graduate School and does not vote. After completion of the examination, the chair calls for a discussion followed by a vote of the examiners. On a board of three, two votes are required to pass. On a board of four, three votes are required to pass. If a department chooses to have five members, four votes are required to pass. The chair should, before the examination begins, confirm departmental regulations for conduct of the examination and voting procedures. The chair sends a written report of the overall quality of the oral examination and the results of the voting immediately to the Graduate School.

In case of failure in either or both parts of the doctoral candidacy examination, the department chair, on the recommendation of a majority of the examiners, may authorize a retake of the examination if this is permitted by departmental regulations. An authorization for retake must be approved by the Graduate School. A second failure results in forfeiture of degree eligibility and is recorded on the student's permanent record.

Admission to Candidacy

Admission to candidacy is a prerequisite to receiving any graduate degree. To qualify for admission to doctoral candidacy, a student must:

1. be in a doctoral program;
2. have been continuously enrolled in the program without withdrawal;
3. complete the departmental course work requirement with a cumulative average of 3.0 or better;
4. pass the written and oral parts of the doctoral candidacy examination, and have the dissertation proposal approved (if this is not part of the candidacy exam) by the end of the eighth semester of enrollment.

It is the responsibility of the student to apply for candidacy admission by submitting the appropriate form to the Graduate School office through the department chair.

The Dissertation

In continuing consultation with the dissertation director, the candidate explores research areas in his or her field to formulate a dissertation proposal. The methods of approval of the dissertation proposal are determined by the individual departments.

The department chair or director of graduate studies will appoint a dissertation committee consisting of the dissertation director and at least two readers. (The department may require larger committees.) Normally, the committee is drawn from the membership of the student's oral candidacy board. The student's department must approve the appointment of committee members from outside the department and/or the University.

The candidate delivers typed copies of the finished dissertation, signed by the director, to the department chair for distribution to the readers.

At the same time, the candidate should also give a complete copy to the Graduate School, where it will be reviewed for compliance with the formatting guidelines. (See "Submitting the Dissertation" below.)

Readers normally have two to four weeks to read the dissertation, decide whether it is ready to be defended, and so indicate on the appropriate form to the Graduate School. Reader approval of the dissertation for defense does not imply reader agreement or support; it implies reader ac-

knowledgment that the dissertation is an academically sound and defensible scholarly product. Only a dissertation that has been unanimously approved for defense by the three readers may be defended.

Even though the dissertation has been approved for defense, revisions may be required. If defects in the dissertation come to light at the defense, the candidate may be asked to revise the dissertation before it is accepted by the Graduate School and the degree is conferred. In that case, it will be the responsibility of the dissertation director, or such person as the committee may appoint, to report to the Graduate School that such revisions have been completed satisfactorily.

Defense of the Dissertation

In defending the dissertation, the doctoral candidate supports its claims, procedures, and results. The defense is the traditional instrument that enables the candidate to explore with the dissertation committee the dissertation's substantive and methodological force. In this way, the candidate and the committee confirm the candidate's scholarly grasp of the chosen research area.

The format of the defense is determined by the department with the Graduate School's approval. The defense is chaired by a faculty member who is appointed by the Graduate School from a department other than the candidate's department. This chair represents the Graduate School and does not vote. After the examination is completed, the chair calls for a discussion followed by a vote of the dissertation committee. At least two votes out of three (or three votes out of four, or four votes out of five) will be required to pass a candidate. The chair sends a written report of the overall quality of the defense and the voting results immediately to the Graduate School.

In case of failure of the defense, on the recommendation of a majority of the examiners, another opportunity to defend may be authorized if this is permitted by departmental regulations. An authorization for a second defense must be approved by the Graduate School. A second failure results in forfeiture of degree eligibility and is recorded on the candidate's permanent record.

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Submitting the Dissertation

To receive the degree at the next commencement, the doctoral candidate who has successfully defended his or her dissertation must submit it to the Graduate School on or before the deadline published in the Graduate School calendar. Candidates should be cognizant of deadlines for graduation established by the Graduate School and the department.

To be accepted by the Graduate School, the dissertation should be prepared according to the formatting guidelines established by ProQuest. These guidelines can be found in the Graduate School office or online at <http://graduateschool.nd.edu>.

For formatting assistance beyond these guidelines, students should follow the formatting custom in their field. Students may also consult the Graduate School's *Guide for Formatting and Submitting Dissertations and Theses*, posted online at <http://graduateschool.nd.edu>. When the Graduate School performs its formatting check, it will primarily make sure that the document conforms to the ProQuest guidelines. It is the student's responsibility to submit a clean and professional-looking dissertation.

When the dissertation is given to the readers, the candidate should also give a complete copy to the Graduate School, where it will be reviewed for compliance with the style manual. This copy may be submitted electronically as a PDF or delivered as a printed document.

After successfully defending the dissertation and making any necessary changes, the candidate must present the document to the Graduate School for final approval and submission.

The dissertation may be submitted either in electronic (PDF) form or in printed manuscript form. Only the official submission will be accepted by the Graduate School.

The candidate may submit the dissertation electronically by uploading one complete PDF copy to the Hesburgh Library's Electronic Dissertation and Thesis database at <http://etd.nd.edu>, and providing two signed title pages and any other necessary forms to the Graduate School.

Alternatively, the candidate may present two clean, printed copies of the dissertation, each signed by the dissertation director. The candidate pays the binding costs for the two official copies required by the Graduate School.

The Graduate Council requires that all doctoral dissertations be microfilmed by ProQuest Information and Learning. In addition to any other required forms or surveys, the candidate must submit a completed Microfilming Agreement form to the Graduate School's dissertation editor, who handles this publication requirement for the candidate.

Financial Information

Tuition and Expenses

Please note: The following tuition, fees, housing, and living costs are for the academic year 2010–2011. Prospective applicants and students are urged to find out the exact costs at the time of application or registration.

Tuition

For the full-time graduate student, the tuition for the academic year 2010–2011 is \$39,310. Tuition for the part-time student is \$2,184 per semester credit hour.

A full-time graduate student may audit courses without charge during the academic year. Full-time for a degree-seeking student is defined by the student's program. Any course taken or audited in the summer session will be charged the full price.

Academic Year Fees

- Technology Fee: \$250*
- Health Center Access Fee: \$150**
- Graduate Student Activity Fee: \$65***

* *The technology fee provides partial funding for the University's enterprise-wide technology infrastructure, which provides all students access to the Internet, e-mail, course ware, campus clusters, ResNet, and a wide array of the latest software. This fee provides for the growth in student services, such as course and degree requirements, ND Roll Call*

and registration access, and value-added Internet-related capabilities.

** *The health center access fee provides students access to all services at the University Health Center and University Counseling Center, including 24-hour medical care and counseling/mental health assistance, and alcohol and drug education programs, as well as health education and wellness programs.*

*** *Graduate Student Activity Fee is the responsibility of the student.*

Financial Arrangements

Tuition and fees, as well as any required deposits, are payable in advance at the beginning of each semester. Please note that Notre Dame does not accept credit cards for payment of tuition and fees. Tuition and/or fees not covered by scholarship are the responsibility of the student.

A student may not register for a new semester or receive transcripts, certificates, diploma, or any information regarding his or her academic record until all prior accounts have been settled in full.

Withdrawal Regulations

Any student in the Graduate School who at any time within the school year wishes to withdraw from the University should contact the Office of the Registrar. To avoid failure in all classes for the semester and in order to receive any financial adjustment, the withdrawing student must obtain the appropriate clearance from the dean of his or her college and from the assistant vice president for residence life.

On the first day of classes, a full tuition credit will be made. Following the first day of classes, the tuition fee is subject to a prorated adjustment/credit if the student: (1) withdraws voluntarily for any reason on or before the last day for course discontinuance at the University; or (2) is suspended, dismissed, or involuntarily withdrawn by the University, for any reason, on or before the last day for course discontinuance at the University; or (3) is later obliged to withdraw because of protracted illness; or (4) withdraws involuntarily at any time because of military service, provided no credit is received for the classes from which the student is forced to withdraw.

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Upon return of the student forced to withdraw for military service, the University will credit the student's account for that portion of tuition charged for the semester in which he or she withdrew and did not receive academic credit.

Room and board charges will be prorated throughout the entire semester.

Students receiving University and/or Federal Title IV financial assistance who withdraw from the University within the first sixty percent (60%) of the semester are not entitled to the use or benefit of University and/or Federal Title IV funds beyond their withdrawal date. Such funds shall be returned promptly to the entity that issued them, on a pro rata basis, and will be reflected on the student's University account.

This withdrawal regulation may change subject to federal regulations. Examples of the application of the tuition credit calculation are available from the Office of Student Accounts upon request.

Housing

Phone: (574) 631-5878
Web: <http://orlh.nd.edu>

University housing for married, families and single students is available on or adjacent to the campus.

Accommodations for students with families are available in University Village, a complex of 100 two-bedroom apartments (limited four-bedroom apartments) with washer/dryer, renting for \$520 - \$785 per month, excluding electricity. The Cripe Street Apartments, 24 one-bedroom units, are available from \$625 per month, excluding electricity. A deposit of one month's rent is required.

Accommodations for approximately 140 full-time, degree-seeking single graduate men and women are available in the 36-unit O'Hara-Grace Graduate Residence adjacent to the campus. Each apartment has a kitchen, one-and-one-half baths, living, and bedroom accommodations for four students, renting for \$490 a month (rent includes utilities, local phone and internet connection). Many general and departmental activities are held in Wilson Commons, a center for graduate students located next to the townhouses. The Fischer Graduate Housing apartment com-

plex offers apartments with a kitchen, one full bath, and living and bedroom accommodations for two single students, renting for \$585 a month (rent includes utilities, local phone and internet connection). A deposit equal to one month's rent is required. Deductions may be set up for any student receiving a stipend. This is handled at the Office of Student Accounts, 100 Main Building, (574) 631-7113.

Health Insurance

Phone: (574) 631-6114
Web: <http://uhs.nd.edu>

The student will be automatically enrolled in the University-sponsored plan, and the charge for the premium will be placed on the student's account prior to the start of the academic year. At the beginning of each academic year, the opportunity is provided to show proof of comparable health insurance coverage. If University Health Services accepts this coverage, the charge for the University sponsored-plan will be removed from the student's account by University Health Services.

Information regarding the University-sponsored plan is mailed to the student's home address in July. Additional information is available in University Health Services by contacting the Office of Insurance and Accounts at (574) 631-6114 or referring to the UHS website: <http://uhs.nd.edu>.

The cost of the student premium for the 2010–2011 academic year (effective August 15, 2010, to August 14, 2011) is \$1,239. The insurer for the student health insurance policy is Aetna.

Premium information for dependent coverage may be found on the University Health Services website.

The Office of Student Accounts will offer students receiving a stipend from the University the option of paying the premium through deductions from the academic year salary checks.

Health Insurance Subsidy Program

The Graduate School has a program to subsidize the student premium of University-sponsored student health insurance. The 75% subsidy for 2010–2011 is \$930 for degree-seeking students on full stipend support for both the Fall 2010 and Spring 2011 semes-

ters. Students will receive a 37.5% subsidy if they are on full stipend support for only one semester. Eligible students who enroll in the University-sponsored student health insurance between August 15, 2010 and August 14, 2011 and are not charged the full \$1,239 will receive a 75% subsidy of that pro-rated premium amount.

Eligibility

A full stipend is defined as the minimum department-based stipend for each program. Students should contact their academic department with questions about their subsidy eligibility or funding levels. The Graduate School provides the departments with the subsidy level and eligibility criteria each year.

Procedure

No application for the subsidy is required. University Health Services, the Graduate School, Financial Aid and Student Accounts will automatically process the subsidy for eligible students in October.

Tax Obligation

Because students receiving a stipend are not classified as employees of the University, the health insurance subsidy is a taxable benefit. In this case, however, it is regarded as 'taxable but not reportable.' The University will not withhold money from a student's pay, nor will it report the subsidy to the Internal Revenue Service. Students who receive the subsidy are obligated to report it on their tax returns.

Worker's Compensation Insurance

Students injured while performing assigned duties in University laboratories are covered by worker's compensation insurance as if they were Notre Dame employees. During a period of temporary inability to perform duties as a result of such injuries, workers compensation provides for continuation of 66.6% (to state limits) of usual income after seven days have passed. Income beyond the limits set by workers compensation is subject to the discretion of department chairs where support is from funds allocated by the Graduate School. Income beyond workers compensation is subject to the discretion of principal investigators and the guidelines of external sponsors where support is from funds provided by research grants.

Travel Accident Insurance

Students injured while traveling to conferences or on other University business which has been approved by the student's department chair are covered by Notre Dame travel

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accident insurance. Compensation in set amounts is available for death or loss of arms or legs. Medical expenses in excess of other insurance are paid up to a maximum dollar amount.

Travel Reimbursement

Reimbursement is subject to University travel policy, which can be found on the Controller's website, under Policies and Procedures: <http://controller.nd.edu>.

Applications for professional development grants that can be applied to presentation and research travel are posted in the professional development and resources for current students pages on the Graduate School website: <http://graduateschool.nd.edu>.

Financial Support

Exact amounts for the following aid will vary with the type of support and the department. Exact figures can be obtained from the particular department to which the student has been admitted. Initiation and continuation of financial support depends on the student's maintaining good academic standing.

Only full-time, degree-seeking students are eligible for support. Recipients of financial support such as assistantships or fellowships usually may not accept additional appointments. Rare exceptions are made only on the recommendation of the respective department.

Categories of Support

The University offers four types of support: fellowships, teaching and research assistantships, and tuition scholarships. Students may receive one type of support or a combination of types.

Fellowships

Fellowships provide a tuition scholarship and a stipend for full-time study by students admitted to graduate programs. The department usually provides tuition and stipend support for the student in good standing once the fellowship expires.

Applicants for admission are automatically considered by their academic department for all of the following University, endowed, and awarded fellowships.

Presidential and Premier Fellowships

The Graduate School awards 12-month Presidential and Premier Fellowships to highly

qualified first-time applicants who are nominated for the awards by departmental admissions committees. Some fellowships require U.S. citizenship.

Assistantships

Graduate Assistantships

Graduate assistantships are available for qualified students in all doctoral programs.

Research Assistantships

Research assistantships provide support to qualified recipients under research programs sponsored by government, industry, or private agencies.

Tuition Scholarships

The University offers full or partial tuition scholarships to students qualifying on the basis of merit.

Employment and Loans

Office of Financial Aid

Telephone: (574) 631-6436
 Fax: (574) 631-6899
 E-mail: finaid@nd.edu
 Web: <http://financialaid.nd.edu>

In addition to the student support programs described above, students may apply for federal financial aid opportunities, which include student loans and campus employment. The Office of Financial Aid, located in 115 Main Building, administers all loan and employment eligibility. Please note that while the Office of Financial Aid administers employment opportunities, graduate student employment is also subject to approval by the Graduate School.

In order to be eligible for federal student assistance, a student must be a U.S. citizen, permanent resident, or eligible noncitizen. In general, students must be classified as degree seeking to participate in the federal aid programs and be enrolled at least half-time. The Free Application for Federal Student Aid (FAFSA) is the annual application that must be completed and forwarded to the processing center, listing Notre Dame (Federal School Code 001840) in the appropriate section. Priority processing consideration will be given for those applicants submitting the FAFSA by February 28 for the following fall semester. Applicants should be prepared to submit a signed photocopy of their federal income tax returns and W-2 forms directly to the Financial Aid Office upon request.

Maintaining Financial Aid Eligibility

Recipients of federal financial aid must comply with the standards of progress set by their respective departments for their particular programs of study. When failure to maintain progress results in the possible loss of federal aid eligibility, the Office of Financial Aid will notify students in writing. Appeals indicating any mitigating circumstances must be made in writing to the assistant director of financial aid.

Federal Direct Loan

The terms of the need-based Subsidized Federal Direct Loan Program require that the student borrower repay, with interest, this source of financial assistance. This program is referred to as "subsidized" because of the interest subsidy being paid by the federal government to the lender while the student is enrolled in school as well as during the six-month grace period following enrollment.

The terms of the non-need-based Unsubsidized Federal Direct Loan Program require that the borrower repay, with interest, this source of financial assistance. This program is referred to as "unsubsidized" because the federal government is not paying the in-school interest to the lender while the student is enrolled in school. Interest on Unsubsidized Direct Loans begins to accrue after disbursement of the loan funds; however, the student may choose to have the payment of the interest deferred during enrollment and later capitalized (added to the principal) at the time repayment begins.

The following is a list of additional terms of the subsidized and unsubsidized Direct Loan, subject to revision by federal law:

- Fixed interest rate at 6.8%
- Repayment begins six months after the student ceases to be enrolled in school on at least a half-time basis and generally extends over a 10-year period
- Annual borrowing limits for graduate students: \$20,500 for graduate/professional students. The annual subsidized maximum is \$8,500, and the annual unsubsidized maximum equals \$20,500 minus the subsidized amount for the student.
- Maximum aggregate borrowing limit: \$138,500, with no more than \$65,000 subsidized

FINANCIAL INFORMATION

The amount a student may borrow from the Direct Loan Program may be limited by other financial assistance received by the student. Financial assistance includes, but is not limited to, the following: fellowships, assistantships, University scholarships, tuition remissions, all types of grants, residence hall appointments, campus employment, and any loan received under the auspices of the Higher Education Act as amended. Should a student's eligibility be impacted at any time during the loan period, the Direct Loan will be subject to adjustment. All eligibility changes will be reported to the student's lender.

Federal Perkins Loan

The Federal Perkins Loan is a need-based loan made by the University. The University is not in a position to offer this loan to graduate/professional students at this time due to limited funding availability.

Private Student Loans

After exhausting the opportunities available from the federal aid programs, many students will consider private loan programs as a source of funding.

The terms and conditions of these credit-based loan programs vary, and as such, students are encouraged to review the details of the programs before selecting a private loan program. Private loans are not eligible for loan consolidation programs made available for federal student loans. Interest rates, fees (both at the time of borrowing and at repayment), credit checks, and annual and aggregate loan limits require careful evaluation by the student as a consumer.

Additional information regarding private student loans for graduate students is available at <http://www.nd.edu/-finaid/loans/graduate/private.shtml> or through the Office of Financial Aid at (574) 631-6436 or finaid@nd.edu.

FINANCIAL INFORMATION

The Division of Engineering

Aerospace and Mechanical Engineering

Chair:

John E. Renaud

Director of Graduate Studies:

Timothy Ovaert

Telephone: (574) 631-5430

Fax: (574) 631-8341

Location: 365 Fitzpatrick Hall

E-mail: amedept@nd.edu

Web: <http://ame.nd.edu>

The Program of Studies

The Department of Aerospace and Mechanical Engineering offers graduate programs of study and research leading to the degrees master of science in aerospace engineering, master of science in mechanical engineering, master of engineering in mechanical engineering, and doctor of philosophy. In addition, a combination master of engineering/juris doctor degree program is available to Notre Dame law students.

For those students seeking a master's degree, the programs aim at proficiency and creative talent in the application of basic and engineering sciences to relevant problems in the two engineering disciplines. The doctoral program strives to prepare students for creative and productive scholarship. It is designed to suit each student's interests and gives students the opportunity to conduct individual research under the supervision of the department faculty.

Students in either the master's degree or the doctoral degree programs must satisfy departmental and University course requirements along with the residence requirement.

Every degree-seeking student is required to participate in the academic programs of the department by performing a teaching-related assignment.

Current research efforts are within the areas of aerospace sciences, biomechanics and biomaterials, mechanical systems, robotics and design, solid mechanics and materials, and thermal and fluid sciences.

Aerospace Sciences

The aerospace sciences area emphasizes both the theoretical and the experimental aspects of aeroacoustics, aero-optics, aerospace systems design, high-lift aerodynamics, gas turbine engines, compressors, turbines, low Reynolds-number aerodynamics, low speed aerodynamics, particle dynamics, flow control, transonic, supersonic and hypersonic flows, wind energy and vortex aerodynamics.

Biomechanics and Biomaterials

The biomechanics and biomaterials area offers opportunities for both basic and applied research using both experimental and computational techniques. Research focuses on the design and manufacture of orthopaedic devices, biological material characterization, novel biomaterials, biocompatibility, tribology, tissue engineering, mechanobiology, human body kinematics, and computational biomechanics. AME faculty also participate in the interdepartmental Bioengineering Graduate Program, which allows students to pursue a Ph.D. degree in Bioengineering.

Mechanical Systems, Robotics and Design

Research in this area is in both the theoretical and the experimental aspects of computer-aided design and manufacturing, design for manufacturing, design optimization, model-based design, reliability, dynamic and control systems, vision-based control mechanism and machine theory, robotics, and tribology.

Solid Mechanics and Materials

Research in this area focuses on the theoretical, experimental, and computational aspects of coupled field phenomena in continuum mechanics, cyclic plasticity, damage mechanics, dynamic deformation and fracture, fatigue crack initiation, fracture analysis of aircraft structures, high temperature fatigue of engineering alloys, inelastic buckling, interface fracture mechanics, modeling of composite and fused deposition polymeric materials, and structural stability.

Thermal and Fluid Sciences

Experimental and theoretical research in this area is conducted in boundary layer phenomena, chaos in fluid systems, computational fluid mechanics, detonation theory, droplet sprays, fire research, fluid-structure interaction, flow control, hydronics, hydrodynamic stability, industrial energy conservation, microfluid mechanics, molecular dynamics, multiphase and buoyant flows, reacting flows, turbulent flows, and solidification of liquid metals.

Faculty

Hafiz Atassi, the Viola D. Hank Professor

Stephen M. Batill, Professor

Hsueh-Chia Chang, Concurrent Professor

Thomas C. Corke, Director of Hessert Laboratory for Aerospace Research and the Clark Equipment Professor

Patrick F. Dunn, Professor

David Go, Assistant Professor

J. William Goodwine, Associate Professor

Stanislav Gordeyev, Research Assistant Professor

Robert A. Howland Jr., Associate Professor

BIOENGINEERING

Frank Incropera, the H. Clifford and Evelyn A. Brosey Professor of Mechanical Engineering

Eric J. Jumper, Professor

Karel Matous, Associate Professor

Scott C. Morris, Associate Professor

Robert C. Nelson, Professor

Glen Niebur, Associate Professor

Timothy C. Ovaert, Professor and Director of Graduate Studies

Samuel Paolucci, Professor

Joseph M. Powers, Professor

John E. Renaud, Professor and Department Chair

R. Mark Rennie, Research Assistant Professor

Ryan K. Roeder, Associate Professor

Steven R. Schmid, Associate Professor

James P. Schmiedeler, Associate Professor

Mihir Sen, Professor

Michael M. Stanisic, Associate Professor

Philippe Sucusky, Assistant Professor

Flint O. Thomas, Professor

Andres Tovar, Research Assistant Professor

Diane R. Wagner, Assistant Professor

Meng Wang, Associate Professor

Bioengineering

Director of Graduate Studies:
Mark J. McCready

Telephone: (574) 631-5580

Fax: (574) 631-8366

Location: 182 Fitzpatrick Hall

E-mail: bioeng@nd.edu

Web: <http://www.nd.edu/~bioeng>

Bioengineering lies at the intersection of the life sciences and the traditional disciplines of chemical, civil, computer, mechanical and electrical engineering. Bioengineering research at Notre Dame includes biomedical applications, such as orthopaedic implants, miniature medical diagnostic devices, medical imaging and algorithms for radiation treat-

ment as well non-medical applications such as analysis of genomic information, biological water treatment, bacteria-mineral interactions and bioremediation.

The Program of Studies

The Ph.D. program has been designed to emphasize depth of knowledge in a single traditional engineering discipline, while incorporating additional coursework to provide a strong foundation in the biological sciences.

All University requirements regarding examinations and courses will apply to the program. The following requirements are specific to the bioengineering degree.

Course Requirements

Students will complete a minimum of nine courses (27 credit hours). Degree plans will be designed in cooperation with the student's advisor. Because of the breadth of research areas and potential career paths for students, it is necessary to allow flexibility in structuring the academic plan for each student. However, general course guidelines will be used to ensure that students receive adequate instruction in both engineering and biological sciences.

The following minimum requirements must be satisfied by each student's degree program:

Engineering Science: Nine credits (three courses) of traditional engineering courses at the graduate level (60000 and above). These courses must incorporate significant applications of engineering mathematics, and should generally be from the student's home department. The courses appropriate to fulfill these requirements will be determined by the Faculty Program Committee of the Bioengineering Graduate Program. A list will be provided to the students upon matriculation into the program, and updated as appropriate.

Biological Science: Nine credits (three courses) of biosciences courses such as biology, physiology, anatomy, or biochemistry. The courses must include Introduction to Cell Biology (BIOS 30341 or equivalent) and higher level courses. Additional courses at the 30000-level may be taken as remedial courses, but cannot be used to fulfill the bioscience requirements. The biosciences coursework is intended to provide the student with depth of knowledge in the biological sciences, and should include

at least one course at the graduate (60000 or greater) level.

Bioengineering: A minimum of nine credits (three courses) of engineering, bioengineering, and biology electives at the graduate level (60000 and above). These courses are intended to develop the student's ability to synthesize knowledge in engineering and biology, and to develop the necessary background to complete their dissertation research.

Seminar: A zero-credit bioengineering seminar during all semesters in residence. The seminar will present recent advances across the spectrum of bioengineering research. One seminar each semester will be devoted to topics in bioethics with emphasis on contemporary questions in bioethics (e.g. stem cells, human subjects, and the use of animals in research).

In the first year of study, students must formulate a degree plan, including specific courses to be taken. The degree plan will be reviewed and approved by the program director and FPC. The proposed program of study represents the minimum set of courses that the student will complete in order to receive their degree, and any omissions or substitutions, regardless of the reason, must be explicitly approved by the bioengineering FPC or their designate(s).

Program Examinations

After the second semester of residence, each student presents written and oral reports based on thesis research or project work. These reports, along with performance in courses, in research, and in teaching assistantship duties, constitute the comprehensive evaluation in chemical engineering. This allows the faculty to evaluate the student's grasp of bioengineering fundamentals and his or her ability to perform original, independent research. Students who pass the comprehensive evaluation may continue to the Ph.D. program.

Students generally take the oral candidacy examination before the end of the fifth semester in residence. This examination focuses on the progress achieved in thesis-related work and on the proposed future research.

Areas of current research include: bio-inspired optimization strategies, biological materials; biomechanics, bioseparations; cell mechanics, computational biology, drug

transport in bone tissue, medical imaging medical microfluidic devices; microscale sensor arrays; orthopaedic implants, tissue engineering, tissue mechanics

More detailed descriptions of the research interests of individual faculty members may be found at the program website, <http://www.nd.edu/~bioeng>.

For associated course listings, see the listings for the Aerospace and Mechanical Engineering and Chemical and Biomolecular Engineering programs.

Chemical and Biomolecular Engineering

Chair:

Mark J. McCready

Director of Graduate Studies:

Mark A. Stadtherr

Telephone: (574) 631-5580

Fax: (574) 631-8366

Location: 182 Fitzpatrick Hall

E-mail: chegdept@nd.edu

Web: <http://cbe.nd.edu>

The Program of Studies

The department offers programs leading to the degrees master of science and doctor of philosophy. The aim of the graduate program is to prepare qualified candidates for research, development, teaching, and other professional careers in chemical and biomolecular engineering. Thus, the Ph.D. program is emphasized.

The objective of the doctoral program is to superimpose upon a broad education the ability to think independently in new fields, to coordinate technical ideas at an advanced level, and to make a systematic approach to the solution of new problems.

The course work is chosen in consultation with department faculty and the dissertation research adviser according to procedures outlined in *A Guide to Graduate Studies in Chemical and Biomolecular Engineering* (available from the department office).

The master's degree program consists of at least 15 credit hours of course work, plus 15 credit hours of thesis research and graduate seminar. For the Ph.D. degree, a minimum of 30 credit hours of course work is required, in addition to 42 credit hours of dissertation research and graduate seminar. There are required courses in the areas of thermodynamics, reaction engineering, transport phenomena, and mathematical methods.

After the second semester of residence, each Ph.D. student presents written and oral reports based on thesis research or project work. These reports, along with performance in courses, in research, and in teaching assistantship duties, constitute the comprehensive evaluation in chemical engineering. This allows the faculty to evaluate the student's grasp of chemical engineering fundamentals and his or her ability to perform original, independent research. Students who pass the comprehensive evaluation may continue to the Ph.D. program.

Ph.D. students generally take the oral candidacy examination before the end of the fifth semester in residence. This examination focuses on the progress achieved in thesis-related work and on the proposed future research.

The departmental faculty believes that all students seeking advanced degrees in chemical and biomolecular engineering should have some experience related to the instruction of others. Therefore, all first- and second-year graduate students are assigned teaching assistant duties. These duties consist of conducting recitation sections for lecture courses, supervising laboratory courses, or grading homework.

Full-time students normally complete the Ph.D. degree requirements in about four-and-a-half years beyond the bachelor's degree. Requirements for the master's degree can normally be completed in two years of full-time study.

A student pursuing the Ph.D. degree will be eligible to receive an M.S. degree after completing five semesters in the Ph.D. program, passing the Ph.D. candidacy exam, and preparing and submitting for publication a research paper in collaboration with the student's research advisor(s). This paper shall describe work in which the student has a primary (not

supporting) role, be submitted to a research journal or to the proceedings of a technical conference, and be subject to peer review.

Teaching and Research Faculty

Başar Bilgiçer, Assistant Professor

Paul W. Bohn, Schmitt Professor

Joan F. Brennecke, the Keating-Crawford Professor of Chemical Engineering and Director of Notre Dame Energy Center

Hsueh-Chia Chang, the Bayer Corporation Professor of Chemical Engineering

Jason C. Hicks, Assistant Professor

Davide A. Hill, Associate Professor

Prashant Kamat, Concurrent Professor

Jeffrey C. Kantor, Professor

Peter Kilpatrick, McCloskey Dean of Engineering

David T. Leighton Jr., Professor

Edward J. Maginn, Professor and Associate Dean for Academic Programs in the Graduate School

Mark J. McCready, Chair and Professor

Paul J. McGinn, Professor

William F. Schneider, Professor

Mark A. Stadtherr, Director of Graduate Studies and Keating-Crawford Professor of Chemical Engineering

Eduardo E. Wolf, Professor

Y. Elaine Zhu, Associate Professor

Civil Engineering and Geological Sciences

Chair:

Thomas Albrecht-Schmitt

Director of Graduate Studies:

Robert Nerenberg

Telephone: (574) 631-5380

Fax: (574) 631-9236

Location: 156 Fitzpatrick Hall

E-mail: cegeos@nd.edu

Web: <http://www.nd.edu/~cegeos>

COMPUTER SCIENCE AND ENGINEERING

The Program of Studies

The graduate program in civil engineering and geological sciences provides an interdisciplinary atmosphere conducive to preparation of qualified candidates for careers in structural engineering, environmental engineering, environmental hydrology, and geological sciences.

The programs of study offered by the department lead to the master of science degree and the doctor of philosophy. The department requires a minimum cumulative grade point average of 3.0 for graduation from its degree programs.

Although both research and nonresearch options are available to students seeking the master's degree, the research option is the preferred and normal route. The nonresearch option is allowed only in exceptional circumstances. In the research option, 30 credit hours are required with six to 14 of these credits devoted to thesis research, depending on the program of study developed in conjunction with the department. The research option requires a completed thesis and an oral defense of that thesis. The master's research is commonly completed by the end of the fourth semester of enrollment.

Requirements for the doctor of philosophy include a total of 72 credit hours with at least 18 credit hours of formal graduate course work, successful completion of a written qualifier examination, a research proposal, an oral candidacy examination, and completion and defense of a dissertation.

Programs of study and research are arranged to suit the specific background and interests of the individual student, with guidance and approval of the faculty of the department and in conformity with the general requirements of the Graduate School.

Regardless of funding source, all students participate in the educational mission of the department by serving as teaching assistants for eight hours per week during their first year, four hours per week during their second year, and, for continuing students, four hours per week during one additional semester.

Graduate students are encouraged to complete courses from other departments and colleges within the University to expand their understanding of today's complex technological-social-economic problems. In the past,

students have shown particular interest in extradepartmental courses in biological sciences, chemical engineering, chemistry, economics, electrical engineering, mathematics, and mechanical engineering.

Admission to graduate study in civil engineering and geological sciences is not limited to undergraduate majors in civil engineering and/or geology. Those with undergraduate majors in other fields of engineering or the physical sciences are encouraged to apply. Students are not required to have completed a master's program to pursue the doctor of philosophy.

All full-time admitted students, pursuing a research degree option, are provided with full financial support that includes a competitive stipend and full tuition waiver. Additional fellowships are available for students from underrepresented groups.

Teaching and Research Faculty

Thomas Albrecht-Schmitt, Chair and Professor

Diogo Bolster, Assistant Professor

Peter C. Burns, Chair and the Henry J. Massman Jr. Professor of Civil Engineering and Geological Sciences

Jeremy B. Fein, Director of the Center for Environmental Science and Technology and Professor

Harinda J. Fernando, Murdy Professor

Ahsan Kareem, the Robert M. Moran Professor of Civil Engineering and Geological Sciences

Andrew Kennedy, Assistant Professor

Kapil Khandelwal, Assistant Professor

Tracy Kijewski-Correa, the Leo E. and Patti Ruth Linbeck Collegiate Associate Professor and Associate Chair

David J. Kirkner, Associate Professor

Yahya C. Kurama, Associate Professor

Patricia A. Maurice, Professor

Ralph Milliken, Assistant Professor

Chongzheng Na, Assistant Professor

Clive R. Neal, Professor

Robert Nerenberg, Director of Graduate Studies and Associate Professor

J. Keith Rigby Jr., Associate Professor

Joshua D. Shrout, Assistant Professor

Stephen E. Silliman, Professor, Fellow of the Kellogg Institute for International Studies, and Associate Chair

Joannes J. Westerink, Professor

Kapil Khandewal, Assistant Professor

Alexandros Taflanidis, Assistant Professor

Computer Science and Engineering

Chair:

Kevin W. Bowyer

Director of Graduate Studies:

Sharon Hu

Telephone: (574) 631-8802

Fax: (574) 631-9260

Location: 326 Cushing Hall

E-mail: cse@cse.nd.edu

Web: <http://www.cse.nd.edu>

The Program of Studies

The department offers programs of study and research leading to the degrees of master of science in computer science and engineering and the doctor of philosophy.

Students who show potential for the doctoral level work may be admitted to the Ph.D. program but are expected to complete the master's degree requirements first. The master's degree requires a minimum of 24 credit hours of course work beyond the bachelor's degree and a master's thesis. A full-time student can complete these requirements in three regular academic semesters plus the summer, although the majority of students take four semesters. The student must, upon the acceptance of the thesis, successfully pass an oral thesis defense examination. Doctoral students are normally required to accumulate a minimum of 12 credit hours of satisfactory course work beyond the master's degree, plus a dissertation.

ELECTRICAL ENGINEERING

The doctoral program normally requires four years of full-time work. The requirements include successful completion of the Ph.D. qualifying and candidacy examinations, a dissertation, and the oral dissertation defense examination. Students are encouraged to pursue course work outside the department whenever such studies support their program in the major field.

The Ph.D. qualifying examination is course-based and is normally completed in the second spring semester after entering the program with a bachelor's degree. Those admitted with a master's degree are required to finish the courses for the Ph.D. qualifying examination by the end of the first spring after entering the program. The Ph.D. candidacy requirement, which consists of a written and an oral part, is administered to determine if the student has identified a viable dissertation topic. The candidacy consists of a written topic proposal followed by an oral examination. After passing the Ph.D. candidacy, which takes place after the completion of the formal course work, the student devotes essentially all efforts to completing his or her dissertation research. At the dissertation defense, the student defends the dissertation before an oral examining board. In recent years, students have completed the Ph.D. degree requirements in about four to five years.

Finally, both M.S. and Ph.D. candidates are required to complete a teaching apprenticeship that involves teaching duties of one semester for M.S. candidates and two semesters for Ph.D. candidates.

Teaching and Research Faculty

Panos J. Antsaklis, Director of the Center for Applied Mathematics, the H. C. and E. A. Brosey Professor of Electrical Engineering, and Concurrent Professor of Computer Science and Engineering

Albert-László Barabási, Adjunct Professor

Brian Blake, Professor and Associate Dean of Engineering for Strategic Initiatives

Marina Blanton, Assistant Professor

Kevin W. Bowyer, Chair, the Schubmehl-Prein Professor, and Concurrent Professor of Electrical Engineering

Jay B. Brockman, Associate Professor and Concurrent Associate Professor of Electrical Engineering

Amitabh Chaudhary, Assistant Professor

Nitesh V. Chawla, Assistant Professor

Danny Z. Chen, Professor

Frank H. Collins, Concurrent Professor and the George and Winifred Clark Professor of Biological Sciences

Scott Emrich, Assistant Professor

Patrick J. Flynn, Professor

Xiaobo Sharon Hu, Director of Graduate Studies and Professor

Eugene Henry, Professor Emeritus

Yih-Fang Huang, Professor of Electrical Engineering and Concurrent Professor of Computer Science and Engineering

Jesús A. Izaguirre, Associate Professor

Peter M. Kogge, the Ted H. McCourtney Professor of Computer Science and Engineering and Concurrent Professor of Electrical Engineering

Gregory R. Madey, Professional Specialist, and Concurrent Associate Professor

Jaroslaw (Jarek) Nabrzyski, Concurrent Associate Professor and Director of the Center for Research Computing

Joseph Nahas, Visiting Professor

Michael Niemier, Assistant Professor

Christian Poellabauer, Assistant Professor

Robert L. Stevenson, Professor of Electrical Engineering and Concurrent Professor of Computer Science and Engineering

John Stewman, Visiting Associate Professor

Aaron Striegel, Associate Professor

Douglas Thain, Assistant Professor

Zoltan Toroczkai, Concurrent Associate Professor and Associate Professor of Physics

John J. Uhran Jr., Professor Emeritus and Professor Emeritus of Electrical Engineering

Electrical Engineering

Chair:

Thomas E. Fuja

Director of Graduate Studies:

Gregory L. Snider

Telephone: (574) 631-5480

Fax: (574) 631-4393

Location: 275 Fitzpatrick Hall

E-mail: eegrad@nd.edu

Web: <http://ee.nd.edu>

The Program of Studies

The department offers programs leading to the M.S. and Ph.D. degrees in electrical engineering.

A research M.S. degree requires 30 credit hours beyond the B.S., with at least six credit hours coming from thesis research. A research M.S. also requires the completion and defense of an M.S. thesis. A nonresearch M.S. degree requires 30 credit hours of course work. All students must take a written qualifying examination at the end of their second semester of graduate study; successful completion of the exam is required to receive an M.S. degree.

To continue to the Ph.D. program, students must also take an oral research exam before the start of their third semester. Doctoral students must accumulate a minimum of 36 course credits beyond the B.S. degree, pass the qualifying and candidacy examinations, spend at least two years in resident study, and write and defend a Ph.D. dissertation.

Teaching and Research Faculty

Panos J. Antsaklis, the H. C. and E. A. Brosey Professor of Electrical Engineering, and Concurrent Professor of Computer Science and Engineering

Peter H. Bauer, Professor

Gary H. Bernstein, Professor

Oliver M. Collins, Professor

Patrick J. Fay, Professor

Thomas E. Fuja, Chair and Professor

Vijay Gupta, Assistant Professor

Martin Haenggi, Associate Professor

ENGINEERING AND LAW DUAL DEGREE PROGRAM

Douglas C. Hall, Associate Professor

Yih-Fang Huang, Professor of Electrical Engineering and Concurrent Professor of Computer Science and Engineering

Debdeep Jena, Associate Professor

Thomas H. Kosel, Associate Professor

J. Nicholas Laneman, Associate Professor

Michael D. Lemmon, Professor

Craig S. Lent, the Frank M. Freimann Professor of Electrical Engineering

Christine M. Maziar, Vice President and Associate Provost of the University and Professor of Electrical Engineering

Wolfgang Porod, Director of the Center for Nano Science and Technology and the Frank M. Freimann Professor of Electrical Engineering

Ken D. Sauer, Director of Undergraduate Studies and Associate Professor

Alan C. Seabaugh, Director of the Midwest Institute for Nanoelectronics Discovery (MIND) and Professor

Gregory Snider, Director of Graduate Studies and Professor

Robert L. Stevenson, Professor of Electrical Engineering and Concurrent Professor of Computer Science and Engineering

Mark A. Wistey, Assistant Professor

Grace Xing, Associate Professor

To be awarded both degrees, the candidate must complete a minimum of 99 credit hours, 75 in law and 24 in the engineering program. The engineering degree awarded will be the master of engineering with a concentration in one of the engineering disciplines offered in Notre Dame's division of engineering. The course work-only master's program requires the completion of 24 credit hours of engineering, mathematics, or science courses acceptable to the appropriate engineering department; six credit hours of appropriate law courses; and a master's examination. Courses for the M.Eng. will be chosen in consultation with an adviser in the student's engineering department. The recommended distribution of engineering courses in the Law School curriculum is one each semester during the first and third years of study and two each semester during the second year.

Admission

Admission to the program requires a separate application to each school. Admissions decisions will be made independently by the Law School and by the Graduate School.

To apply to the Law School, or for more information, please visit <http://law.nd.edu> or telephone (574) 631-6626.

For further information about the engineering program, contact the Office of Graduate Admissions by telephone at (574) 631-7706 or by email at gradad.1@nd.edu.

Engineering and Law Dual Degree Program

The dual degree program in engineering and law is designed for law students who are interested in pursuing careers in areas such as patent, environmental, telecommunications, or similar law specialties. To be eligible for the master of engineering degree, the candidate must have a B.S. in an A.B.E.T. accredited engineering or computer science program and must also be a candidate for the juris doctor degree in the Notre Dame Law School. The master's of engineering program is not available as an individual degree program.

The Division of Humanities

Art, Art History, and Design

Chair:

Charles Barber

Director of Graduate Studies:

Martina Lopez

Telephone: (574) 631-7602

Fax: (574) 631-6312

Location: 306 Riley Hall

E-mail: art@nd.edu

Web site: <http://www.nd.edu/~art>

The Program of Studies

The Department of Art, Art History, and Design offers the master of fine arts (M.F.A.) degree in studio art and design and the master of arts (M.A.) degree in art history. In studio art and design, the department also awards the M.A. degree, but only to students who are not accepted to degree candidacy in the M.F.A. program.

The aim of the graduate program is to educate qualified, promising students in various aspects of creative activity and art history. Studio and design students may concentrate in ceramics, design, painting, photography, printmaking, and sculpture, or in a combination of these disciplines. Art history students select from a range of course offerings to fulfill their professional interests. In addition to specific courses, graduate students may pursue an area of interest through a system of independent study with a faculty adviser and a graduate committee selected by the student. M.F.A. students are expected to develop a personal direction that culminates in a professional exhibition of visual work or a research project in art history.

The Master of Fine Arts Degree

The master of fine arts degree (M.F.A.) at Notre Dame is for artists and design-

ers with exceptional talent and strong academic skills. The program combines studio work with academic studies in art history and criticism. The College Art Association and most other professional institutions of higher education recognize the M.F.A. as the terminal degree for artists and designers. This degree has become the standard prerequisite for those who intend to teach at the college level. It is also appropriate for individuals seeking to further develop their professional careers as artists and designers.

The M.F.A. degree is a studio and research degree that requires three years or six semesters of study and 60 graduate credit hours with a B (3.0) or better average, including nine credit hours of art history, three credit hours in ARHI 63570 (Graduate Seminar) and 10 credit hours of ARST 78708 (Thesis Direction). Additional requirements include:

- Successful completion of ARST 62704 (Teaching Methods) each year.
- Successful completion of the seminar offered in the student's area of study each semester.
- Admission to the third year of the M.F.A. program (M.F.A. candidacy).
- The successful completion of a written thesis approved by the student's thesis committee.
- The completion of a thesis project, an exhibition of creative work that is approved by the entire art and design faculty.
- In addition there will be an option to send images electronically through a web site. Please refer to the departmental web site for information.

Students who are not in residence but still in the process of finishing an M.F.A.

degree must be enrolled for a minimum of one credit hour of ARST 78706 (Nonresident Thesis Research) each semester.

The Master of Arts Degree: Art History

The M.A. prepares the student for more advanced graduate work by providing him or her with the opportunity to solidify general and specialized art historical knowledge and to hone research skills. The degree may also serve as a foundation for employment or further study in fields such as museology, visual image management, and art dealing and investment. The M.A. in art history is not a terminal degree. A doctorate is normally required to teach at the collegiate level.

The M.A. in art history requires the completion of 36 credit hours of graduate study, including six credit hours of thesis research, with a B (3.0) or better average. A normal course load is from nine to 12 credit hours per semester. The successful completion of ARHI 63576 (Art History Methods) is required. Students must also successfully complete four seminars in addition to ARHI 63576 (Theories of Art). Students who are not in residence but still in the process of finishing an M.A. degree must be enrolled for a minimum of one credit hour of ARHI 68574 (Nonresident Thesis Research) each semester.

Additional requirements include:

- The successful completion of a written thesis. The student will be expected to select a thesis topic and adviser by the end of the first year of study. The finished thesis must be approved by the student's thesis committee and then presented at the art history graduate symposium in the spring of the student's second year.
- Evidence of reading ability in one foreign language, either German,

CLASSICS

French, or another language approved by the graduate adviser. Reading ability is normally demonstrated by obtaining a passing grade on the appropriate Graduate Reading Examination administered by the University. This requirement must be fulfilled during the first year of graduate study.

The Master of Arts Degree: Studio Art and Design

The non-research master of arts degree (M.A.) program in studio art and design is granted to M.F.A. students who either are not admitted to M.F.A. candidacy or choose to leave the M.F.A. program with an M.A. degree. The department does not regularly admit students to this program. The non-research M.A. degree requires 40 graduate credits, including six credit hours in art history and three credit hours in ARHI 63570 (Graduate Seminar). Students who are not in residence but still in the process of finishing an M.A. degree must be enrolled for a minimum of one credit hour of ARST 78706 (Nonresident Thesis Research) each semester.

Studio Art and Design Course Descriptions

Graduate instruction in studio and design is done primarily on an independent study basis. Students take credit hours each semester with faculty in their chosen media area. The program fosters an interdisciplinary environment that allows students to also study with faculty from other areas of the department to meet their creative objectives. Students meet regularly with faculty and graduate students for critiques and seminars. Course listings below reflect the various media areas in which a student can take credits.

Teaching and Research Faculty

Charles E. Barber, Chair and Professor

Robert R. Coleman, Associate Professor and Research Specialist in the Medieval Institute

Rev. Austin I. Collins, C.S.C., Professor

Ann-Marie Conrado, Associate Professional

Jean A. Dibble, Associate Professor

Dennis P. Doordan, Concurrent Professor of Art, Art History, and Design and Professor of Architecture

Paul A. Down, Associate Professor

Gabrielle Gopinath, Assistant Professor

Richard Gray, Director, Center for Creative Computing and Associate Professor

Danielle B. Joyner, Assistant Professor

William J. Kremer, Professor

Martina Lopez, Associate Chairperson, Director of Graduate Studies and Associate Professor

André Murnieks, Assistant Professor

Martin L. Nguyen, C.S.C., Associate Professor

Kathleen A. Pyne, Assistant Director of Graduate Studies for Art History and Professor

Robin F. Rhodes, Associate Professor and Concurrent Associate Professor of Classics

Charles M. Rosenberg, Professor

Robert P. Sedlack, Associate Professor

John F. Sherman, Associate Professional Specialist

Maria Tomasula, The Michael P. Grace II Chair in Arts and Letters (Collegiate Chair) and Professor

Classics

Chairs:

Li Guo

Director of Graduate Studies:

Brian Krostenko

Coursework

The Department of Classics offers a master of arts degree that incorporates a well-defined curriculum with room for adjustment based on students' individual needs and interests. Students are expected to complete 36 credits over two years, although the details of any particular student's coursework will depend on the director of graduate studies in consultation with the Graduate Committee.

The chart below shows the standard curriculum, followed by specific examples for different specialties. Students can choose from several areas of emphasis, including language and literature, history, late antiquity, and philosophy. Years A and B will alternate based on the courses offered that year; some students will begin in Year A, others in Year B.

General Curriculum

Year A	Year B
<ul style="list-style-type: none"> • Topics and methods in classical studies • Survey of Latin literature • Advanced level language • Advanced level language • Advanced level language • Advanced level language • Advanced level language/history/elective 	<ul style="list-style-type: none"> • Ancient history seminar • Survey of Greek literature • Advanced level language • Advanced level language/history/elective • Thesis (or advanced level language) • Thesis or comprehensive examination

Emphasis in Greek and Latin Literature

Year A	Year B
<ul style="list-style-type: none"> • Topics and methods course • Survey of Latin literature • Survey of Latin Christian Literature • Latin author course • Greek author course • Greek author course 	<ul style="list-style-type: none"> • Ancient history seminar • Survey of Greek literature • Greek author course • Latin author course • Latin author course • Thesis

Emphasis in History

Year A	Year B
<ul style="list-style-type: none"> • Topics and methods course • Survey of Latin literature • Greek author course • Latin author course 	<ul style="list-style-type: none"> • Ancient history seminar • Archaeology elective • Latin author course • Greek author course

EARLY CHRISTIAN STUDIES

Emphasis in History (Continued)

- Ancient history seminar
- Greek author course
- Elective course (early medieval history)
- Thesis

Emphasis in Late Antiquity

Year A	Year B
• Topics and methods course	• Ancient history seminar
• Survey of Latin literature	• Survey of Greek literature
• Survey of Latin Christian literature	• Latin author course
• Greek author course	• Latin author course
• Elective course (e.g., Patristics in Theology)	• Greek author course
• Survey of Medieval Literature	• Thesis

Emphasis in Philosophy

Year A	Year B
• Topics and methods course	• Ancient history seminar
• Survey of Latin literature	• Survey of Greek literature
• Greek author course	• Greek author course
• Greek author course	• Latin author course
• Latin author course	• Philosophy seminar
• Philosophy seminar	• Thesis

Reading List

In addition to completing all course requirements, students will be expected to read a list of texts in preparation for their examinations and for further study in the field of classics. This reading list will be compiled with a view to the needs and interests of individual students by the director of graduate studies and the Graduate Committee.

Examinations

Greek and Latin

Students will be required to take examinations in Greek and/or Latin translation at the beginning of their fourth semester,

with the possibility of taking the exam again in the spring. The exam will be based on a standard reading list of core texts, though some adjustment may be made according to individual needs.

Modern Languages

Since German, French and Italian are of major importance for research, all students will be required to demonstrate reading proficiency in one of these languages by passing an appropriate examination.

Comprehensive Examination

Students choosing not to write a thesis will be required to take a comprehensive written and oral examination at the end of the fourth semester. Unlike the Greek and Latin examinations, the comprehensive examination will focus on broad topics pertaining to classical history, literature, and culture.

Thesis

With departmental permission, students will have the option of writing a final M.A. thesis in a 3-credit or 6-credit version. Students intending to go on to Ph.D. programs will be advised to exercise this option especially. Students writing a thesis will not be required to take the comprehensive examination.

Faculty

W. Martin Bloomer, Associate Professor of Classics

Christopher A. Baron, Assistant Professor of Classics

Keith R. Bradley, Eli J and Helen Shaheen Professor of Classics, and Concurrent Professor of History

Li Guo, Chair and Associate Professor

Brian Krostenko, Director of Graduate Studies and Associate Professor of Classics

David Ladouceur, Associate Professor of Classics

Blake Leyerle, The John Cardinal O'Hara, C.S.C., Associate Professor of Theology and Concurrent Associate Professor of Classics

Elizabeth Forbis Mazurek, Associate Professor

Hildegund Müller, Associate Professor of Classics

David K. O'Connor, Associate Professor of Philosophy and Concurrent Associate Professor of Classics

Robin Rhodes, Associate Professor of Art History and Concurrent Associate Professor of Classics

Catherine Schlegel, Associate Professor of Classics

Daniel J. Sheerin, Professor of Classics and Concurrent Professor of Theology, Emeritus

Isabelle Torrance, Assistant Professor of Classics

Early Christian Studies

Chairs:

Li Guo (Classics)

J. Matthew Ashley (Theology)

Director of Graduate Studies:

Blake Leyerle

Telephone: (574) 631-7195

Fax: (574) 631-4268

Location: 304 O'Shaughnessy

Web: <http://classics.nd.edu>

The two-year interdisciplinary M.A. program in early Christian studies is sponsored jointly by the Departments of Classics and Theology, with the participation of faculty in several other departments (see listing below). It offers beginning graduate students basic training in philology, theology, history, liturgy, art history, and philosophy. Each student develops a curriculum to meet individual needs in consultation with a committee of faculty advisers. But all curricula are designed to ensure that students are equipped with the necessary language skills (at least two ancient Christian languages and literatures [Latin and/or Greek and/or Syriac] and one or more contemporary research languages) and with a sturdy grasp of the intellectual, historical, and social contexts of the early church and the methods and resources for studying them.

ENGLISH

New disciplinary and critical approaches to late antiquity, as well as a growing awareness of the importance of Christian origins for the present life of the churches, have made early Christian studies a vibrant and rapidly expanding field. Traditional expertise in philology, history, and theology remains fundamental, but these skills must now be supplemented by a broad range of interdisciplinary approaches. An unusually strong faculty presence makes Notre Dame the ideal place for pursuing this area. Students who come with a keen interest in the field, but limited formal training in it, may acquire the basic skills and knowledge necessary for advanced study. Those already adequately prepared in the basics can broaden their competency by studying the language and culture of Middle Eastern, Egyptian, and Byzantine Christianity, and of Rabbinic Judaism and early Islam.

This is a demanding, extended (two academic years plus summer) M.A. program that prepares students to enter the best doctoral programs in theology, religious studies, history, art history, and literary studies, already proficient in language study and basic training in the multiple fields of early Christian studies.

Contributing Teaching and Research Faculty

Joseph P. Amar, Professor of Classics and Concurrent Professor of Theology

Charles E. Barber, the Michael P. Grace Professor of Arts and Letters and Professor of Art, Art History, and Design

W. Martin Bloomer, Associate Professor of Classics

Keith R. Bradley, Eli J and Helen Shaheen Professor of Classics, and Concurrent Professor of History

John C. Cavadini, Chair and Associate Professor of Theology, and Executive Director of the Institute for Church Life

Brian E. Daley, S.J., the Catherine F. Huisking Professor of Theology

Blake Leyerle, The John Cardinal O'Hara, C.S.C., Associate Professor of Theology and Concurrent Associate Professor of Classics

Sabine MacCormack, Rev. Theodore Hesburgh, C.S.C. College of Arts and Letters Chair, jointly appointed in History and Classics

Daniel J. Sheerin, Professor of Classics and Concurrent Professor of Theology, Emeritus

Robin Darling Young, Associate Professor of Theology

Associated Faculty

David E. Aune, Professor of Theology

Mary Rose D'Angelo, Associate Professor of Theology

Stephen E. Gersh, Professor of Medieval Studies

Maxwell E. Johnson, Professor of Theology

Mary M. Keys, Associate Professor of Political Science

Brian Krostenko, Associate Professor of Classics

David Ladouceur, Associate Professor of Classics

John P. Meier, the William K. Warren Professor of Catholic Theology

Hildegund Müller, Associate Professor of Classics

David K. O'Connor, Associate Professor of Philosophy and Concurrent Associate Professor of Classics

Gretchen J. Reydams-Schils, Professor and Chair, Program of Liberal Studies and Fellow in the Nanovic Institute for European Studies

Gregory E. Sterling, Dean of the Graduate School and Professor of Theology

English

Chair:

John Sitter

Director of Graduate Studies:

Jesse Lander

Director of Creative Writing:

Steve Tomasula

Telephone: (574) 631-6618
(574) 631-7526 (CW)

Fax: (574) 631-4795

Location: 356 O'Shaughnessy
340 O'Shaughnessy (CW)

E-mail: english@nd.edu
creativewriting@nd.edu

Web: <http://www.nd.edu/~english>
<http://www.nd.edu/~alcwp>

The Program of Studies

Master's Program

English and American Literature

The Master's Program is specifically designed for Notre Dame or St. Mary's undergraduate English majors seeking advanced training before applying to a Ph.D. program at another institution. This is a 30-credit-hour program, requiring either 30 credit hours of course work or 24 credit hours of course work and six credit hours of thesis research. Students must take one course in literary criticism or theory. Those seeking the research degree must also demonstrate proficiency in a language appropriate to their area of research. Near the conclusion of the program, the student takes a written examination covering three major literary texts and selected criticism, designed to test the student's capacity for critical study, or writes a master's thesis.

Master's Program in English and Law

This is a program open only to students already admitted to the Notre Dame Law School who also wish to obtain an M.A. in English. A student typically takes 21 hours of English courses and 9 hours of law courses. The course on "Law and Literature," offered in the Law School, can be counted towards the 21 hours of English. Students would normally pursue the non-research degree; those wishing to complete the research degree need to complete an additional six hours of thesis research. Admission is through the normal procedures of the Graduate School and the Department of English.

M.F.A. in Creative Writing

The graduate creative writing program is a four-semester program in which students take 36 credit hours of writing workshops, thesis preparation tutorials, and literature classes. Students may also choose to work as editorial assistants on our national liter-

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ary magazine, *The Notre Dame Review*. Throughout the four semesters, all students work closely with an adviser on the thesis, which will ultimately be a publishable novel, collection of stories, volume of poetry, or work of literary nonfiction.

Ph.D. Program

Course Requirements

The Ph.D. program requires 42 credit hours of course work. Students must take the Introduction to Graduate Study, a historical distribution of courses, and at least one course in literary theory. In keeping with its policy of encouraging interdisciplinary study, the program permits the student to take up to 12 credit hours of course work in a field other than English.

Foreign Language Requirement

By the end of the second year of full-time residency, the student must demonstrate proficiency in two languages or fluency in one language. Proficiency is demonstrated by successfully passing a language exam administered by the appropriate language department, or by passing an advanced undergraduate literature course in the language. Fluency is demonstrated by passing a graduate literature course in the language. The language(s) should be appropriate to the student's area of research.

Candidacy (Comprehensive Three-Field) Examination

The student takes examinations in one historical period selected from among Old English, Middle English, Renaissance, Restoration and 18th-century, 19th-century British, 20th-century British, early American literature (to 1865), middle American literature from the Civil War to 1930, and post-1930 American literature; either a second historical period or a special topic; and one examination in literary theory/methodology. One of these three fields, ordinarily the field in which the student intends to write his or her dissertation, is designated the major field. These examinations are intended to determine whether the student possesses the theoretical skills and specialized knowledge necessary for writing a dissertation and for teaching in his or her field. Special reading courses enable students to dedicate the majority of their last two semesters of course work to preparation for these examinations. The written part

of the examination is followed by an oral component.

Dissertation Proposal

In the fall of the fourth year, students produce a dissertation prospectus and preliminary draft of one part of the dissertation (a chapter or substantial part of a chapter). Students then meet with the dissertation committee for advice on continuing and completing the project.

Dissertation

Upon receiving approval of the proposal, the student proceeds with the dissertation under continuing supervision of the dissertation director. The dissertation is intended to demonstrate the student's readiness to participate fully in the profession as a scholar and literary critic.

Recent Courses Offered

Some courses are offered every year or semester, such as "Graduate Writing Workshops" and "Introduction to Graduate Studies," and courses in the traditional historical areas are offered every semester. Specific topics will vary each semester. For more information, consult the English Department webpage.

Courses within the following topics vary from year to year, but there will always be at least one course taught from each topic per semester. Recent course offerings have included:

Old and Middle English Literature

- 90201. Beowulf
- 90202. Chaucer's Early Poetry
- 90203. First Aid in Middle English
- 90211. Canterbury Tales
- 90212. The Poetry of Chaucer
- 90214. Latin Literature of Anglo-Saxon England
- 90225. Old English Biblical Verse
- 90226. Language, Symbolism, and Vision
- 90227. Chaucer and Medieval Narrative
- 90229. Writing and Politics in Middle English

Renaissance Literature

- 90117. Print, Manuscript, and Performance in the Atlantic World, 1550–1800
- 90209. Books, Authors, and Readers in Early Modern England

- 90217. Republican Aesthetics
- 90221. Hamlet and Lear in Performance
- 90223. Spenser, Milton, Marvell
- 90230. Shakespeare and Film
- 90233. History Plays and Historiography

Restoration and 18th Century Literature

- 90231. Age of Johnson
- 90302. Aesthetic Theory and the Enlightenment
- 90303. Reading the French Revolution
- 90311. Monsters of Benevolence: Irish Ascendancy Writers and Early Modernity, 1720–1800

Romantic and Victorian Literature

- 90301. Victorian Science and Literature
- 90304. Nineteenth-Century British Novel
- 90306. Romantic Era Drama and the Public Theatre
- 90307. Victorian Literature
- 90308. Romanticism and Culture Wars: Lakers, Scots, and Cockneys
- 90309. Romanticism, Gender, Colonialism
- 90310. The 19th Century Local

Modern British Literature

- 90401. Modern British Poetry
- 90406. Postmodernism and British Poetry
- 90407. Woolf and Bloomsbury
- 90409. Modernism and Modernity

American Literature before 1900

- 90601. Early American Literature
- 90604. American Realism
- 90605. American Literature at War in Mexico

American Literature after 1900

- 90702. Cold War Fictions
- 90705. Objectivism in 20th Century American Poetry
- 90801. African-American Women Writers
- 90802. Black Feminist Criticism
- 90803. Latino Poetry
- 90804. Fictions of Citizenship
- 90805. Latino/a Literature
- 90820. Writing Harlem: Race, Renaissance, the Modern

Irish Studies

- 90502. Representing Ireland
- 90504. Anglo-Irish Identities

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90505. Modernity, Gothic, and Irish Culture
 90506. Modern Irish Drama and Revolutionary Politics
 90508. Gaelic Gothic
 90509. Joyce, Modernity, Post Colonial Ireland
 90510. Irish Modernism
 94513. Ireland: Genealogies/Culture

Literary Theory

90403. From Brecht to Performance Art:
 Drama and Dramatic Theory, 1930–2000
 90405. Weimar Republic
 90708. Poetic Language, Theory, Performance
 90903. History of Modern Aesthetics
 90904. Philology and Weltliterature
 90905. Modern and Contemporary Poetics

Creative Writing

90013 Graduate Fiction Workshop
 90038 Graduate Poetry Workshop
 90129 Issues in Contemporary Poetics
 90190 Postmodern Narrative
 90912 Contemporary Conceptual Literature
 90128 20th Century International Poetry

Teaching and Research Faculty

Jacqueline V. Brogan, Professor

Mary Burgess Smyth, Assistant Professor

Joseph A. Buttigieg, The William R. Kenan Jr. Professor of English, Director of the Ph.D. in Literature Program, and Director of the Office of International Studies

James M. Collins, Associate Professor of Film, Television, and Theatre and Concurrent Associate Professor of English

Margaret Doody, the John and Barbara Glynn Family Professor of Literature

John Duffy, Associate Professor and Director, University Writing Center and College Seminar Program

Stephen M. Fallon, Professor of Liberal Studies and Concurrent Professor of English

Christopher B. Fox, Professor, Director of the Keough Institute for Irish Studies, and Chair of Irish Language and Literature

Stephen A. Fredman, Professor

Dolores Warwick Frese, Professor

Johannes Goransson, Assistant Professor

Barbara J. Green, Associate Professor

Stuart Greene, Associate Dean of Undergraduate Studies, College of Arts and Letters, and Associate Professor of English

Sandra Gustafson, Associate Professor

Thomas N. Hall, Associate Professor

Susan Cannon Harris, Associate Professor and Concurrent Associate Professor in the Keough-Naughton Institute for Irish Studies

Peter Holland, McMeel Professor in Shakespeare Studies in the Department of Film, Television and Theatre, and Concurrent Professor in English

Romana Huk, Associate Professor

Cyraina Johnson-Roullier, Associate Professor

Kathryn Kerby-Fulton, the Notre Dame Professor of English

Greg P. Kucich, Professor and Director of the London Program

Jesse M. Lander, Director of Graduate Studies and Associate Professor

Sara Maurer, Assistant Professor

Joyelle McSweeney, Associate Professor

Orlando Menes, Associate Professor

Susannah Monta, Associate Professor

William A. O'Rourke, Professor

Valerie Sayers, Professor

John Sitter, Department Chair and Notre Dame Professor of English

David Wayne Thomas, Associate Professor

Steve Tomasula, Associate Professor

Chris R. Vanden Bossche, Professor

Henry Weinfeld, Professor of Liberal Studies and Concurrent Professor of English

Thomas A. Werge, Professor and Concurrent Professor in the Master of Education Program

Katherine Zieman, Assistant Professor

History*Chair:*

Thomas F. X. Noble

Director of Graduate Studies:

Edward N. Beatty

Telephone: (574) 631-7266

Fax: (574) 631-4717

Location: 219 O'Shaughnessy Hall

Department E-mail: histdgs.1@nd.edu

Web: <http://www.nd.edu/~history>

The Program of Studies

The graduate programs in history permit students to deepen their knowledge and understanding of selected historical specializations and to nourish the historical perspective that marks the educated citizen. Advanced work in history may prepare students for careers in scholarship and teaching, for certain public service careers, or for careers in research.

The history programs accept only students planning to pursue the Ph.D. degree. These students are normally awarded a master's degree in the course of pursuing their doctorates.

Fields of Study

Command of four fields of study is a requirement of the program for both teaching and research. While these fields may be distributed within our traditional areas of concentration — modern Europe, Latin America, medieval, and Anglo-America/US — two or three fields should be in one of those concentrations. One field — an “outside” field — should be in a separate area of concentration or on a relevant methodology. Students are encouraged to develop at least one topical comparative field — e.g., the Atlantic or Pacific, borderlands, colonialism, empire, the environment, exploration, frontiers, law, gender, religion, or slavery.

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General Requirements

Before completing their doctorates, students must satisfy the departmental requirements for the master's degree. Doctoral students receive their master's after completing 33 credit hours of study including one graduate-level seminar in history and 24 credit hours of graduate-level work (seminars, colloquia, directed readings, supplemental research, and readings) in history or related disciplines. The master's degree demands satisfactory completion of course work with a GPA of no less than 3.0. Students must also pass an M.A. exam (normally the candidacy exams count in place of a separate M.A. exam) and satisfy the language requirements (see below). In order to enter the doctoral program, students must satisfy the foreign language requirement and receive the approval of the departmental faculty. Students entering Notre Dame with a master's degree in history from another institution normally have the same course work, writing, and examination requirements as those entering without such a degree. Normally, no more than three credits may be transferred and used to replace required courses in history.

In order to receive a Ph.D., a student must complete a total of 42 credit hours of study, including at least two graduate-level seminars.

In addition to completing prescribed course work, doctoral students must also pass Ph.D. candidacy examinations in their specialties. The candidacy examination will normally be taken in the student's third year of residence. Students wishing to take candidacy examinations earlier than the third year of residence may do so with the consent of their academic advisers and the director of graduate studies. To be eligible to take the candidacy examination, students must satisfy the foreign language requirement and complete the required course work in their specialization.

Before being advanced to Ph.D. candidacy, students must submit to the department an approved dissertation proposal (see procedures outlined below). Within eight years of enrollment into the history graduate program, students must complete a satisfactory doctoral dissertation or risk the loss of their candidacy status.

Language Requirement

One basic requirement for all candidates for the doctorate in history is a reading knowledge of one modern foreign language. In each field additional languages or an appropriate skill are prescribed as the faculty in that field consider necessary. The following provisions are in force. Candidates in the field of medieval history must demonstrate competence in Latin and two modern foreign languages, one of which is normally French or German. Competence in Latin is demonstrated by a student's passing the examination in medieval Latin administered by the Medieval Institute. Candidates in modern European history must demonstrate competence in reading two foreign languages, one of which must be French or German. Candidates in American history must demonstrate competence in one modern foreign language. Candidates in Latin American history must demonstrate competence in two foreign languages, one of which must be Spanish. In all fields, language and skill requirements must have been completed by the student before the student will be permitted to take Ph.D. candidacy examinations.

To receive the M.A., doctoral students must demonstrate a reading knowledge of one modern foreign language by the end of their third semester in residence.

Examinations

First-year examinations are oral examinations administered near the end of the student's second semester of residence. The examination board will consist of two faculty members who have worked with the student during the year. Each faculty member may pose questions based on student course work during the year. The first-year examination will last approximately one hour. The first-year examination does not take the place of a master's exam.

Students will normally receive their master's degree upon successful completion of their Ph.D. candidacy examinations. A terminal master's degree may be awarded in cases where a student has completed all course work, passed at least one language exam (Latin in the case of Medievalists), and passed a master's examination, which is normally the equivalent of two qualifying exam fields in the normal format—a

two-hour written examination in each field followed by a sixty-minute to ninety-minute oral exam. For the degree to be awarded, both examiners must pass the student.

Ph.D. candidacy boards will consist of four or five faculty members chosen by the student and his/her adviser, and approved by the director of graduate studies. The written exam shall consist of four or five two-hour essays on topics selected by the examination board within fields chosen by the student; the oral exam shall involve questioning by the board for not less than 90 minutes and not more than three hours. There must be a gap of at least five working days between the final written exam and the oral exam.

Students who fail a Ph.D. candidacy examination may appeal to the director of graduate studies to retake the failed portion one time.

Advancement to Candidacy for the Ph.D.

While preparing for the Ph.D. candidacy examinations, students should also be preparing a dissertation proposal in consultation with his or her adviser. Dissertation proposals are normally submitted to a committee of four faculty members — at least three of whom are History Department teaching and research (T & R) faculty — by the end of the semester in which the student passes qualifying exams. Dissertation proposals should aim for a length of ten pages plus bibliography and should include a clear statement of the historical problem engaged by the dissertation, a summary of the dissertation's relationship to the literature in the field, a description of sources and their location and availability, a discussion of methodology and theory informing the project, a preliminary outline of chapters, and a bibliography. The committee may accept, reject, or modify the proposal. If and when a proposal is accepted, the committee will notify the director of graduate studies who will, in turn, nominate the student to the Graduate School as a Ph.D. candidate. The proposal must be approved before the start of the student's seventh semester of enrollment. Upon passage of the qualifying exams and dissertation proposal defense a student advances to Ph.D.

HISTORY

candidacy ("all but dissertation," or ABD) and earns a master's degree.

Writing and Defense of the Dissertation

After advancement to Ph.D. candidacy, students must complete a doctoral dissertation, which the department understands to be a substantial piece of research based on primary sources that makes an original contribution to historical knowledge. Departmental procedures for approval of the dissertation are as follows:

Ph.D. candidates are strongly encouraged to consult with their committee members over the course of research and writing. Candidates should submit draft chapters to all members of the committee as early as possible. Copies of the completed dissertation, including notes and bibliography, must be submitted to all four (five if there are co-directors) committee members at least six weeks prior to the expected date of defense. Copies for the committee members should be submitted to the Department's administrative assistant for graduate studies. S/he will insure that copies reach the faculty members and alert each of them to the time-line and requisite written evaluation that must be signed and received two weeks before a defense can take place. At the same time, the candidate should submit an additional copy to the Graduate School for a preliminary check of formatting. Committee members must read the dissertation and approve or disapprove it within four weeks of receiving the final copy of the dissertation. Approval means that committee members agree to move forward to the defense; it does not mean that they are giving their final approval for award of the degree based on the dissertation. Approval endorses the dissertation as academically sound and defensible. Formal and final approval can come only after the defense. Committee members may approve the dissertation conditional on revision. In those cases where the defense reveals areas for necessary revision, the candidate must complete those to the satisfaction of the adviser. Only after the adviser signs the title page can the dissertation be submitted to the Graduate School. Candidates should keep this process in mind and allow sufficient time to meet deadlines for graduation. Committee members should not feel obliged to speed up the process

to accommodate such deadlines. It is the candidate's responsibility to meet deadlines.

Teaching and Research Faculty

R. Scott Appleby, the John M. Regan Jr. Director of the Joan B. Kroc Institute for International Peace Studies, Professor of History, and Fellow in the Helen Kellogg Institute for International Studies

Edward N. Beatty, Associate Professor

Gail Bederman, Associate Professor

Rev. Thomas E. Blantz, C.S.C., Professor

D'Arcy Jonathan Dacre Boulton, Professional Specialist in the Medieval Institute and Concurrent Associate Professor of History

Catherine Cangany, Assistant Professor

Jon T. Coleman, Associate Professor

Olivia R. Constable, Professor and Director of the Medieval Institute

John Deak, Assistant Professor

Lauren Faulkner, Assistant Professor

Felipe Fernandez-Armesto, William P. Reynolds Professor

Daniel Graff, Director of Undergraduate Studies and Associate Professional Specialist

Karen Graubart, Associate Professor

Brad Gregory, Associate Professor

Patrick Griffin, Madden Hennebery Professor of Irish American Studies

Christopher S. Hamlin, Professor and Fellow in the Nanovic Institute for European Studies

Asher Kaufman, Associate Professor, jointly appointed in the Joan B. Kroc Institute for International Peace Studies

Thomas A. Kselman, Professor and Fellow in the Nanovic Institute for European Studies

Mikolaj Kunicki, Assistant Professor

Semion Lyandres, Associate Professor and Fellow in the Nanovic Institute for European Studies

Sabine G. MacCormack, Rev. Theodore Hesburgh, C.S.C. College of Arts and Letters Professor, jointly appointed in History and Classics

Alexander M. Martin, Associate Professor

John T. McGreevy, I.A. O'Shaughnessy Dean of the College of Arts and Letters, and Professor

Margaret Meserve, Carl E. Koch Associate Professor

Rev. Wilson D. Miscamble, C.S.C., Professor

Dian Hechtner Murray, Professor

Thomas F. X. Noble, Professor and Chair

Mark Noll, the Francis A. McAnaney Professor of History

Jaime Pensado, Assistant Professor

Richard B. Pierce, the Associate Professor

Linda Przybyszewski, Associate Professor

Rory Rapple, Assistant Professor

Marc S. Rodriguez, Assistant Professor

Thomas J. Schlereth, Professor of American Studies and Concurrent Professor of History

Jayanta Sengupta, Assistant Professor

Phillip R. Sloan, Professor in the Program of Liberal Studies and Concurrent Professor of History

James Smyth, Professor

Robert E. Sullivan, Vice President for the Office of Academic Mission Support, and Associate Professor

Julia Adeney Thomas, Associate Professor

Deborah Tor, Assistant Professor

James Turner, the Rev. John J. Cavanaugh, C.S.C., Professor of the Humanities and Fellow in the Nanovic Institute for European Studies

John H. Van Engen, Andrew V. Tackes Professor of History

Gil-li Vardi, Assistant Professor

History and Philosophy of Science

Program Director:

Don Howard

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Fax: (574) 631-7418

Location: 453 Geddes Hall

E-mail: reilly@nd.edu

Web: <http://reilly.nd.edu/hps/>

The Program of Studies

HPS at Notre Dame is an interdepartmental program. Because the Ph.D. in HPS incorporates the requirements for a doctorate in a standard disciplinary department, either history or philosophy, the HPS degree program leads to a doctoral degree inclusive of, but broader in scope than, the departmental degree. For this reason it is defined as a five-year program, rather than the normal four. Thus students who take the doctoral degree in the HPS program can claim to have satisfied both the disciplinary degree requirements and also those of an HPS degree. This allows Notre Dame graduates to situate their work within traditional disciplinary contexts and enables them to qualify for academic positions in regular disciplinary departments.

All designated HPS faculty members may serve as graduate student advisers, take part in examination committees, and act as the primary directors of dissertation research.

Master's Program

Because HPS is a doctoral program, applications from individuals interested only in receiving a terminal M.A. degree will not be accepted. However, this rule does not apply to individuals concurrently enrolled in other doctoral graduate programs of the University who seek to earn a nonresearch HPS master's degree in order to complement their doctoral studies. Students whose primary enrollment is in HPS will be entitled to receive a master's degree once they have completed the written and oral examination for Ph.D. candidacy. In addition, in the event that an admitted HPS student decides to leave the program

or is subsequently discontinued by the HPS program or the disciplinary department, the student may pursue a research (or thesis) terminal M.A. degree.

The nonresearch HPS M.A. degree requires the completion of 36 credit hours of course work. Three courses in history of science and three courses in philosophy of science form the core of this requirement. The student, in consultation with the HPS program director, selects the remaining courses. To be eligible for HPS credit, these courses must bear in significant ways on the concerns of history and philosophy of science. Students taking the nonresearch HPS M.A. concurrently with a Ph.D. in another Notre Dame program may count up to nine hours of course work toward both degree programs, subject to approval by the director of HPS and the director of graduate studies in the other program. Reading knowledge in one foreign language (ordinarily French or German) will be required. A one-hour oral examination, based on course work, will complete the requirements for the nonresearch degree. Students taking the terminal HPS research M.A. will prepare an extended research paper or formal M.A. thesis under the direction of a faculty member, for which six hours of thesis credit will be awarded. A one-hour oral comprehensive examination completes the requirements for this research M.A. degree.

Doctoral Program

HPS students pursue the Ph.D. degree in either a philosophy track or a history track.

Philosophy Track

Those who elect the philosophy track toward the Ph.D. in history and philosophy of science must satisfy the following course distribution requirements. In HPS, they will take a minimum of three courses in the general area of philosophy of science and four courses in history of science. In addition, students will satisfy a slightly modified form of the philosophy graduate program's requirements, namely, (i) proseminar; (ii) graduate logic course, (iii) four "distribution" seminars, including philosophy of science, at least one from "Area I"—philosophy of mind, metaphysics, epistemology, philosophy of language, philosophy of science, philoso-

phy of logic, philosophy of mathematics—and at least one from "Area II"—ethics, political philosophy, aesthetics; and (iv) three history seminars to be distributed among at least two of the major historical periods—ancient, medieval, and modern. Note that philosophy-track HPS students may substitute HOPOS II for a history of modern course. Students may also be advised to take some extra work in one of the sciences, if this seems necessary for the specialized research they are planning. The language requirement for Ph.D. candidates in the philosophy track is a reading knowledge of two foreign languages.

Ethics of Science and Technology Concentration
Students on the philosophy track who elect the ethics of science and technology concentration will satisfy the philosophy-track course requirements, but with the following exceptions: (1) the student will take at least four courses in ethics or science and ethics; (2) 20th-Century Ethics will be taken as one of the three required philosophy core courses; (3) one of the four required history of science courses will be selected from a specified list of courses in the area of science, technology, and values; and (4) an additional course in ethics will be chosen from a specified list of philosophy courses.

No later than the summer after his or her second year, the philosophy-track student will take a written qualifying examination in the history of philosophy administered by the Philosophy Department. By the end of his or her third year, the student will also be expected to have two "qualifying" papers approved (see philosophy doctoral requirements). Normally in the first semester of the fourth year, the student will take an oral qualifying examination in the philosophy of science, with a special focus on the problem area in which he or she intends to write a dissertation. The five members of the examination board will be appointed jointly by the HPS program director and the director of graduate studies in philosophy.

Once Ph.D. candidacy requirements have been completed, the student will begin preparation of a dissertation proposal under the guidance of a research director of his or her choice. A proposal evaluation committee, consisting of five faculty, will be chosen jointly by the HPS program director, the student's research director, and

HISTORY AND PHILOSOPHY OF SCIENCE

the DGS in philosophy. After meeting with the student to discuss the proposal, the committee will decide, by majority vote, to approve, reject, or request modifications in the candidate's proposal. The Graduate School requires that dissertation proposals be approved by the end of the eighth semester in order for one to be eligible for continued funding. When the proposal is approved, the student will work under the direction of his or her thesis director to prepare a dissertation. New work must be submitted every semester. At the end of each semester, the student must submit a report on dissertation progress to the dissertation director, the Director of HPS and the philosophy department DGS. The report must include a chapter outline and a statement of progress on each chapter. The student must also meet at the end of each academic year with the members of the dissertation committee. The completed dissertation must be approved by the dissertation director and three readers appointed by the HPS program director. Readers are normally drawn from the committee that approved the original proposal, but one outside member of the committee may be substituted if deemed desirable for expert judgment of the dissertation. If the readers accept the dissertation, the HPS program director arranges for a dissertation defense. The defense committee is composed of at least the dissertation director, the three dissertation readers, and an outside chairperson appointed by the Graduate School. After the defense and ensuing discussion, the committee decides by majority vote whether the defense of the dissertation project has been satisfactory and determines whether any revisions of the dissertation are required as a result of weaknesses revealed in the oral defense.

History Track

Those who elect the history track toward the Ph.D. in history and philosophy of science will take a minimum of four courses in history of science, the history department proseminar, and three courses in the general area of philosophy of science. In addition, a student will take at least eight more courses (three of which must be research seminars) in two of these fields: American, Modern European, or Medieval History. These eight courses can include the history of science and technology.

The basic language requirement for Ph.D. candidates on the history track is a read-

ing knowledge of one modern foreign language. In addition, competence has to be shown either in a second language or in a technical discipline bearing on the student's research work, such as one of the natural sciences.

In the spring of the third year, the student will prepare for the Ph.D. candidacy examination, taken in the late summer. This will consist of two parts, written and oral. The examination board will consist of five faculty members appointed jointly by the HPS program director and the director of graduate studies in history. Each examiner will set a two-hour written examination in one of five fields, two of which will be in specialized areas in the history of science and technology, two in other history fields, and one in the philosophy of science. The oral examination will be given shortly after the written and will involve the same five examiners.

Once Ph.D. candidacy requirements have been completed, the student will begin preparation of a dissertation proposal under the guidance of a research director of his or her choice. This is presented to a proposal evaluation committee, consisting of five faculty chosen jointly by the HPS program director, the student's research director, and the DGS of history. After meeting with the student to discuss the proposal, the committee will decide, by majority vote, to approve, reject, or request modifications in the candidate's proposal. The Graduate School requires that dissertation proposals be approved by the end of the eighth semester in order for one to be eligible for continued funding. When the proposal is approved, the student will work under the direction of his or her thesis director to prepare a dissertation. New work must be submitted every semester. At the end of each semester, the student must submit a report on dissertation progress to the dissertation director, the Director of HPS and the history department DGS. The report must include a chapter outline and a statement of progress on each chapter. The student must also meet at the end of each academic year with the members of the dissertation committee. The completed dissertation must be approved by the dissertation director and three readers appointed by the HPS program director, normally drawn from the committee that approved the original proposal. Substitution of one outside

expert may be elected if deemed necessary for the student's dissertation work. If the readers accept the dissertation, the program director arranges for a dissertation defense. The defense committee is composed of at least the dissertation director, the three dissertation readers, and an outside chairperson appointed by the Graduate School. After the defense and ensuing discussion, the committee decides by majority vote whether the defense of the dissertation project has been satisfactory and determines whether any revisions of the dissertation are required as a result of weaknesses revealed in the oral defense.

Teaching and Research Faculty

J. Matthew Ashley, Associate Professor of Theology and Fellow in the Center for Social Concerns

Katherine A. Brading, Associate Professor of Philosophy

Jon Coleman, Associate Professor of History

Michael Crowe, John J. Cavanaugh Professor in the Humanities, Professor in the Program of Liberal Studies, and Concurrent Professor of History, Emeritus

Christopher B. Fox, Professor of English and Director of the Keough Institute for Irish Studies

Robert D. Goulding, Associate Professor in the Program of Liberal Studies

Gary M. Gutting, the Notre Dame Professor of Philosophy and Fellow in the Nanovic Institute for European Studies

Christopher S. Hamlin, Professor of History, Fellow in the John J. Reilly Center for Science, Technology, and Values, and Fellow in the Nanovic Institute for European Studies

Don A. Howard, Director, Professor of Philosophy, and Fellow in the Nanovic Institute for European Studies

Anja Jauernig, Assistant Professor of Philosophy

Lynn S. Joy, Professor of Philosophy

Janet Kourany, Associate Professor of Philosophy

Vaughn R. McKim, Associate Professor of Philosophy, Emeritus

PH.D. IN LITERATURE

A. Edward Manier, Professor of Philosophy, Emeritus

Philip E. Mirowski, the Carl E. Koch Professor of Economics

Mahan Mirza, Assistant Professor of Arabic and Islamic Studies

Grant Ramsey, Assistant Professor of Philosophy

Kristin Shrader-Frechette, the F. J. and H. M. O'Neill Professor of Philosophy, Concurrent Professor of Biological Sciences, and Fellow in the Joan B. Kroc Institute for International Peace Studies

Phillip R. Sloan, Professor in the Program of Liberal Studies and Concurrent Professor of History, Emeritus

Thomas A. Stapleford, Associate Professor in the Program of Liberal Studies

James C. Turner, the Rev. John J. Cavanaugh, C.S.C., Professor of the Humanities and Fellow in the Nanovic Institute for European Studies

Ph.D. in Literature

Program Director:

Joseph A. Buttigieg

Telephone: (574) 631-0481

Location: 336 O'Shaughnessy Hall

E-mail: litprog@nd.edu

Web: <http://phdliterature.nd.edu>

The Program of Studies

The Ph.D. in Literature offers an innovative academic framework for the formation of future scholar-teachers in both the classical and modern languages and literatures. During their first year of studies in the Ph.D. in Literature Program, students will work closely with the program's director to define their major fields or areas of interest. This will enable them to choose their courses in a coherent manner so that in the years devoted to coursework they will be able to simultaneously broaden and deepen their knowledge in their main fields of interest. There are many different ways to define and structure one's area of specialization and related fields. These fields of interest may be organized, for example, around historical periods, genres, literary movements, literary tradi-

tions and languages, geographical areas, interdisciplinary relations, literary theory and criticism. These are just some rather conventional examples, used here by way of illustration, but there are many other imaginative and creative ways to define one's interests and their combinations—and the Ph.D. in Literature Program is sufficiently flexible to accommodate a wide range of them.

The program requires its students to complete a minimum of 54 credit hours from regular graduate courses. Students who have obtained credits for graduate courses taken after their undergraduate degree and prior to entering the program may be allowed to transfer a maximum of 6 credit hours. Students who have completed an M.A. before entering the program may be allowed to transfer a maximum of 24 credit hours. The transfer of credit hours is not automatic and requires the approval of the program's director and the Graduate School.

During their first three semesters students are required to take the program's two basic courses: (a) the course in literary and critical theory, and (b) the course in literature that exemplifies transnational and/or interdisciplinary approaches to literary studies.

All students are also required to take two courses in disciplines other than literature. This requirement is typically fulfilled by taking courses in philosophy and theology.

In both their second and third year of study students are required to enroll in the year-long course (1.5 credits per semester) "Learning the Profession." Students may opt to take this course on an S/U basis, in which case the credits earned will not count towards the 54 credits of coursework required by the program.

Languages

All students in the Ph.D. in Literature Program are expected to be able to read and conduct research in at least two languages besides their own native language.

Students are minimally required to demonstrate near-native proficiency in the language of their major area of study and a scholarly reading knowledge in an additional language. The language skills

required will vary according to the individualized program of study. Language requirements are designed to provide a rigorous base for in-depth study of two or more literary traditions and to ensure that students will successfully compete for placement in national literature departments as well as interdisciplinary programs.

Examinations

The Permission to Proceed Exam is administered during the week immediately before the beginning of classes in the Spring semester of the student's second year in the program. The exact date is set by the program director at the start of each academic year. (After seeking the advice of the program director, a student may opt to take the exam earlier.)

The Graduate School requires all doctoral candidates to complete their Ph. D. candidacy exam by the end of their fourth year of study. This deadline, however, represents nothing more than the utmost limit of acceptability. Students in the Ph.D. in Literature Program are strongly advised to organize and structure their coursework in a manner that permits them to sit for the candidacy exam in their third year.

Participating Faculty

The following is a partial list of Notre Dame faculty who have worked closely with the Ph.D. in Literature Program. They form a core group of outstanding scholars who will be joined by numerous other faculty whose interests and expertise will enable students to craft doctoral degrees responsive to their own particular interests in world literatures. For a complete listing of participating faculty and their scholarly interests and current graduate students please visit our Web site at <http://phdliterature.nd.edu>.

Associated Teaching and Research Faculty

José Anadón, Professor, Department of Romance Languages and Literatures

Martin Bloomer, Associate Professor of Classics

Tobias Boes, Assistant Professor, Department of German Language and Literature

MEDIEVAL STUDIES

Maureen Boulton, Professor of French, Department of Romance Languages and Literatures

Keith R. Bradley, the Eli J. and Helen Shaheen Professor of Classics and Concurrent Professor of History

Joseph A. Buttigieg, Director of the Ph.D. Program in Literature, the William R. Kenan Jr. Professor of English and Fellow in the Nanovic Institute for European Studies

Theodore J. Cachey Jr., Professor of Italian, Albert J. Ravarino Family Director of Dante and Italian Studies, and Chair, Department of Romance Languages and Literatures

James Collins, Professor, Department of Film, Television, and Theatre

Seamus Deane, the Donald and Marilyn Keough Professor of Irish Studies and Professor of English

JoAnn DellaNeva, Professor, Department of Romance Languages and Literatures Fellow, the Kaneb Center for Teaching and Learning Fellow, the Nanovic Institute

Margaret Doody, the John and Barbara Glynn Family Professor of Literature

Julia V. Douthwaite, Professor of French, Department of Romance Languages and Literatures

Maud Ellmann, Donald and Marilyn Keough Professor of Irish Studies, Department of English

Christopher Fox, Director of the Keough Institute for Irish Studies, Professor of English and Chair of Irish Language and Literature

Stephen Gersh, Professor, Department of Philosophy

Thomas Hall, Associate Professor, Department of English

Ben A. Heller, Associate Professor, Department of Romance Languages and Literatures, Co-Director, Fernández Caribbean Initiative Fellow, Kellogg Institute for International Studies

Peter Holland, McMeel Family Professor in Shakespeare Studies, Department of Film, Television and Theatre

Vittorio Hösle, Paul G. Kimball Professor of Arts and Letters, Director, Notre Dame Institute for Advanced Study, and Professor of German

Lionel M. Jensen, Associate Professor of East Asian Languages & Culture, Concurrent Associate Professor of History, and Fellow in the Helen Kellogg Institute for International Studies

Kathryn Kerby-Fulton, Professor of English

Silvia Li-chun Lin, Associate Professor, Department of East Asian Languages & Culture, Executive Fellow, College of Arts and Letters

Christian Moevs, Associate Professor, Department of Romance Languages and Literatures, and Fellow of the Medieval Institute

Vittorio Montemaggi, Assistant Professor of Religion and Literature, Department of Romance Languages and Literatures

Bríona Nic Dhiarmada, Endowed Professor, Notre Dame Chair in Irish Language and Literature

Robert E. Norton, Chair and Professor of German and Russian Languages and Literatures (German) and Fellow in the Nanovic Institute for European Studies

Breandán Ó Buachalla, Thomas J. and Kathleen O'Donnell Chair of Irish Language and Literature

Brian Ó Conchubhair, Assistant Professor of Irish Language and Literature

Catherine Perry, Associate Professor of French, Department of Romance Languages and Literatures

Maria Rosa Olivera-Williams, Associate Professor, Department of Romance Languages and Literatures

Alison Rice, Assistant Professor, Department of Romance Languages and Literatures

Mark W. Roche, The Rev. Edmund P. Joyce, C.S.C. Professor of German Language and Literature, Concurrent Professor of Philosophy

Dayle Seidenspinner-Núñez, Associate Dean; Professor of Spanish, Department of Romance Languages and Literatures

Steve Tomasula, Associate Professor, Department of English and Director of Graduate Studies in Creative Writing

Isabelle Torrance, Assistant Professor, Department of Classics

Alain Toumayan, Professor of French, Department of Romance Languages and Literatures, Director, Program in Philosophy and Literature and Fellow in the Nanovic Institute for European Studies

John Welle, Professor of Italian, Department of Romance Languages and Literatures

Medieval Studies

Director and Director of Graduate Studies:

Olivia Remie Constable

Telephone: (574) 631-6603

Fax: (574) 631-8644

Location: 715 Hesburgh Library

E-mail: medinst@nd.edu

Web: <http://www.nd.edu/~medinst>

The Program of Studies

The Medieval Institute offers a Doctor of Philosophy degree in Medieval Studies. After two years of course work, and completion of examinations in the third year, students earn a Master of Medieval Studies (hereafter M.M.S.) degree and are approved for further work towards the Ph.D. The Institute does not accept candidates for a terminal Master's degree. The programs of the Medieval Institute are rigorous and interdisciplinary, and make high demands in terms of language skills. The degree requires a specified number of credit hours, language exams, oral and/or written exams, proficiency in paleography, and research projects.

Year 1

Fall Semester I

Christian Latin or Intermediate Latin
(advanced Arabic/Greek)

Elective

Elective

Elective

MI 60001 (Introduction to Medieval Studies)

Spring Semester II

Medieval Latin (or advanced Arabic/Greek)

MEDIEVAL STUDIES

Elective
 Elective
 Elective
 Assessment discussion with two professors in April.
 Second year project proposal and adviser approval due by May 1.

Summer I

Optional language study (normally medieval Latin or paleography)

Year 2

Fall Semester III

Elective
 Elective
 Second year project (see description below)
 Teaching
 Optional language audit

Spring Semester IV

Elective
 Elective
 Second-year project (due April 15th; colloquium presentation in late April)
 Teaching
 Optional language audit
 Research language exam must be passed by the end of this semester.

Summer II

Normally devoted to exam and proposal preparation

Year 3

Fall Semester V

Exam preparation

Spring Semester VI

Exam preparation (take exams in February)
 Proposal preparation
 Teaching
 Optional language audit
 Dissertation proposal draft must be submitted by May 1 (or before)

Year 4 and Up

Fall Semester VII

Final proposal must be approved no later than the first class day of this term.

After acceptance of the dissertation proposal at the start of the Year 4, most students will require three or four years to complete the dissertation. It is not unusual for a satisfactory student to take six or seven years, from start to finish, to achieve the doctorate in Medieval Studies.

The Second Year Project

A general statement of topic for the second-year project, with signed adviser approval, is due on May 1st of a student's first year. Ideally, this project will have an interdisciplinary component, but this is not required. Normally (but not necessarily), the adviser on the second year project will be the professor with whom the student expects to write the dissertation.

The second year project may take many forms, but it should be an extended piece of original research paper that makes a contribution in its field. Because it is important for a student to have publications on his/her CV, it is strongly encouraged that the second year project be taken as an opportunity to start on a publishable article.

The second year project may originate in a seminar paper, masters' thesis, or other previous work, but it should significantly expand on this earlier project. Alternatively, it may represent research in a new area that a student wishes to explore. The second year paper may investigate a potential dissertation topic, and may be related to later dissertation work.

The second year project must be completed and deemed satisfactory by two readers (the adviser plus one other reader in the field) by the end of the second year. If the two readers disagree, then the Medieval Institute graduate committee will also read the paper. Completed projects are due by April 15th of the second year. No incomplete grades are allowed, except in extraordinary circumstances. If the project is not complete and satisfactory, a student may not continue into the third year.

The Medieval Institute holds an annual public colloquium each April for second-year students to give formal presentations on their research projects to the Medieval Institute community.

Language Requirements

Each student must pass a written exam in her/his primary medieval research language (Latin, Greek, or Arabic) before the end of the second year of study. This exam must be passed by the end of the fourth semester in order for a student to continue in the program.

A student should plan to take the exam in his/her medieval research language every semester until it is passed.

Students must pass written exams in two modern languages before taking their comprehensive exams in the third year (ie, by the end of the fifth semester).

Although no further language tests are required, most students will need competence in more than one medieval research language and more than two modern languages.

The Medieval Institute's M.M.S.-level Latin examination will be administered each fall semester in the week after Thanksgiving and each spring semester in the week after spring break. Examinations in Greek and Arabic will be arranged on an individual basis.

Courses and Distribution

As well as distribution requirements within the Medieval Institute (2 research languages courses, 1 paleography, 1 history, 1 philosophy or theology, 1 art history or music, 1 vernacular language or literature), students have a number of electives. It is expected that most of these will be in a student's chosen discipline, and they should also include at least one or two non-medieval courses in this discipline. These non-medieval courses should be chosen in consultation with the student's adviser and with the DGS in the relevant department in order to conform to expectations in that field. For example, a student hoping for a job in an English Department may want to take a course in modern literary theory, etc.

Remaining courses (4-6 electives, plus the second year project) are presumed to be on medieval topics in the student's chosen discipline, but some of these may be in another field if appropriate.

Students who enter the program with a completed M.A. degree may petition the DGS to transfer up to two courses (6 credits) from their M.A. program. Transferring credits allows more flexibility in our program and can slightly accelerate a student's progress.

MEDIEVAL STUDIES

The Doctor of Philosophy in Medieval Studies

The Ph.D. requires satisfactory completion of the curriculum outlined above, successful completion of five written Ph.D. candidacy examinations (one of three hours' and four of two hours' duration), one oral Ph.D. candidacy examination (normally of 90 minutes' duration), presentation of a dissertation proposal, presentation and defense of a satisfactory dissertation.

In early May each year the director and the graduate committee will review the accomplishments of the members of the third-year class. There will be three possible recommendations.

1. Permission to proceed to the dissertation proposal.
2. Requirement to re-take the Ph.D. examinations in the following September with the possibility at that time to recommend continuation or dismissal.
3. Dismissal with only an M.M.S. degree.

The dissertation proposal is expected to be submitted not later than the first day of the fall semester of the student's fourth year. The dissertation proposal should be 12 to 15 pages, plus 3 to 5 pages of annotated bibliography. The proposal should answer three basic questions: What questions/problems/issues will this dissertation address? Why should this dissertation be written at all, in other words what will be its original and significant contribution to scholarship? What is the envisaged plan of work?

Proposals will be discussed in a 60 to 90 minute session with the adviser, the director (if he or she wishes to attend), another professor from the field of emphasis, and the interdisciplinary examiner from the Ph.D. exams (or an appropriate substitute).

When a student and his or her adviser agree that a dissertation is ready to be defended, documents should be filed in the Medieval Institute and the Graduate School to initiate a defense. Defense committees will consist of five members of the faculty: one, the chair, who is appointed by the Graduate School and does

not vote; the student's adviser; and three chosen by the student and his or her adviser in consultation with the director. The director may appoint him/herself as an examiner of any dissertation submitted to the Medieval Institute. At least one dissertation examiner in addition to the Graduate School representative must come from a department other than the one in which the student's field of emphasis resides. A student may petition the director and the Graduate School to have one examiner from outside the University. In such cases, the Medieval Institute will sustain reasonable costs for such an outside examiner.

Fields of Study

"Fields" represent segments of vast disciplines. No student, or professor, can be expected to know all there is to know within any one of them. Accordingly, fields will be defined, for purposes of study and examination, by reading lists created by students in close consultation with their professors. A student whose primary discipline is, say, history, will choose at least three fields within history (and may, for Ph.D. candidacy exams choose another field in history outside the Middle Ages). Reading lists may emphasize primary sources, exciting recent scholarship, classic works of scholarship, or a combination of the three. Required reading may mean either books or articles. Students and faculty members will be expected to strike the appropriate balance depending upon the needs and traditions within particular academic fields. As rough guidelines, M.M.S. lists should amount to 25-30 primary texts or books (or the equivalent in articles) and Ph.D. lists should amount to 50 to 60 primary texts or books (or the equivalent in articles).

The following disciplines, with fields (or examination fields) are currently available:

Art History

Late Antique Art
Early Medieval Art
Later Medieval Art
Byzantine Art
Renaissance Art

History

Late Antiquity
The Early Middle Ages
The High Middle Ages

The Late Middle Ages
The Renaissance
The Mediterranean World
The Islamic World
Byzantium
The Medieval Church
Medieval Intellectual History
Medieval Economic History

Language and Literature

Arabic
Dante and/or Petrarch and/or Boccaccio
Old English
Middle English
Old French
Middle French
Old High German
Middle High German
Late Antique Latin
Medieval Latin
Renaissance Latin
Medieval Spanish Literature

Manuscript Studies

Codicology
Paleography
Text Editing

Music

Musicology
Music History

Philosophy

Late Antique Philosophy
Early Medieval Philosophy
High Medieval Philosophy
Late Medieval Philosophy
Medieval Islamic Philosophy
Medieval Jewish Philosophy

Theology

Greek Patristic Theology
Latin Patristic Theology
Early Medieval Theology
High Medieval Theology
Late Medieval Theology
Byzantine Theology
Islamic Theology
Medieval Jewish Theology

Faculty Fellows of in the Medieval Institute

Rev. Joseph P. Amar, Professor of Classics and Concurrent Professor of Theology

Ann Astell, Professor of Theology

Yrui Avvakumov, Assistant Professor of Theology

MEDIEVAL STUDIES

Charles E. Barber, the Michael P. Grace Professor of Arts and Letters and Chair and Professor of Art, Art History, and Design

Alexander Blachly, Professor of Music

W. Martin Bloomer, Associate Professor of Classics

D'Arcy Jonathan Boulton, Professor of the Practice of Medieval Studies

Maureen B. McCann Boulton, Professor of French Language and Literature

Keith R. Bradley, the Eli J. and Helen Shaheen Professor of Classics and Concurrent Professor of History

Theodore J. Cachey Jr., Albert J. Ravarino Family Director of Dante and Italian Studies; Professor and Chair, Department of Romance Languages and Literatures

John C. Cavadini, Associate Professor of Theology, and Director of the Institute for Church Life

Robert R. Coleman, Associate Professor of Art, Art History, and Design, and Research Specialist in the Medieval Institute

Olivia Remie Constable, Professor of History and Robert M. Conway Director of the Medieval Institute

Richard Cross, Rev. John A. O'Brien Chair in Philosophy and Chair, Department of Philosophy

Lawrence Cunningham, Rev. John A. O'Brien Professor of Theology

Rev. Brian Daley, S.J., the Catherine F. Huisling Professor of Theology

JoAnn DellaNeva, Professor of French Language and Literature

Rev. Michael S. Driscoll, Associate Professor of Theology

Stephen D. Dumont, Professor of Philosophy

Kent Emery Jr., Professor in the Program of Liberal Studies

Margot Fassler, Keough-Hesburgh Professor of Music History and Liturgy

Felipe Fernandez-Armesto, William P. Reynolds Professor of History

Alfred Freddoso, John and Jean Oesterle Professor of Thomistic Studies

Dolores Warwick Frese, Professor of English

Stephen E. Gersh, Professor and Concurrent Professor of Philosophy

Robert Goulding, Associate Professor in the Program of Liberal Studies and the Program in the History and Philosophy of Science

Brad S. Gregory, Dorothy G. Griffin Associate Professor of Early Modern History

Li Guo, Associate Professor of Classics

Thomas N. Hall, Professor of English.

Peter Holland, McMeel Family Professor in Shakespeare Studies

Peter Jeffrey, Michael P. Grace Chair in Medieval Studies and Professor of Music

Rev. John I. Jenkins, C.S.C., President of the University and Professor of Philosophy

Danielle B. Joyner, Assistant Professor of Art, Art History, and Design

Encarnación Juárez-Almendros, Associate Professor of Spanish Language and Literature

Kathryn Kerby-Fulton, Notre Dame Professor of English

Mary M. Keys, Associate Professor of Political Science

Brian Krostenko, Associate Professor of Classics

Ian Kuijit, Professor of Anthropology

Blake Leyerle, John Cardinal O'Hara, C.S.C., Associate Professor of Theology and Concurrent Associate Professor of Classics

Sabine G. MacCormack, Rev. Theodore M. Hesburgh, C.S.C. Professor of Arts and Letters in History and Classics

Margaret H. Meserve, Carl E. Koch Associate Professor of History

Mahan Miriza, Assistant Professor of Classics

Christian R. Moevs, Associate Professor of Italian Language and Literature

Vittorio Montemaggi, Assistant Professor of Religion and Literature

Hildegund Müller, Associate Professor of Classics

Thomas F. X. Noble, Chair and Professor of History

David O'Connor, Associate Professor of Philosophy and Concurrent Associate Professor of Classics

Mark C. Pilkinton, Professor of Film, Television, and Theatre

Jean Porter, John A. O'Brien Professor of Theology

Rory Rapple, Assistant Professor of History

Gretchen J. Reydams-Schils, Professor in the Program of Liberal Studies

Gabriel Said Reynolds, Associate Professor of Islamic Studies and Theology

Robert E. Rodes, Jr., the Paul J. Schierl/Fort Howard Corporation Professor of Legal Ethics

John Roos, Professor of Political Science

Charles M. Rosenberg, Professor of Art, Art History, and Design

Dayle Seidenspinner-Núñez, Professor of Spanish Language and Literature

Susan Guise Sheridan, Associate Professor of Anthropology

John Van Engen, the Andrew V. Tackes Professor of History

Joseph Wawrykow, Associate Professor of Theology

Albert K. Wimmer, Associate Professor of German Language and Literature

Robin Darling Young, Associate Professor of Theology

Randall C. Zachman, Professor of Reformation Studies

Katherine G. Zieman, Assistant Professor of English

PHILOSOPHY

Philosophy

Chair:

Richard Cross

Director of Graduate Studies:

Patricia A. Blanchette

Telephone: (574) 631-6471

Fax: (574) 631-0588

Location: 100 Malloy Hall

E-mail: ndphil@nd.edu

Web: <http://www.nd.edu/~ndphil>

The Program of Studies

For the doctorate a student must complete 42 credit hours of graduate course work. Students who enter the doctoral program with an M.A. are normally excused from six to 12 credit hours of graduate course work. Any philosophy graduate student is permitted to take up to six credit hours of approved undergraduate course work in philosophy and up to six credit hours of course work in related fields to satisfy the 42 credit hours. Those who choose to concentrate in such specialized fields as logic and philosophy of science may be required to take courses in other departments in support of their specialization. Students are expected to maintain a minimum B average in all of their course work.

Course Requirements

Course requirements (aside from PHIL 85105) should be satisfied in the first two years, and must be satisfied in the first three years. A student must take 14 three-hour seminars, including those listed below.

- Proseminar (PHIL 83104), to be taken in the first semester
- Logic course (PHIL 83901, or more-advanced class with permission of DGS, or exam with permission of DGS)
- Distribution Seminars: Four seminars in different fields, including at least two from Area I and one from Area II.
 - Area I: Philosophy of mind, Metaphysics, Epistemology, Philosophy of Language, Philosophy of Science, Philosophy of Logic, Philosophy of Mathematics
 - Area II: Ethics, Political Philosophy, Aesthetics

- History Seminars: Three seminars, to be distributed amongst at least two of the three historical periods (Ancient, Medieval, and Modern).
- Teaching courses (do not count toward the 14 required seminars)
 - TA Orientation (PHIL 85104), before or during the term in which a student first serves as a teaching assistant (typically taken in semester 3).
 - Teaching Practicum (PHIL 85105) before the student first teaches on his or her own responsibility (typically taken in semester 8)

Non-Course Requirements

History Exam: At the end of the summer following the first year of coursework, students are required to take a six-hour written exam in the history of philosophy. The exam is given in two parts, with three hours covering ancient and medieval philosophy, and three hours covering modern philosophy. This requirement, together with the Oral Comprehensive Exam (#4 below) constitute the candidacy examination for the Ph.D.

Language Requirements: Most students will require expertise in a foreign language, typically at least one of French, German, Greek, and Latin, in order to complete their research and to have the capacity for further scholarly work in their field. The dissertation director and Director of Graduate Studies will determine in each case the level of expertise required, and the student will not be permitted to defend the dissertation until demonstrating that level of expertise. The usual way of demonstrating sufficient expertise is by passage of the departmental translation exam by the end of the semester after the semester in which the dissertation proposal is approved. In individual cases, passage of the exam prior to approval of the dissertation proposal may be required.

Qualifying Papers: Two qualifying papers, each evaluated by a faculty member chosen by the students with the approval of the DGS. The two papers must be evaluated by different faculty members. This requirement must be satisfied by the midpoint of the student's fourth semester.

Third-Year Advising and Oral Exam: Early in the third year, the student chooses an adviser to supervise independent reading in preparation for the oral exam. The DGS, in consultation with the student and the adviser, appoints an orals committee with whom the student consults in the preparation of an orals reading list. The committee and adviser must approve the reading list at least three months prior to the exam. The committee consists of five faculty members including the adviser. The reading list for the oral exam should be designed to provide general coverage of the chosen area, typically the area of intended thesis research. It need not reflect the choice of a specific thesis topic. The oral exam will test the student's mastery of the literature on the reading list, and the student's capacity to engage, and defend views regarding, the topics treated in that literature. The exam lasts one-and one-half hours. The exam must be taken before the end of the 6th semester. Areas of concentration available in the department for the oral examination and for subsequent dissertation research include:

Ancient philosophy
 Medieval philosophy
 History of modern philosophy
 Contemporary European philosophy
 Epistemology
 Ethics
 Logic
 Metaphysics
 Philosophy of language
 Philosophy of mathematics
 Philosophy of mind
 Philosophy of religion
 Philosophy of science
 Political philosophy

Dissertation Proposal: A dissertation proposal must be approved by the student's Proposal Committee by the end of the 7th semester. The length of the proposal is determined by the adviser and the proposal committee; a minimum length is 2-3 pages. The Dissertation Proposal Committee is appointed by the Director of Graduate Studies and consists of the dissertation director together with four other members of the faculty. No more than one member of this committee may come from outside the Philosophy Department. The disserta-

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tion proposal counts as “approved” when all five members of the committee have approved it. Once the dissertation proposal is approved, a meeting is scheduled for the student and the committee in order for the committee to provide guidance concerning the research and writing of the dissertation.

Dissertation and Post-Third-Year Advising Requirements: Beginning in Year 4, and until the thesis is completed, the student must provide a report on dissertation progress at the end of each semester. This report must include a chapter-outline and a statement of the progress made on each chapter. This report is to be submitted to the thesis adviser and DGS. New work must be submitted at least once per semester. This work is to be submitted to the thesis adviser, with a copy to the DGS when requested. Also beginning in year 4, and until the thesis is completed, the student must meet with his or her committee members at the end of each academic year. When the dissertation is completed and approved by the dissertation director, three copies are submitted to the Director of Graduate Studies. These are distributed to three readers, chosen by the DGS in consultation with the student and dissertation director. The readers will ordinarily be chosen from the members of the Dissertation Proposal Committee. No more than one reader may be from outside the Philosophy Department. After the three readers have approved the dissertation, the Philosophy Department and the Graduate School will arrange for a Dissertation Defense. The director and readers may require revisions of the dissertation as a result of weaknesses revealed in the oral defense. At the end of the defense, the director and readers decide whether the student has passed or failed the defense. Three votes out of four are required to pass the defense.

Evaluation

The faculty as a whole periodically evaluates the progress of all students. Evaluations focus on students’ performance in courses, in non-course requirements, and in their roles as teaching assistants and teachers. If the faculty judge at any stage that a student’s progress is unsatisfactory, the student may be required to terminate his or her graduate studies. A student may receive a nonresearch M.A. degree in

philosophy after finishing 27 credit hours of graduate course work and passing a special M.A. oral candidacy examination. (Continuing students may receive a non-research M.A. upon successful completion of the written Ph.D. candidacy examinations (history exam) and 27 credit hours of graduate course work.)

Further details regarding requirements, and regarding the department’s many special programs and activities, can be found on the department’s website.

Teaching and Research Faculty

Karl Ameriks, the McMahon-Hank Professor and Fellow in the Nanovic Institute for European Studies

Robert Audi, the John A. O’Brien Professor of Philosophy

Timothy Bays, Associate Professor

Patricia A. Blanchette, Director of Graduate Studies and Associate Professor

Katherine Brading, Assistant Professor

Richard Cross, Chair and the John A. O’Brien Professor of Philosophy

Marian A. David, Professor

Cornelius F. Delaney, Professor

Michael R. De Paul, Professor

Michael Detlefsen, McMahon-Hank Professor of Philosophy

Stephen D. Dumont, Professor

Thomas P. Flint, Professor

Curtis Franks, Assistant Professor

Alfred J. Freddoso, the John and Jean Oesterle Professor of Thomistic Studies

Gary M. Gutting, Notre Dame Professor of Philosophy and Fellow in the Nanovic Institute for European Studies

Don A. Howard, Director of Graduate Studies in History and Philosophy of Science and Professor of Philosophy

Anja Jauernig, Assistant Professor

Rev. John I. Jenkins, C.S.C., President of the University and Professor

Lynn Joy, Professor

Joseph Karbowski, Assistant Professor

Sean Kelsey, Associate Professor

Janet Kourany, Associate Professor

Michael J. Loux, the George N. Shuster Professor of Philosophy Emeritus

Alasdair MacIntyre, Rev. John A. O’Brien Senior Research Professor of Philosophy Emeritus

Samuel Newlands, Assistant Professor

John O’Callaghan, Associate Professor

David K. O’Connor, Associate Professor of Philosophy and Concurrent Associate Professor of Classics

Alvin Plantinga, the John A. O’Brien Professor of Philosophy

Grant Ramsey, Assistant Professor

Michael C. Rea, Director of the Center for Philosophy of Religion and Professor

Fred Rush, Associate Professor

Kenneth M. Sayre, Professor

Kristin Shrader-Frechette, the F. J. and H. M. O’Neill Professor of Philosophy, Concurrent Professor of Biological Sciences, and Fellow in the Joan B. Kroc Institute for International Peace Studies

William D. Solomon, Associate Professor and the W. P. and H. B. White Director of the Center for Ethics and Culture

Jeffrey Speaks, Associate Professor

James P. Sterba, Professor and Fellow in the Joan B. Kroc Institute for International Peace Studies

Leopold Stubenberg, Associate Professor

Peter van Inwagen, the John Cardinal O’Hara Professor of Philosophy

Ted A. Warfield, Professor

Stephen H. Watson, Professor

Paul J. Weithman, Professor

Romance Languages and Literatures

Chair:

Theodore J. Cachey

Director of Graduate Studies:

Alain P. Toumayan

Telephone: (574) 631-6886

Fax: (574) 631-3493

Location: 343 O'Shaughnessy

E-mail: romlang@nd.edu

Web: <http://www.nd.edu/~romlang>

The Program of Studies

The master's programs encourage the student to work closely with his/her adviser to design a course of study to suit individual needs, interests, and future goals. All candidates for an advanced degree are expected to take a minimum of 30 credit hours of courses in their field of specialization, including "Introduction to Literary Criticism" and a graduate course in comparative Romance literature.

During the second semester of the first year of graduate study, the student must pass an oral qualifying examination. The master's candidate will choose from a selection of texts and must demonstrate competency in analyzing a literary text in the target language before the graduate faculty. At this time, faculty members will discuss and evaluate the student's performance in the master's program.

Before taking the comprehensive written examination at the end of the second year, the student must demonstrate competency in a second foreign language by passing a reading exam or through successful completion of appropriate course work.

Students preparing for a career in teaching have the opportunity to teach several language courses before completion of the master's degree. A preliminary workshop, "Methods of Foreign Language Teaching" and "Practicum in Teaching" are required of all graduate teaching assistants.

Program in French and Francophone Studies

Course requirements. All candidates for a master's degree in French and Francophone Studies are required to take a minimum of

30 credit hours or 10 courses, in addition to the required courses in pedagogy for teaching assistants (if applicable). "Introduction to Literary Criticism," required of all students, is taken during the first year of residence. In addition, the minimum of 10 courses includes at least six courses in French and Francophone literature and one course in comparative Romance literature. Two courses may be in a second national literature or in an allied field; students taking both courses in the same national literature or in comparative literature will be designated as having fulfilled a minor in that field. Occasionally, at the invitation of the program faculty, these two courses may instead be fulfilled by writing a master's thesis under the direction of a faculty member in the department. Two of the 10 courses may be at the 40000 level.

Comprehensive Master's Examination. For the final written examination, the student chooses five of seven fields (medieval, Renaissance, 17th century, 18th century, 19th century, 20th century, Francophone) in which to be examined. At least two of these five fields must be prior to the 18th century (i.e., medieval, Renaissance, or 17th century). Each area will be tested for a total of one hour.

Combined B.A./M.A. Program in French and Francophone Studies. The Department of Romance Languages and Literatures offers its majors in French the opportunity to participate in its graduate program through a combination B.A./M.A. degree in French. This program requires students to complete a first major in French (i.e., at least 30 hours of course work) during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years in residence. Six credit hours will be counted toward both the undergraduate and the graduate degrees. During their senior year, participants in this program complete two graduate courses, take the qualifying exam given to all first-year graduate students, and apply to the Graduate School for admission during the spring semester. B.A./M.A. students are eligible for a teaching fellowship during their fifth year that includes a tuition waiver and a generous teaching stipend. Well-qualified students who are interested in this program should contact the director of graduate studies or the graduate coordinator in French at the beginning of their junior year.

Program in Italian Studies

Course requirements. All candidates for a master's degree in Italian Studies are required to take a minimum of 30 credit hours or 10 courses. "Introduction to Literary Criticism," required of all students, is taken during the first year of residence. The minimum of 10 courses includes four to six courses in Italian literature (two of these courses may be taken at the 40000 level) and one course in Comparative Romance Literature. The remaining credit hours may be fulfilled through Italian studies courses in Italian literature, history, art history, philosophy, music, architecture, and comparative literature.

Comprehensive Master's Examination. The written master's examination is four hours in length and covers the following areas: Medieval, Renaissance, 17th and 18th centuries, 19th century, and 20th century. The exam tests the candidate's knowledge of two areas of concentration and competency in the remaining fields.

Combined B.A./M.A. Program in Italian Studies.

The Department of Romance Languages and Literatures offers its majors in Italian Studies the opportunity to participate in its graduate program through a combination B.A./M.A. degree in Italian Studies. This program requires students to complete a first major in Italian (i.e., at least 30 hours of course work) during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years in residence. Six credit hours will be counted toward both the undergraduate and the graduate degrees. During their senior year, participants in this program complete two graduate courses, take the qualifying exam given to all first-year graduate students, and apply to the Graduate School for admission during the spring semester. B.A./M.A. students are eligible for a teaching fellowship during their fifth year that includes a tuition waiver and a generous teaching stipend. Well-qualified students who are interested in this program should contact the director of graduate studies or the graduate coordinator in Italian Studies at the beginning of their junior year.

ROMANCE LANGUAGES AND LITERATURES

Program in Iberian and Latin American Studies

Course requirements. All candidates for a master's degree in Iberian and Latin American Studies are required to take a minimum of 30 credit hours or 10 courses. "Introduction to Literary Criticism," required of all students, is taken during the first year of residence. The minimum of 10 courses includes at least six courses in Iberian and Latin American literature and one course in Comparative Romance Literature; when appropriate, a course in art, history, philosophy, or another allied field may substitute for the Comparative Romance Literature course with permission. Two of the 10 courses may be at the 40000 level.

Comprehensive Master's Examination. For the final written examination, the student will be examined in eight fields. The fields include: medieval, Golden Age, 18th- and 19th-century peninsular, 20th-century peninsular; colonial Spanish American, Independence through Realism/Naturalism, "modernism" through the Avant Garde, and contemporary Spanish American.

Combined B.A./M.A. Program in Iberian and Latin American Studies. The Department of Romance Languages and Literatures offers its majors in Spanish the opportunity to participate in its graduate program through a combination B.A./M.A. degree in Spanish. This program requires students to complete a first major in Spanish (i.e., at least 30 hours of course work) during the normal four-year undergraduate period, followed by a total of 30 credit hours of graduate courses taken during the fourth and fifth years in residence. Six credit hours can be counted toward both undergraduate and graduate degrees. During their senior year, participants in this program complete two graduate courses, take the qualifying exam given to all first-year graduate students, and apply to the Graduate School for admission during the spring semester. B.A./M.A. students are eligible for a teaching fellowship during their fifth year that includes a tuition waiver and a generous teaching stipend. Well-qualified students who are interested in this program should contact the director of graduate studies and/or the

graduate coordinator in Spanish at the beginning of their junior year.

Teaching and Research Faculty

José Anadón, Professor of Spanish Language and Literature

Thomas Anderson, Associate Professor of Spanish Language and Literature and Fellow in the Helen Kellogg Institute for International Studies and in the Institute for Latino Studies

Maureen B. McCann Boulton, Professor of French Language and Literature

Theodore J. Cachey Jr., Chair, Professor of Italian Language and Literature, and the Albert J. Ravarino Director of the Devers Program in Dante Studies

JoAnn DellaNeva, Professor of French and Comparative Literature

Julia V. Douthwaite, Professor of French Language and Literature, and Fellow in the Nanovic Institute for European Studies

Isabel Ferreira, Assistant Professor of Portuguese and Brazilian Studies, and Fellow in the Helen Kellogg Institute for International Studies

Ben A. Heller, Associate Professor of Spanish Language and Literature, and Fellow in the Helen Kellogg Institute for International Studies and in the Institute for Latino Studies.

Kristine L. Ibsen, Professor of Spanish Language and Literature and Fellow in the Kellogg Institute for European Studies

Carlos Jerez-Farrán, Professor of Spanish Language and Literature and Fellow in the Nanovic Institute for European Studies)

Encarnación Juárez-Almendros, Associate Professor of Spanish Language and Literature and Fellow in the Nanovic Institute for European Studies.

Louis A. MacKenzie Jr., Associate Professor of French Language and Literature

Christian R. Moevs, Associate Professor of Italian Language and Literature

Marisel Moreno-Anderson, Assistant Professor of Spanish and Fellow in the Institute for Latino Studies.

Maria Rosa Olivera-Williams, Associate Professor of Spanish Language and Literature, and Fellow in the Helen Kellogg Institute for International Studies, the Institute for Latino Studies and the Nanovic Institute for European Studies.

Catherine Perry, Associate Professor of French Language and Literature and Fellow in the Nanovic Institute for European Studies

Alison Rice, Assistant Professor of French Language and Literature

Dayle Seidenspinner-Núñez, Associate Dean, College of Arts and Letters, Professor of Spanish Language and Literature, and Fellow in the Nanovic Institute for European Studies.

Alain P. Toumayan, Director of Graduate Studies, Professor of French Language and Literature and Fellow in the Nanovic Institute for European Studies

Hugo J. Verani, Guest Research Professor of Spanish Language and Literature

Juan Vitulli, Assistant Professor of Spanish

John P. Welle, Professor of Italian Language and Literature, Concurrent Professor of Film, Television, and Theatre, and Fellow in the Nanovic Institute for European Studies

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Theology

Chair (January 2011):

J. Matthew Ashley

Interim Chair (June through December 2011):

Timothy M. Matovina

Director of Ph.D. Program:

Jean Porter

Director of M.T.S. Program:

M. Catherine Hilker

Director of M.Div. Program:

Rev. Msgr. Michael Heintz

Director of M.S.M. Program:

Peter Jeffrey

Director of M.A. Program:

Kristin Colberg

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Master of Arts Program

The master of arts in theology is a terminal degree for individuals who desire advanced theological training. Graduates of this program should be able to serve as theological resources in variety of settings. Recipients of this degree will have received instruction in the classical areas of theological inquiry while acquiring expertise in one.

Program Description

The M.A. in theology is a 42 credit-hour degree. M.A. students may take courses during the summer and/or academic year for credit towards their degree.

There are six areas of concentration for the M.A. in theology: biblical studies, history of Christianity, liturgical studies, moral theology, spirituality, and systematic theology.

Apart from liturgical studies, an area of concentration is normally constituted by:

- six courses (18 credits) in the area of concentration;
- one course each in five other areas (15 credits);
- three free electives (9 credits).

Liturgical Studies

Basic requirements (21 credits) include: Liturgical history, liturgical theology, ritual studies, Eucharist, Christian initiation, liturgical prayer, and liturgical year. Students in liturgical studies will also pursue one course each in five other areas (15 credits), and two free electives (6 credits).

Those needing a more general and flexible program of studies may pursue a general M.A. program, in which the course of study is planned in consultation with the director. The sole requirement is the inclusion of at least one course in each area of study. This may be of particular interest to those teaching theology in high school who wish to use the M.A. to enhance their effectiveness in teaching in a number of different areas.

Comprehensive Exams

In the last semester of course work, students should prepare five topics that they would like to explore in the comprehensive exams. These topics will guide both the student and the adviser in the construction of exam bibliographies. The student should then meet with the area adviser to refine these topics and construct her/his bibliography. A bibliography should be made up of 20 books, with 12 books from the bibliography in the area of concentration and two books from each of the other four areas. The bibliography should also contain five recent journal articles, so that students become acquainted with the journals in their fields of study. The bibliographies must be approved both by the area adviser and the M.A. director no later than one month before the student hopes to take exams. M.A. exams are given in November, April, and July. Students must be enrolled and registered for a thesis research class during the semester they plan to take their exams.

The exam board, to be chosen by the M.A. director in consultation with the area adviser, will be made up of two faculty from the area of concentration, and one faculty from another area. Students pursuing the general M.A. degree may have an exam board chosen from three different areas. The student may confidentially choose the inclusion of one member of the board (subject to availability), and the exclusion of one faculty member. Each member of the exam board will submit three questions, framed in light of the five topics proposed by the student, to the area adviser, who will then formulate five ques-

tions, and submit them to the summer M.A. director for final approval.

The comprehensive exams themselves are made up of written and oral exams. The student will be asked to answer three of the five questions during the four-hour written exams, given on the Monday of exam week. These written answers will then be distributed to the board members, and will form the basis of the 40-minute oral exam on Wednesday or Thursday of the same week. During the oral exams, questions not answered by the student on the written exam may be addressed, as may books on the bibliography and courses taken by the student. Evaluation of the student's performance will be made on the basis of both the written and oral exams.

The Master of Theological Studies Program

The Master of Theological Studies (M.T.S.) program trains graduate students for future doctoral work in the various disciplines within the study of theology. The M.T.S. is a 48-credit-hour degree designed to give students exposure to the full range of theological studies while also allowing them to develop competence in an area of concentration and to improve their language abilities. Along with two years of full-time course work, the M.T.S. also includes participation in the master's colloquium, competency in one modern language, and the completion of a comprehensive oral exam to be given at the end of the second year of course work. The areas of Biblical studies and history of Christianity also have ancient language requirements.

In all there are five areas of concentration in the M.T.S. program. Students must take at least 15 credit hours in the area of their concentration. In order to introduce every M.T.S. student to a wide range of theological education, each area of study also involves requirements in other areas, as detailed below. Students may choose from a broad range of courses offered at the 60000 level. They may also take Ph.D. seminars, provided they first secure the permission of the course instructor and the M.T.S. director.

Areas of Concentration

Biblical Studies: The concentration in Biblical Studies involves 15 credit hours in Biblical Studies, six credits in History of Christianity, and nine credits total in at least two other areas. In place of electives, Biblical Studies

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students will take nine credit hours in one ancient language (Greek, Hebrew, or Latin), and nine credit hours in another ancient language. There is no ancient language exam for the BS concentration.

History of Christianity: The concentration in history of Christianity involves 15 credit hours in history of Christianity (with the possibility of three to be taken outside the department), six in biblical studies, three in moral theology, three in liturgical studies, six in systematic theology, and six devoted to the study of ancient languages. Nine credit hours will be electives, to be distributed according to the interests of the students, and may include courses outside the Department of Theology (e.g., philosophy, medieval studies, history, art history, etc.), with the prior approval of the area adviser for the history of Christianity concentration and the M.T.S. director.

Liturgical Studies: The concentration in liturgical studies involves 15 credit hours in liturgical studies, six in biblical studies, six in history of Christianity, three in moral theology, six in systematic theology, six in one ancient language (Latin or Greek), and six credits in electives.

Moral Theology: The concentration in moral theology involves 15 credit hours in moral theology, nine in a second area, six in a third area, six in a fourth area, three in a fifth area, and nine credits of electives.

Systematic Theology: The concentration in systematic theology involves 15 credit hours in systematic theology, six in biblical studies, six in history of Christianity, six in liturgical studies, six in moral theology, and nine in electives, including three credit hours in Judaism.

Master's Colloquium

At least three times a semester all students in the M.T.S. program attend a colloquium and discuss a current student's presentation of original research pursued in collaboration with a faculty adviser. The colloquium is designed to familiarize M.T.S. students with the methods and content of the various areas of theological study, to demonstrate how these areas can be integrated, and to provide an experience of research and public presentation. Attendance is mandatory for all M.T.S. students.

Research Language Requirement

All M.T.S. students must pass a Graduate Reading exam in either German or French in order to graduate. Students who already know one of these languages upon admission to the program should take the Graduate Reading exam in that language in their first semester, and acquire a second language during their time in the program, in order to pass an exam in that language as well.

The University offers intensive language courses in German and French, free of tuition, every summer, with exams at the end of the course. Students who wish to acquire a language other than French or German during their time in the M.T.S. Program may petition the M.T.S. director for a substitution, based entirely on their future research interests.

Comprehensive Exams

Toward the end of the final semester of course work, M.T.S. students must pass an oral exam with a board of three faculty members. The exam measures students' competency in the area of concentration and their ability to think creatively and synthetically. The topics of the exam are based on material the students themselves submit: two papers from coursework that reflect the nature of their research interests, the Statement of Intent for applications to Ph.D. programs, and a set of three to five questions which reveal the direction of their theological inquiry.

The Master of Divinity Program

The master of divinity (M.Div.) is a professional theological degree designed to prepare students for learned and effective ministry in the Roman Catholic Church, either as priests or as professional lay ministers. The studies of Scripture, the history of Christian tradition, systematic theology, liturgy, and Christian ethics are joined to field experience, training in pastoral skills, and vocational formation to form a comprehensive ministerial curriculum. Thus, the M.Div. aims at a comprehensive, holistic integration of the intellectual, pastoral, human and spiritual dimensions.

The Program of Studies

The program of studies leading to the M.Div. degree encompasses 83 semester credits and normally extends over six semesters. Credit requirements are allocated as follows:

Biblical studies	12 credits
Historical studies	6 credits
Systematic theology	15 credits
Christian ethics	6 credits
Canon law	3 credits
Liturgical studies	6 credits
Field education	10 credits
Pastoral studies	14 credits
Elective	9 credits
Synthesis seminar	2 credits

Field Education

Field education serves as an integral component in the theological and pastoral education of ministry students, as well as to their spiritual formation and vocational preparation. It provides those preparing for ministry varied opportunities for acquiring ministerial skills, for integrating their ministerial experiences through theological reflection, and ultimately for developing their ministerial identities. To make these opportunities possible, field education consists of the following:

- weekly service at a ministerial site during each of the three academic years in the M.Div. program;
- regular individual supervision with an experienced mentor at the ministry site;
- weekly seminars utilizing case study method and conversations about contemporary theological and ministerial issues.

Formation

All M.Div. students participate in a program of human and spiritual formation suited to their particular vocational preparation, either as seminarians or as candidates for lay ministry. With the guidance of spiritual directors and formators, students are mentored in the life of faith, in their personal growth and in their vocational discernment. Regular joint formation events are held bringing all constituencies of the program together around shared issues and themes.

The Master of Sacred Music Program

The Master of Sacred Music (M.S.M.) is a ministerial leadership program that prepares students for pastoral liturgical music ministry. The program in sacred music is part of a larger initiative for liturgy and sacred arts. The graduate program is administered in the Department of Theology and overseen by an

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interdepartmental committee (Music/ Theology) and accreditation is granted through the Association of Theological Schools (A.T.S.). Following the principles of the document *Sing to the Lord* (USCCB, 2008), the program is multi-disciplinary, embracing in particular three dimensions: music, liturgy, and pastoral practice. The program strives to integrate these three dimensions, grounding the student professionally in liturgical music as a ministry.

The M.S.M. is a 48-credit-hour degree. Students are required to give two recitals or one recital and an oral comprehensive exam or the equivalent (to be administered in the final semester).

General Course Requirements

Liturgy	15 credits
Sacred music	15 credits
Music studies/ Performance	16 credits
Interdisciplinary colloquia	2 credits
Practicum (supervised pastoral placement for four semesters – transcribed only)	

Master's Colloquium

The master's colloquium is designed both to familiarize M.S.M. students with the methods and content of the disciplines of music and theology and to engage students with faculty members in discussions about sacred music. Each year several colloquia will address issues common to both liturgy and the sacred arts. These colloquia will ground the interdisciplinary ethos of the programs, and draw the faculty and students into on-going dialogue. Attendance is mandatory for all M.S.M. students.

Practicum

M.S.M. students will benefit from supervised pastoral placement for four semesters in the following places: Basilica of the Sacred Heart, local churches, or residence halls.

The Doctoral Program

Doctoral studies at Notre Dame provide the opportunity for advanced study in theology through specialization in one of the following areas.

Areas of Concentration

Christianity and Judaism in antiquity covers four disciplines: the Hebrew Scriptures; Judaism, especially second temple and early rabbinic Judaism; the New Testament and Graeco-Roman world; and other Christian sources to the early medieval period. These are frequently studied in isolation from one another; in CJA they are studied together for their mutually illuminating interrelationships. At the same time, the integrity of each discipline is respected. Judaism is explored in its own right as well as in its relationship to Christianity. Christianity is explored by itself as well as in its dependence upon Judaism and its conscious emerging distinction from Judaism. Both are explored within the larger contexts of the ancient near East and the Greco-Roman world, which are also studied in their own right.

The history of Christianity area covers the rich and diverse history of Christian theology from the patristic period until the nineteenth century. Students specialize in two of the three historical periods that subdivide this area: early, medieval, Reformation and modern. Special strengths of the program in the history of Christianity include the interpretation of scripture prior to the modern period, spirituality, and doctrine and theological method from the early period through the Reformation..

Liturgical studies advances the study and understanding of the worship life of the Christian church in its various traditions. The program is inspired by the conviction that liturgy, in its several and diverse manifestations, is the key to the church's identity, ethos, and orientation toward God and the world. It integrates three subdisciplines: liturgical history, liturgical theology, and ritual studies.

Moral theology/Christian ethics is that branch of theological inquiry that studies in a systematic way the practical implications of God's revelatory intervention in Jesus Christ. It is concerned with the kind of people we ought to be and the kinds of actions we ought to perform or avoid. In pursuing its task, moral theology must draw upon every available source of understanding: scripture, tradition, relevant human sciences (such as psychology, sociology, economics), and human reason. The program encourages interaction with philosophical ethics. While moral theology at Notre Dame concentrates on the Roman Catholic tradition, it engages and is open to a variety of traditions.

As "faith seeking understanding," **systematic theology** engages in the disciplined and critical inquiry into the major tenets of Christian faith, especially as understood within Catholicism. The program is designed to provide a broad background in the Christian tradition, with particular emphasis on the Catholic theological heritage. Through course work, focused in-depth study in preparation for candidacy examinations, and dissertation research, students develop the hermeneutical and theological skills required for a critical and creative appropriation of the tradition.

World religions and world Church explores new ways of thinking about the study of world religions, cultural diversity in the Church, and the history of interactions between the Church and the religions of the world. It does so by considering the world's religions with specific attention to their own particular historical contexts and modes of theological discourse, and by studying the ways in which Christianity has become inculturated in contexts shaped largely by non-Christian religious traditions.

Minor Area of Concentration

The minor concentration in **world religions and world Christianity** provides the intellectual foundations for engaging the religions of the world from within a Christian theological paradigm, whether as a grounding for more advanced study of their history and theology or for purposes of inter-religious engagement. The minor allows graduate students the opportunity to study the ideas and practices of non-Christian religions as well as the ways in which Christianity has become inculturated in contexts shaped largely by non-Christian religious traditions. Working in conjunction with one of the major areas of doctoral concentration, it involves both coursework and the preparation of topics for candidacy exams.

Course of Studies

The doctoral program requires 42 credit hours of course work and takes a minimum of four years, more often five years, to complete. In the best interest of the student as well as the program, each student is evaluated at the end of each semester. If there is serious doubt about the student's ability to complete the Ph.D., he or she may be asked to leave the program.

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1. Residency

Two years of course work in residency are required. A student who enters the program without sufficient background ordinarily will spend one or two further semesters in course work before taking candidacy examinations.

Those students who enter with a master's degree or its equivalent may seek immediate admission to residency.

Major Fields. Within the program areas, students concentrate their course work in a major field. These major fields are defined as follows:

- Christianity and Judaism in antiquity
 - Hebrew Bible and Judaica
 - New Testament and early church
- History of Christianity
 - Early Church
 - Medieval studies
 - Reformation and modern studies
- Liturgical studies
- Moral theology/Christian ethics
- Systematic theology
- World religions and world Church

Course Requirements. Students are expected to take 14 courses during residency: eight of these must be in the major field of study; three must be outside the major fields; and three are electives.

Language Requirements. Students are required to pass examinations in three languages, Greek or Latin, French, and German. Students in systematic theology may substitute Spanish for French or German. The level of competence required is the ability to read standard theological sources pertinent to the area of study with the aid of a dictionary. Students in the history of Christianity program must know the ancient language at an advanced level. Students in liturgical studies are required to know two ancient and two modern languages, all at the basic level. Students in Christianity and Judaism in antiquity are required to pass examinations in five languages: one ancient at an advanced level, one ancient at an intermediate level, one ancient at a beginning level, and two modern languages. The language requirement should be fulfilled as soon as possible and must be fulfilled by the fall of the third year.

Advising. When a student enters the program, the faculty member who serves as the coordinator for the area of studies will function as a preliminary adviser. During the second

semester in residency, each student, after appropriate consultation, selects an adviser in his or her area of research interest.

Evaluations. At the end of each semester the entire graduate faculty of the department evaluates the progress of students. These evaluations are designed to facilitate the progress of students through the program and to identify both strengths and weaknesses. Area coordinators write letters to the students reporting the conclusions of the evaluation. These provide more specific commendations and recommendations than course grades. If there is serious doubt about the student's ability to complete the Ph.D. degree, he or she may be placed on probation, and, if the deficiencies are not removed, asked to leave the program.

2. Independent Study

After the period of course work, students spend a period of time, normally nine months, of independent study organized around a series of topics. These topics are meant to expand the students' intellectual breadth and skills and involve matters of inquiry that extend beyond their course work. After consultation with the adviser, the student will propose a series of 10 topics, seven in the major field of study and three outside the major field. At least one of the topics in the major field will deal with the subject on which the student intends to write a dissertation. The program of independent study is approved by a committee and forms the basis for candidacy examinations.

3. Candidacy Examinations

Offered in October and March, the examinations are usually taken in the second semester after the two-year residency and completion of the language requirements.

The exams consist of three days of written examinations and a 90-minute oral examination. Successful completion of the written examinations is required for admission to the oral examination.

4. Dissertation Proposal

The dissertation proposal is to be submitted by the beginning of the semester following oral candidacy examinations.

5. Dissertation

The completed dissertation must be submitted within eight years of matriculation into the program. After approval by a committee composed of the dissertation adviser and

three other readers, the dissertation is defended orally.

Teaching and Research Faculty

Gary Anderson, Professor

J. Matthew Ashley, Chair, Department of Theology and Associate Professor, and Fellow in the Center for Social Concerns

Ann W. Astell, Professor

David Aune, the Walter Professor of Theology

Rev. Paul F. Bradshaw, Professor

John C. Cavadini, Associate Professor of Theology, and Director of the Institute for Church Life

David A. Clairmont, Assistant Professor

Kristin Colberg, Associate Professional Specialist, and Director of the M.A. in Theology Program

Rev. Michael E. Connors, C.S.C., Associate Professional Specialist

Lawrence S. Cunningham, the John A. O'Brien Professor of Theology

Rev. Brian Daley, S.J., the Catherine F. Huisling Professor of Theology

Mary Rose D'Angelo, Associate Professor

Rev. Michael S. Driscoll, Associate Professor

Rev. John S. Dunne, C.S.C., the John A. O'Brien Professor of Catholic Theology

Rev. Virgilio Elizondo, Notre Dame Professor of Pastoral and Hispanic Theology, Senior Fellow of the Institute for Latino Studies, and Fellow in the Kellogg Institute for International Studies

David Fagerberg, Associate Professor

Rev. Daniel G. Groody, C.S.C., Assistant Professor

Rev. Gustavo Gutierrez, O.P., John Cardinal O'Hara Professor of Theology

Jennifer Herdt, Associate Professor

M. Catherine Hilbert, O.P., Director of M.T.S. Program and Professor

Peter Jeffrey, Director of M.S.M. Program, Michael P. Grace Chair in Music, Professor of Theology and Concurrent Professor of Music

THEOLOGY

Maxwell Johnson, Professor

M. Cathleen Kaveny, the John P. Murphy Foundation Professor of Law and Professor of Theology

Rev. Paul Kollman, C.S.C., Assistant Professor

Robert A. Krieg, Professor and Fellow in the Nanovic Institute for European Studies

Blake Leyerle, Associate Professor and Concurrent Associate Professor of Classics

Bradley J. Malkovsky, Associate Professor

Timothy Matovina, Interim Chair of Theology and Director of the Cushwa Center for the Study of American Catholicism and Professor

Rev. Richard P. McBrien, the Crowley-O'Brien Professor of Theology

Gerald McKenny, Director of the Reilly Center for Science, Technology, and Values, and Associate Professor

John Meier, Professor

Leon J. Mertensotto, C.S.C., Associate Professor

Rev. Paulinus I. Odozor, C.S.Sp., Associate Professor

Cyril O'Regan, the Catherine F. Huisking Professor of Theology

Rev. Hugh Rowland Page Jr., Dean of the First Year of Studies and Associate Professor

Margaret R. Pfeil, Assistant Professor

Mark L. Poorman, C.S.C., Associate Professor of Theology

Jean Porter, Director of the Ph.D. Program and the John A. O'Brien Professor of Moral Theology

Gabriel Said Reynolds, Associate Professor

Maura A. Ryan, Associate Dean of Arts and Letters and Associate Professor of Theology

Gregory E. Sterling, Dean of the Graduate School and Professor of Theology

Lawrence E. Sullivan, Professor and Interim Director of Graduate Studies

Eugene C. Ulrich, the Rev. John A. O'Brien Professor of Old Testament Studies

James C. VanderKam, the John A. O'Brien

Professor of Hebrew Scriptures

Joseph P. Wawrykow, Associate Professor

Todd D. Whitmore, Associate Professor

Robin Darling Young, Associate Professor

Randall C. Zachman, Professor

The Division of Science

Biological Sciences

Chair:

Gary A. Lamberti

Director of Graduate Studies:

Sunny K. Boyd

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The Program of Studies

The master's degree is a 24-credit-hour program requiring the satisfactory completion of a minimum of 15 credit hours of course work, passing a research proposal review, and completing a suitable master's thesis. A student may include nine of the 24 credit hours in thesis research.

For the degree of doctor of philosophy, the student is expected to complete a 54-credit-hour requirement. This is composed of at least 24 credit hours of course work and the remainder as dissertation research. The student must pass a comprehensive examination consisting of both an oral and a written examination, write and officially have approved a dissertation on research conducted under the direction of an adviser and committee, and pass a defense of the dissertation.

Students in the doctoral degree program must also fulfill a one-year teaching requirement that usually involves assisting in the instruction of undergraduate or graduate laboratory courses. This requirement may be automatically fulfilled if the student has a graduate assistantship for financial aid.

Incoming graduate students may be assigned an interim faculty adviser by the

director of graduate studies. These assignments are made with consideration of the specific academic interests of the student. It is the responsibility of the interim adviser to guide the student's program until a research adviser is selected. By the end of the first semester of the second year of residence, the Ph.D. student must have chosen a faculty member as a research adviser and have begun a research program. The master's student should choose an adviser by the end of the first year of residence. The student, in consultation with his or her adviser, selects an advisory committee. The members of this committee will contribute guidance, expertise, and stimulation to the student in his or her graduate program and will serve as the examining committee for the candidacy examinations and for the final defense.

Teaching and Research Faculty

Elizabeth Archie, Claire Luce Booth Assistant Professor

Gary E. Belovsky, the Gillen Director of UNDERC and Professor

Harvey A. Bender, Professor

Nora J. Besansky, Professor

Sunny K. Boyd, Assistant Chair, Director of Graduate Studies and Professor

Patricia Champion, Assistant Professor

Frank H. Collins, the George and Winifred Clark Professor of Biological Sciences

Crislyn D'Souza-Schorey, the Walther Cancer Institute Chair and Associate Professor

Giles E. Duffield, Assistant Professor

John G. Duman, the Martin J. Gillen Professor of Biological Sciences

Jeffrey L. Feder, Professor

Michael T. Ferdig, Associate Professor

Malcolm J. Fraser Jr., Professor

Paul R. Grimstad, Assistant Chair and Associate Professor, Director of Undergraduate Studies

Kasturi Haldar, Julius Nieuwland Chair of Biological Sciences, Professor

Ronald A. Hellenthal, Assistant Chair and Professor

Jessica J. Hellmann, Associate Professor

Hope Hollocher, Associate Professor

David R. Hyde, Professor and the Rev. H.J. Kenna, C.S.C. Memorial Director of the Center for Zebrafish Research

Stuart Jones, Assistant Professor

Charles F. Kulpa Jr., Professor

Gary A. Lamberti, Chair and Professor

Shaun Lee, Assistant Professor

Lei Li, Associate Professor

David M. Lodge, Professor and Director of the Center for Aquatic Conservation

Mary Ann McDowell, Associate Professor

Jason S. McLachlan, Assistant Professor

Joseph E. O'Tousa, Professor

Michael Pfrender, Associate Professor

Benjamin Ridenhour, Assistant Professor

Jeanne Romero-Severson, Associate Professor

Zachary T. Schafer, Assistant Professor and Coleman Junior Chair in Cancer Biology

Jeffrey S. Schorey, Associate Professor

Robert A. Schulz, Professor and Notre Dame Chair in Biological Sciences

David W. Severson, Professor and Director of the Eck Institute for Global Health

Jennifer L. Tank, the Galla Professor

Kevin T. Vaughan, Associate Professor

Rebecca Wingert, Assistant Professor

Chemistry and Biochemistry

Chair:

Kenneth W. Henderson

Director of Graduate Studies:

Brian Baker

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<http://biochemistry.nd.edu>

The Program of Studies

The graduate programs in chemistry and biochemistry at Notre Dame are directed primarily towards the doctoral degree. Applications are taken from students seeking a Ph.D degree in either chemistry or biochemistry.

The Ph.D. programs are designed to prepare the student for a career in research or college-level teaching in chemistry, biochemistry, and related fields. Advanced courses in several areas of chemistry and biochemistry are available (see list below) along with regular seminar and special topics courses. A student normally selects his or her area of research and thesis adviser by the end of the first semester, and students and students usually begin active research during the spring semester of their first year. Admission to candidacy for the doctoral degree occurs after completion of written and oral examinations in the area of specialization.

The department considers teaching an integral part of the education of a graduate student. One year of teaching experience is required of all degree-seeking students, and teaching performance, therefore, is considered as part of the semiannual grad-

uate student evaluations. A minimum of one year of teaching experience is required of all advanced degree-seeking students.

Both the chemistry and biochemistry Ph.D. degrees require a dissertation based upon experimental and/or theoretical research. The department participates in interdisciplinary programs involving the Departments of Biological Sciences, Physics, Chemical and Biomolecular Engineering, Computer Science and Engineering, and Aerospace and Mechanical Engineering, as well as the Indiana University School of Medicine – South Bend.

Teaching and Research Faculty

Brandon Ashfeld, Assistant Professor

Brian M. Baker, Associate Professor and Director of Graduate Studies

Subhash C. Basu, Professor

Seth N. Brown, Associate Professor

Ian C. Carmichael, Professor and Director of Radiation Laboratory

Francis J. Castellino, Dean Emeritus of Science, the Kleiderer-Pezold Professor of Biochemistry, and Director of the Keck Center for Transgene Research

Patricia L. Clark, Assistant Professor

Steven Corcelli, Assistant Professor

Xavier Creary, the Charles L. Huisling Sr. Professor of Chemistry

Jennifer L. DuBois, Assistant Professor

J. Daniel Gezelter, Associate Professor

Holly V. Goodson, Associate Professor

Gregory V. Hartland, Professor

Paul Helquist, Professor

Kenneth W. Henderson, Professor and Chair

Paul W. Huber, Professor

Amanda Hummon, the Walther Cancer Institute Assistant Professor of Biochemistry

Dennis C. Jacobs, Vice President and Associate Provost, and Professor

Prashant V. Kamat, Professor

S. Alex Kandel, Associate Professor

M. Kenneth Kuno, Assistant Professor

A. Graham Lappin, Professor

Marya Lieberman, Associate Professor

Joseph P. Marino, Professor

Dan Meisel, Professor

Marvin J. Miller, the George and Winifred Clark Professor of Chemistry

Shahriar Mobashery, the Navari Family Professor in Life Sciences

Thomas L. Nowak, Professor

Jeffrey W. Peng, Assistant Professor

W. Robert Scheidt, the William K. Warren Professor of Chemistry and Biochemistry

Zachary Schultz, Assistant Professor

Anthony S. Serianni, Professor

Slavi C. Sevov, Professor

Bradley D. Smith, Professor

Richard E. Taylor, Professor

Olaf G. Wiest, Professor

Mathematics

Chair:

Matthew J. Gursky

Director of Graduate Studies:

Julia Knight

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The Program of Studies

The purpose of the doctoral program in mathematics is to assist students in developing into educated, creative, and articulate mathematicians. The program consists of basic courses in the fundamentals of algebra, analysis, geometry and logic, numerical analysis and other areas of applied mathematics, and more advanced

M.D./PH.D. JOINT DEGREE PROGRAM

topics and seminars; and approximately two to three years of thesis work in close association with a member of the faculty. Limited enrollment and the presence of active groups of strong mathematicians provide excellent opportunities for research in algebra, complex analysis, partial differential equations, logic, algebraic geometry, differential geometry, topology, and applied mathematics. Most students complete the program within five years; some finish in four years.

First-year students have no teaching duties and usually devote themselves full time to courses. The written candidacy examinations are taken by the beginning of the second year. The oral candidacy examination is taken during the second year. A reading knowledge of one approved language, in addition to English, is required. Ideally, the language requirement is completed by the end of the third year. For more details about the requirements, see the Doctoral Regulations on the website.

Doctoral Degree Requirements

Students must have completed the following in order to receive their doctoral degree. For more information, see the department's *Regulations for Doctoral Students in Mathematics*.

1. At least 36 credit hours in basic and topics courses
2. Four consecutive semesters of full-time study
3. An examination to confirm the ability to read technical material in at least one other language in addition to English
4. Admission to degree candidacy
5. The successful defense and submission of a doctoral dissertation.

The Master of Science Degree

The graduate program in the Mathematics Department is almost entirely a Ph.D. program. Students are not normally admitted directly to a master's program. There is a master of science degree in applied mathematics, for students who do not need funding and wish to pursue an interdisciplinary project, or to carry out serious mathematical work while pursuing a Ph.D. in another department. (The requirements for the MSAM are available through the department.) A student who is working toward

a Ph.D. in mathematics may qualify for a master of science degree along the way, if he or she has accumulated 30 credit hours, has passed the written candidacy examination, and has either passed the oral candidacy examination or (without passing) exhibited sufficient knowledge to obtain a positive recommendation from the examiners.

Teaching and Research Faculty

Mark S. Alber, Professor

Katrina D. Barron, Assistant Professor

Nero Budur, H.J. Kenna Assistant Professor

Steven A. Buechler, Professor

Jianguo Cao, Professor

Peter Cholak, Professor

Francis X. Connolly, Professor

Jeffrey Diller, Associate Professor

William G. Dwyer, the William J. Hank Family Professor of Mathematics

Matthew J. Dyer, Associate Professor

Samuel Evens, Associate Professor

Leonid Faybusovich, Professor

David Galvin, Assistant Professor

Michael Gekhtman, Professor

Karsten Grove, the Rev. Howard J. Kenna, C.S.C. Professor

Matthew Gursky, Chair and Professor

Alexander J. Hahn, Director of the Kaneb Center for Teaching and Learning and Professor

Brian Hall, Professor

Qing Han, Professor

A. Alexandrou Himonas, Professor

Richard Hind, Associate Professor

Bei Hu, Professor

Julia F. Knight, Director of Graduate Studies and the Charles L. Huisking Professor of Mathematics

François Ledrappier, the John and Margaret McAndrew Professor of Mathematics

Xiaobo Liu, Professor

Juan C. Migliore, Professor

Gerard K. Misiolek, Associate Professor

Liviu Nicolaescu, Associate Professor

Claudia Polini, Professor

Mei-Chi Shaw, Professor

Brian Smyth, Professor

Dennis M. Snow, Professor

Andrew J. Sommese, the Vincent J. Duncan and Annamarie Micus Duncan Professor of Mathematics

Nancy K. Stanton, Professor

Sergei Starchenko, Professor

Stephan A. Stolz, the Rev. John A. Zahm, C.S.C., Professor of Mathematics

Laurence R. Taylor, Professor

E. Bruce Williams, Professor

Frederico J. Xavier, Professor

Zhiliang Xu, Assistant Professor

Yongtao Zhang, Assistant Professor

M.D./Ph.D. Joint Degree Program

Director:

Rudolph M. Navari

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The Program of Studies

The University of Notre Dame and the Indiana University School of Medicine – South Bend (IUSM – SB) offer a joint M.D./Ph.D. degree for exceptional students interested in academic medicine. This unusual partnership between a private Catholic university and a state-supported medical school was formed in 1995. The program draws on the strengths of the medical faculty and the research

THE MOLECULAR BIOSCIENCES PROGRAM

excellence of the graduate program faculty to train scientists who can bridge the gap between clinical medicine and basic life sciences.

General Requirements

To earn the joint degree, students will complete the first two years of medical school at IUSM – SB and continue at Notre Dame for three more years to pursue the University's doctoral degree through the Graduate School. The last two years of medical school then will be completed at the Indiana University School of Medicine's South Bend campus or any other School of Medicine campus throughout the state which offers the 3rd and 4th year.

Program descriptions and requirements for all of Notre Dame's doctoral programs, may be found elsewhere in this *Bulletin*. Students in the M.D./Ph.D. program may pursue the doctoral degree in any of these disciplines.

Admission

Admission to the program requires separate applications to the Notre Dame Graduate School and the Indiana University School of Medicine. The Graduate School will accept MCAT scores in place of the GRE scores required of all applicants. The parallel applications are coordinated and tracked by the IUSM – SB which serves as the central office for the combined degree program. Representatives from Notre Dame and the I.U. School of Medicine monitor and oversee the program.

Application to the joint degree program will not jeopardize a student's application to either the Graduate School or the School of Medicine. The student may be admitted to either school independently. Students admitted into the joint degree program will receive both tuition and stipend assistance.

Teaching and Research Faculty

Suzanne S. Bohlson, Assistant Professor
 Karen Cowden Dahl, Assistant Professor
 Richard Dahl, Assistant Professor
 Edward E. McKee, Associate Professor

Rudolph M. Navari, Professor
 Kenneth R. Olson, Professor
 Molly Duman Scheel, Assistant Professor
 Robert V. Stahelin, Assistant Professor
 Tracy Vargo-Gogola, Assistant Professor
 Peter Velazquez, Assistant Professor

The Molecular Biosciences Program

Director:

Paul W. Huber, *Professor of Chemistry and Biochemistry*

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 E-mail: phuber@nd.edu

Current research probing the molecular details of the biological sciences requires simultaneous application of genetic, biochemical, and molecular biological principles and expertise. The Molecular Biosciences Program (M.B.P.) provides a broad range of training opportunities for students seeking careers within this active research field. Faculty participants of the Department of Biological Sciences and the Department of Chemistry and Biochemistry administer the M.B.P. within the College of Science. Students interested in the M.B. program should apply for admission to the Department of Biological Sciences or Chemistry and Biochemistry depending on their research interests.

Degree Requirements

Students participating in the Molecular Biosciences Program must complete the degree requirements of either the Department of Biological Sciences or the Department of Chemistry and Biochemistry. Several courses are designed for all M.B.P. students, and are usually taken during the first year of graduate school. There are additional elective courses in each department to allow for specialization within the M.B.P. Students in the Biological Sciences are required to take Molecular Biology I and II, Fundamentals of Biochemistry, and five elective courses. These are minimum requirements. The student's research adviser and committee

may require additional courses based on the background and research interests of the student. In the Department of Chemistry and Biochemistry there are specific requirements depending on the focus of the study. A student in Biochemistry is required to take Fundamentals of Biochemistry, Intermediary Metabolism, Molecular Biology I, and Advanced Biochemical Techniques. In Organic Chemistry, a student is required to take Advanced Organic Chemistry I, Advanced Organic Chemistry II, and Synthetic Organic Chemistry, with an additional nine credit hours of courses.

All M.B.P. students must pass both oral and written comprehensive examinations. Students will conduct original research and write an approved dissertation on this work. The work is conducted under the direction of an adviser participating in the M.B.P. Students in the program also must complete a one-year teaching requirement that usually involves assisting in the instruction of laboratory courses within their discipline. All students participate in the seminar activities of the program.

Course List

Both required and elective courses of the Molecular Biosciences Program are categorized according to the department offering the course.

Biological Sciences

Developmental Genetics
 Immunology
 Molecular Biology I and II
 Advanced Cell Biology I and II
 Immunobiology of Infectious Diseases
 Topics in Tumor Biology

Chemistry and Biochemistry

Fundamentals of Biochemistry
 Intermediary Metabolism
 Molecular Biology I and II
 Enzyme Chemistry
 NMR Spectroscopy in Chemistry and Biochemistry
 Chemical Basis of Gene Expression
 Advanced Organic Chemistry I and II
 Synthetic Organic Chemistry

PHYSICS

Physics*Chair:*

Mitchell R. Wayne

Director of Graduate Studies:

Kathie E. Newman

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The graduate physics program at Notre Dame offers students a broad range of choice of research areas for a Ph.D. degree. Almost all areas of study in physics are represented within the department, including astrophysics, biophysics, atomic, condensed-matter, high-energy, network, nuclear, and statistical physics. This program combines course work and research, preparing the student for a career in research at a university, industry, or government lab or in teaching. Students take a sequence of basic courses in the fundamental areas of physics. In addition, the student will take advanced courses and seminars in specialized areas. Students join in a physics research program of the department within the first year.

The graduate program is primarily a doctoral program, leading to the degree of doctor of philosophy. The department ordinarily will not accept students who intend to complete only the master's degree. However, a program leading to the degree of master of science is available; it involves satisfactory completion of graduate course work without any thesis requirement.

The master of science nonresearch program requires 30 credit hours of approved course work and the passing of an oral master's examination. Each program of course work is chosen in consultation with a faculty adviser.

Interdisciplinary programs between physics and chemistry or biology are also available.

Requirements for the Ph.D. include 36 credit hours in courses and research. Courses taken include Mathematical

Methods in Physics (PHYS 70003), Classical Mechanics (PHYS 70005), Methods of Experimental Physics (PHYS 71010), Quantum Mechanics I and II (PHYS 70007 and 70008), Electromagnetism and Electrodynamics (PHYS 70006 and 80001), and Statistical Thermodynamics (PHYS 80002). One research area course is required, generally chosen from the set of Astrophysics (Astrophysics: Stars, Astrophysics: Galaxies, or Cosmological Physics), Atomic Physics, Biophysics, Condensed Matter (Solid State Physics or Soft Condensed Matter Physics), Elementary Particle, and Nuclear Physics (PHYS 80202, 80203, 80204, 80301, 80401, 80501, 80502, 80601, and 80701, respectively). There is additionally a physics breadth requirement, which can be satisfied by taking six 1-credit courses from the set Introduction to (Astrophysics, Atomic Physics, Biophysics, Condensed Matter Physics, Elementary Particle Physics, and Nuclear Physics) (PHYS 70200 to 70700) or by taking six credits of research-area courses from at least two areas different than the student's own. There is no foreign language requirement for a Ph.D. in physics. Students who have satisfactorily completed courses equivalent to the required courses listed above will have the corresponding requirements waived or transferred. Students lacking the background to begin the basic curriculum may be advised to take some advanced undergraduate courses. Additional courses, supplemented by colloquia and informal seminars on topics of current interest, are available to the advanced student.

In addition to course work, there are three examinations to be passed for a Ph.D., a written qualifying examination on undergraduate physics, a written and oral Ph.D. candidacy examination, and an oral Ph.D. dissertation defense. Students first take the qualifying exam in the fall of their first year, and must pass it by the end of the second year. The candidacy examination is typically taken in the third year, after course work is complete. In this exam, the candidate must present a research proposal, demonstrate the ability to perform the proposed research, and show a broad understanding of physics. The post-candidacy student then concentrates on research, and generally writes the doctoral dissertation within three years of the candidacy examination. A dissertation is required and must be approved by the

student's doctoral committee and defended orally by the student at the final examination, the Ph.D. defense.

To remain in good standing, students are required to maintain a 3.0 grade point average, to pass the qualifying examination by the end of the second year, to pass the candidacy exam by the end of the fourth year, and to complete the Ph.D. degree program by the end of the eighth year. The minimum residence requirement for the Ph.D. degree is four consecutive semesters and may include summer session.

Teaching and Research Faculty

Mark Alber, Concurrent Professor

Ani Arahamian, Professor

Gerald B. Arnold, Professor

Dinshaw Balsara, Associate Professor

H. Gordon Berry, Professor

Ikaros I. Bigi, the Grace-Rupley II Professor of Physics

Howard A. Blackstead, Professor

Bruce A. Bunker, Professor

Mark A. Caprio, Assistant Professor

Philippe A. Collon, Associate Professor

Gregory P. Crawford, the W.K. Warren II Professor of Physics and Dean of the College of Science

Antonio Delgado, Assistant Professor

Malgorzata Dobrowolska-Furdyna, Professor

Morten R. Eskildsen, Associate Professor

Stefan G. Frauendorf, Professor

Jacek K. Furdyna, the Aurora and Tom Marquez Professor of Physics and Fellow of the Nanovic Institute for European Studies

Umesh Garg, Professor

Peter M. Garnavich, Professor

Michael D. Hildreth, Associate Professor

Jay Christopher Howk, Assistant Professor

Anthony K. Hyder, Professor and Associate Chair and Director of Undergraduate Studies

PHYSICS

Boldizsár Jankó, Professor and Director of the
Institute for Theoretical Sciences

Colin P. Jessop, Associate Professor

James J. Kolata, Professor

Christopher F. Kolda, Associate Professor

Kevin A. Lannon, Assistant Professor

A. Eugene Livingston, Professor

John M. LoSecco, Professor

Grant J. Mathews, Professor and Director of
the Center for Astrophysics

Kathie E. Newman, Professor, Associate
Chair and Director of Graduate Studies

Jeffrey W. Peng, Concurrent Associate Profes-
sor

Sylvia Ptasińska, Assistant Professor

Terrence W. Rettig, Professor

Randal C. Ruchti, Professor

Steven T. Ruggiero, Professor

Jonathan R. Sapirstein, Professor

Xiao-Dong Tang, Assistant Professor

Carol E. Tanner, Professor

Zoltán Toroczkai, Associate Professor and
Director of the Interdisciplinary Center for
Network Science and Applications

Mitchell R. Wayne, Chair and Professor

Michael C. F. Wiescher, the Frank M. Frei-
mann Professor of Physics, Director of the
Joint Institute for Nuclear Astrophysics, and
Director of the Institute for Structure and
Nuclear Astrophysics

The Division of Social Sciences

Economics

Chair:

Richard A. Jensen

Director of Graduate Studies:

Nelson C. Mark

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Doctoral Course of Study

The graduate program in economics at the University of Notre Dame is a Ph.D. program designed to prepare successful graduates for careers as professional economists at academic institutions, government agencies, non-government organizations, international agencies, and the private sector. Our faculty are involved in leading developments in research, teaching and governmental economic policies. We provide the next generation of scholars with the rigorous analytical and quantitative training necessary to continue this tradition.

The expected time to completion of the Ph.D. is five years.

Satisfactory Course Performance

Satisfactory performance requires a grade of B- or better in each and every graduate course with a cumulative GPA of at least 3.0 (corresponding to the grade B). Less than satisfactory course performance results in dismissal from the program at the discretion of the Graduate Studies Committee.

Credit Hours

Students need to complete a minimum of 45 credit hours of approved course work at the graduate level to obtain the Ph.D.

Students are encouraged at the outset to attend at least one of the research seminars offered by the department. Beginning in the second year, attendance and participation is required.

Math Camp

Economics is a quantitative social science that leans heavily on certain branches of mathematics. Since it may have been some time since entering students have had their college math courses, the department offers a one-week intensive course to review college-level math relevant to economics, and to introduce new concepts as time permits.

The First Year

During the first year of study, students acquire a thorough knowledge of microeconomic theory, macroeconomic theory, econometrics, and quantitative methods (mathematical and computational tools). Quantitative methods are not taught as a stand-alone course but are integrated into the micro, macro, and econometrics courses. The required courses are referred to as the "core" and are to be completed in the first year.

Students who are well-prepared in statistics may satisfy some of the core course requirements as determined by the director of graduate studies in consultation with the Graduate Studies Committee.

Shortly after completing the core, students take comprehensive written exams in microeconomic and macroeconomic theory. These are competency evaluations that assesses the student's command of the essential concepts and methods necessary to

read the literature and to perform research at the disciplinary frontier. Possible outcomes of the comprehensive exams are (a) Ph.D. pass, (b) M.A. pass, (c) fail. Students who do not attain a Ph.D. pass in either examination have one opportunity for a re-take later that summer, typically in August. Failure to pass both exams at the Ph.D. level results in dismissal from the program.

Each core courses counts for 4.5 credit hours. They are:

Fall Semester

ECON 60101: Microeconomic Theory I

ECON 60201: Macroeconomic Theory I

ECON 60301: Probability, Statistics, and Econometrics I

Spring Semester

ECON 60102: Microeconomic Theory II

ECON 60202: Macroeconomic Theory II

ECON 60302: Econometrics II

Summer

Sit for comprehensive exams

The Second Year

During the second year, students take the remaining required course, Econometrics II, and acquire specialized knowledge by taking two courses in each of two specialized fields of study. This satisfies the field requirement, in which the Ph.D. candidate successfully completes two specialized fields, each comprised of a two-course sequence in a specialized area. The student's competency in a field area is determined by receiving satisfactory grades in those courses.

The program allows some flexibility in forming specialty fields, subject to approval by the director of graduate studies in consultation with the Graduate Studies Committee. Field offerings vary from year

ECONOMICS

to year depending on faculty in residence and student interest but most are expected to be offered at least once every other year. The current set of fields includes:

- International economics
- Monetary and macroeconomics
- Industrial organization
- Public economics
- Environmental economics
- Labor economics

Students spend the second year developing an original research topic under the supervision of faculty in the chosen field of study. Written field exams are replaced by a second-year research paper which the student must present for approval by the faculty early in the third year. The research paper must demonstrate an ability to conduct independent research and may become one of the chapters of the student's dissertation. From the fourth semester on (spring semester of the second year), the student will be required to participate in a research seminar in his or her chosen fields. Participation means presenting updates of the student's own research and critically analyzing that of others.

The curriculum for the second year is:

Fall Semester

- First field course I
- Second field course I
- Research seminar

Spring Semester

- First field course II
- Second field course II
- Research seminar

Summer

- Complete the second-year paper

The Third Year

In the third year, students take any additional field courses in subjects aligned to their interests. Student are also required to present and defend the second-year research paper to the Economics Faculty, and to devote increasing time and energy toward dissertation research.

Fall Semester

- Remaining field course I (optional)
- Research seminar

Spring Semester

- Remaining field course II (optional)
- Research seminar

The Fourth Year

In the fourth year, students devote increasing time and resources dissertation research and to participation in research seminars. Most students will also teach an introductory undergraduate course as part of their professional training. Students must pass the candidacy exam before the end of the fourth year. By that time, the student should have completed two research papers that are ready for presentation at other universities, research institutions, or professional conferences.

The Fifth Year

During the fifth year, the student will complete dissertation research, defend the dissertation, initiate post-dissertation research, and enter the job market.

Seminar Requirements

Research seminars provide the student with insights into current research topics and offer a forum for students and faculty to present and discuss their recent research. Seminar and workshop attendance is optional, but strongly encouraged in year 1. From year 2 onwards, students are required to register and participate in a research seminar, and to present at least one research paper in a departmental workshop or seminar in years 3, 4, and 5.

The Dissertation Proposal

Beginning in year 3, students are expected to engage in significant, original research. Ideally, this research is a continuation and deepening of second-year research paper. Students are required to have a faculty adviser in their major field of study by the end of their third year. The role of the faculty adviser is to help the student make the transition from coursework to research and to help identify suitable dissertation topics. Often the faculty advisor also serves as the major adviser for the dissertation.

Candidacy Exam

Students must be admitted to candidacy by the end of the fourth year by passing the candidacy exam which consists of written and oral component. The written part precedes the oral part and is satis-

fied by either a dissertation proposal or a paper that will become a chapter of the dissertation. The oral part of the examination is administered directly after passage of the written part, and is conducted according to the rules of the Graduate School. Normally, the oral exam committee is made up of three members of the Economics Department and a Graduate School representative. The oral can be taken no later than one calendar year prior to defense of the dissertation. The oral is comprehensive and is intended to test the student's readiness for advanced research in the more specialized area(s) of his or her field, as well as the feasibility of the specific research proposed for the dissertation. Successful passage indicates that, in the judgment of the faculty, the student has an adequate knowledge of the basic literature, problems, and research methods in the chosen field.

The Dissertation

The dissertation must be original research of sufficient quality to be published in well-respected peer-reviewed professional economics journals. It is typically supervised by one major adviser, and it must be orally defended before a committee of the advisers, three reading committee members of the faculty, and a Graduate School representative. Students should consult with several members of the department during the dissertation stage and are required to present one research paper from their dissertation in a workshop or seminar in year 5.

Additional Notes and Requirements

The director of graduate studies serves as faculty adviser for all students until they have chosen an adviser in their major field of study. The matching of student to adviser should be undertaken during the second year.

There is no foreign language requirement for graduate students in economics.

In addition to the requirements of the Graduate School, students must meet various departmental requirements. These requirements are continually under review and are subject to revision.

EDUCATION

The Master of Arts Degree

The Department of Economics and Econometrics does not administer a stand-alone M.A. program, but allows students to apply for an M.A. should they choose to terminate their study in the Ph.D. program. The M.A. degree is awarded to those who successfully complete the core courses, pass the comprehensive exams at the M.A. level or better, and meet University requirements for the M.A.

Teaching and Research Faculty

Simeon Alder, Assistant Professor

Kasey Buckles, Assistant Professor

Kirk B. Doran, Assistant Professor

William N. Evans, the Keough-Hesburgh Professor of Economics

Robert Flood, Professor

Antoine Gervais, Assistant Professor

Thomas A. Gresik, Professor

Daniel M. Hungerman, Assistant Professor

Richard A. Jensen, Chair and Professor

Steven Lugauer, Assistant Professor

William H. Leahy, Professor

Byung-Joo Lee, Associate Professor

Molly Lipscomb, Assistant Professor

Nelson C. Mark, the DeCrane Professor of International Economics and Director of Graduate Studies

Michael J. Pries, Associate Professor

Kali P. Rath, Associate Professor

Eric Sims, Assistant Professor

James X. Sullivan, Associate Professor

Jeffrey Thurk, Assistant Professor

Christopher J. Waller, the Gilbert Schaefer Chair of Economics

Abigail Wozniak, Assistant Professor

Education

Director of the M.A. Program:

Rev. Ronald J. Nuzzi

Director of the M.Ed. Program:

Thomas L. Doyle

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The Program of Studies: M.A.

The master of arts (M.A.) program in educational administration is housed in the institute for Educational Initiatives, which provides research leadership in education and fosters efforts in education that are informed by social science research. This degree program prepares, educates, and supports selected Catholic school teachers to continue their service to K-12 schools through administrative formation in the Mary Ann Remick Leadership Program in the Alliance for Catholic Education (ACE). All program participants experience a graduate program culminating in a master's degree in educational administration and state licensure, as well as regular opportunities to interact with a national community of scholars in Catholic education.

The Mary Ann Remick Leadership Program is designed to prepare participants for service as school principals and to meet the professional standards for the principalship as defined by the Interstate School Leaders Licensure Consortium (ISSLC) and the Indiana Professional Standards Board (IPSB). The program is, therefore, standards-based, and all course activities and requirements are designed with this in mind. Between the second

and third summers, participants are required to sit for and pass the School Leaders Licensure Assessment (SLLA).

A total of 42-credit hours of course work over a 26-month span are required, with an overall grade point of at least 3.0. Students complete course work over three summers with 8 to 11 credits each summer and through two school years earning 6-7 credits per year. An interdisciplinary faculty composed of the Program Director, two additional full-time ACE Leadership faculty members, ACE faculty, and select national faculty serve the program. All faculty members possess earned terminal degrees (Ph.D., Ed.D., J.D., S.T.D.), or extensive experience and expertise demonstrated by national prominence.

The first summer includes 11 credits of study in the social and managerial sciences as well as education research, taught by Notre Dame faculty. After completion of the first summer, each Leadership member travels to the K-12 school at which he/she has been accepted as an administrative Intern and serves as a full-time teacher-administrator during the regular school year. During this academic year, all ACE participants come together for a programmatic mid-year meeting, partially dedicated to reflection on the challenges of administrative formation. In addition, all students will participate in distance learning courses directed at the areas of curricular instruction and professional supervision. At the conclusion of the first academic year, participants return to Notre Dame for the second summer of coursework, including educational law, research methods, exceptionalities, and media relations. After completion of the second summer, participants enroll in six-credit hours of distance learning coursework in action research at their sponsoring school. The third and final summer on campus includes coursework in facilities management, grant writing, foundations of education, and board management. Emphasis is placed on the completion of the program portfolio, which documents their growth in the program as a K-12 administrator. Throughout the two years, faculty and program directors provide on-line support and occasional site visits.

The Mary Ann Remick Leadership Program embraces a vision of community centered on the Gospels and manifested

EDUCATION

in the active promotion of leadership behaviors that support the common good in a variety of social contexts: home, school, nation, and Church. In addition to the credit-hour and GPA requirements, students learn spiritual strategies that empower them to establish, nurture, and maintain a lived experience of community life within the school and the greater community. Participants are encouraged to develop their own personal spirituality and faith in the context of community, and to share with one another in the journey of becoming committed Catholic school principals. Participants will partake faithfully and regularly in the liturgical life of the Church during the summer session at Notre Dame and during the academic year. Each participant formulates a faith development plan to provide a focus for the internship and to create a context in which to examine their own spiritual growth.

During the summer sessions, students live in community in Notre Dame residence halls, participating in presentations and programs aimed at stimulating their academic understanding of education, especially as it relates to community and spiritual development.

Course Sequence

First Summer (11 credits)

- 70603. Educational Administration
- 60040. Technology Integration in Modern Schools
- 70604. Financial Management for Schools
- 70605. Human Resource Management for Schools
- 70627. Leadership in Schools I
- Elective: 60830: Folk Choir

First Academic Year (7 credits)

- 75610. Fall Administrative Internship — Curriculum and Instruction
- 75612. Spring Administrative Internship — Supervision of Staff
- 75627. Leadership in Schools II

Second Summer (11 credits)

- 73609. Educational Law
- 73659. Exceptionalities in Education
- 73777. Educational Research and Methodology
- 73627. Leadership In Schools III
- 73633. Media Relations
- Elective: 60830: Folk Choir

Second Academic Year (6 credits)

- 73886. Action Research in Schools I
- 73887. Action Research in Schools II

Third Summer (9 credits)

- 73635. History and Philosophy of Education
- 73607. Grant Writing and Development
- 73608. Board Management
- 73634. Facilities Management
- 73633. Media Relations
- 73888. Leadership In Schools IV
- Elective: 60830: Folk Choir

The Program of Studies: M.Ed.

The master of education (M.Ed.) program is housed in the Institute for Educational Initiatives, which provides research leadership in education and fosters efforts in education that are informed by social science research. The only clients for this master's program are students enrolled in the Alliance for Catholic Education's Service Through Teaching Program.

Students in this program work toward licensure, consistent with the standards in the state of Indiana, in each of the following areas: middle childhood (elementary education), early adolescence (middle school), adolescence and young adulthood (high school), English language arts, social studies, science, mathematics, and foreign languages. Like most teacher accreditation programs at the master's level, content-area courses must be completed before entering the master's program, which provides education course work only.

A total of 37 (41 for elementary) credit hours of course work and teaching experience are required, with an overall grade point of at least 3.0. Half of the course work will occur in two summer sessions, with 10 to 12 credits earned in each. The faculty who teach in the M.Ed. program are drawn from a variety of disciplines and colleges within and, in some cases, from outside the University.

The first summer includes practice teaching in South Bend-area elementary and secondary schools as well as nine or 10 credit hours of course work. During each semester of the first school year, students take three credits of supervised teaching experience at an assigned Catholic school

in the southern United States and during the second semester, students take two credits of a distance learning seminar. In the second summer, students again take 10 or 11 credit hours of course work. During the second school year, students each semester once again participate in a three-credit supervised teaching experience in their assigned school and in a one-credit distance learning seminar that focuses on state standards and assessment methods. Throughout the two years, supervision is accomplished by measuring students against professional performance indicators while students build a teaching portfolio documenting their progress in developing as a teacher.

In addition to the credit-hour and GPA requirements, students must complete two years of service in teaching with supervised teaching grades of not less than 3.0. The teaching portfolio is evaluated by both University faculty and master teachers, who provide recommendations for continued development.

During the summer sessions, students live in community in Notre Dame residence halls, participating in presentations and programs aimed at stimulating their academic understanding of education, especially as it relates to community and spiritual development.

Course Sequence

All ACE M.Ed. students are placed in one of three developmental level curricular tracks: elementary, middle school, or high school, depending on their ACE placement. Those in the middle school and high school tracks are then placed in a content area: mathematics, science, social studies, English/language arts, or foreign language. The particular methods and content courses will depend on the developmental level track.

Additional course numbers are available for the Introduction to Teaching and the Practicum classes.

First Summer (11/13 credits)

All tracks:

- 60022. Introduction to Teaching (Elementary, Middle, High School)
- 65032. Practicum (Elementary, Middle, High School)

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60040. Introduction to Computers in Education
 60060. Teaching in Catholic Schools or 60070 Teaching Religion in Catholic Schools
 63500. Integrative Seminar
 Elementary: 60182. Teaching of Reading
 60132. Mathematics in Elementary Education I
 60102 Effective Elementary Classroom Teaching.
 Middle school:
 60204. Introduction to Middle School Teaching
 60605, 60625, 60645, 60665, 60685. Seminar in Content Area I.
 High school:
 60256. Introduction to High School Teaching
 60605, 60625, 60645, 60665, 60685. Seminar in Content Area I.
 Elective:
 60830 Folk Choir

First School Year: all tracks (8 credits)

65950. Supervised Teaching (two semesters)
 65930. Clinical Seminar (one semester)
 60410. Topics in Educational Psychology (second semester)

Second Summer (10/12 credits)

Elementary:
 60312. Exceptionality in Childhood
 60452. Child Development and Moral Education
 60142. Language Arts in Elementary Education
 60162. Content Methods for Elementary Education
 63500. Integrative Seminar
 Middle school:
 60324. Exceptionality in Early Adolescence
 60455. Development and Moral Education in Adolescence
 60705, 60725, 60745, 60765, 60785. Seminar in Content Area II
 63500. Integrative Seminar
 High school:
 60336. Exceptionality in Adolescence
 60455. Development and Moral Education in Adolescence
 60705, 60725, 60745, 60765, 60785. Seminar in Content Area II
 63500. Integrative Seminar
 60840. Teaching Art across the Curriculum

60860. Contemporary Educational Technology (or 60880. Coaching and Youth)

Second School Year: all tracks (8 credits)

65950. Supervised Teaching (two semesters)
 65930. Clinical Seminar (two semesters)

Peace Studies

Director of Doctoral Studies:

Robert C. Johansen

Director of Academic Programs:

Jaleh Dashti-Gibson

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The Program of Studies**Master's Degree Requirements**

The interdisciplinary master's degree program in peace studies is a rigorous academic program offered through the Joan B. Kroc Institute for International Peace Studies. All students enroll in a series of core (required) and elective courses, select a program theme, engage in a six-month field experience, participate in the Master's Colloquium on Effective Peacebuilding, and produce a substantive master's project.

The five academic specialization themes available to students are:

- Global politics and international norms
- Religion, conflict and peace
- Political economy of war, peace and sustainable development
- Culture, war and peace
- Conflict analysis and transformation

The director of academic programs assigns the student to a faculty member who serves as a research adviser and mentor as the student progresses through the program. The director of academic programs serves as co-adviser for all students, and other Kroc faculty and staff are available for guidance on specific issues.

The Field Experience

A key component of the Kroc M.A. program is the five-month field experience in which students integrate theories of peacebuilding with work in non-governmental organizations and other institutions concerned with conflict resolution, peace studies, economic development, human rights or justice. This is an opportunity for students to acquire comparative experience outside their home country. Only students who are unable to leave the United States because of visa or travel restrictions beyond their control are allowed to complete their field experience in the United States. Students work towards their master's project, bringing data and a fresh perspective back to the institute when they return to campus for the final semester.

Master's Colloquium and Project

All students enroll in the Master's Colloquium on Effective Peacebuilding after returning from the field in their final semester. This is an intensive course worth six credits. Conducted as a seminar, the colloquium provides the opportunity to reflect on the field experience in light of peace studies theory. Students work on their culminating master's projects as part of the colloquium.

Requirements for Graduation

- Forty-two (42) total credit hours, including:
 - Four core courses (12 credit hours)
 - A minimum of six elective classes from the peace studies curriculum, including two within the student's thematic area of study (18 credit hours)
 - A six-month field experience (6 credit hours)
 - Master's Colloquium: Effective Peacebuilding, including production of a master's project (6 credit hours)
- Demonstrated proficiency in English plus one other language
- A minimum grade point average of 3.0 on a 4.0 scale (a "B" average)
- Continuous enrollment in the Graduate School of the University of Notre Dame for the duration of the two-year program

PEACE STUDIES

Doctoral Degree Requirements

The Kroc Institute for International Peace Studies at the University of Notre Dame offers a Ph.D. in peace studies in partnership with Notre Dame's departments of history, political science, psychology, and sociology. This program grows out of an acute awareness of the need for more rigorous interdisciplinary study of peace and war and for deeper understanding of how peacebuilding can effectively address political, ethnic, and religious violence throughout the world. Graduates of the Kroc Institute peace studies program will be fully credentialed in one of the four associated disciplines, plus be fully acquainted with the research questions and findings of interdisciplinary peace research.

Ph.D. in History and Peace Studies

The requirements for the Ph.D. in History and Peace Studies include: a minimum of 27 hours of graded credit plus 3 hours of ungraded credit in history and 24 graded hours in peace studies; proficiency in English and 1 or 2 other languages (depending on the specialty within history); two history research seminar papers; a master's paper of publishable quality (not necessarily an official master's thesis); comprehensive exams in five areas; and a dissertation of original research. Some courses not listed above might be substituted in a particular student's program, depending on the student's professional goals and the availability of courses, subject always to the approval of the Directors of graduate studies in both the department and the institute.

Two faculty members would serve on the dissertation committee from the department and two from the institute. The principal adviser will normally be a Kroc fellow. In most cases there will be additional crossover as students will often choose to work with history professors who are also Kroc fellows.

Students will take five comprehensive exams, three in history and two in peace studies; alternately, one of the five exam fields may be a crossover field involving both disciplines and directed by a history professor who is a Kroc fellow. Of the primary history fields, two must be in the student's major area (United States, modern Europe, Latin America, or medi-

eval), and the third will be created by the student in consultation with and approval of the two directors of graduate studies. At least one of the two peace studies fields will be based on one of the peace studies foundational courses. An example would be a student concentrating in U.S. history taking fields in U.S. history 1865-present; African American history; modern Latin America; religion, violence, and peacebuilding; and comparative ethnic conflicts.

Ph.D. in Political Science and Peace Studies

In this program, basic requirements include a minimum of 69 hours of credit for the Ph.D. degree (57 of which are in substantive courses), proficiency in English and one other language, a master's paper of publishable quality (although this would not necessarily be an official master's thesis), a comprehensive examination in two areas plus a third area of course work, and a dissertation of original research. Students complete all existing regular political science requirements, take peace studies courses as the third area of specialization, plus three additional peace studies courses. Some courses not listed above might be substituted in a particular student's program, depending on the student's professional goals and the availability of courses, subject always to the approval of the directors of graduate studies in both the department and the institute. Two faculty members would serve on the dissertation committee from the department and two from the institute. The dozen members of the Political Science Department who are fellows of the Kroc Institute provide numerous opportunities for stimulating research of mutual interest.

Ph.D. in Psychology and Peace Studies

In this program, basic requirements normally include: a minimum of 72 hours of credit in psychology and peace studies courses for the Ph.D. degree, proficiency in English and one other language, an empirical master's thesis, a comprehensive examination in developmental psychology (or other mutually agreed upon field in the department), and a dissertation of original research. Some courses not listed above might be substituted in a particular student's program, depending on the student's professional goals and the availability of courses, subject always to the approval of the directors of graduate studies in both the department and the institute.

Two faculty members would serve on the dissertation committee from the department and two from the institute.

Ph.D. in Sociology and Peace Studies

In this program, the basic requirements from the sociology core curriculum include: Classical Sociological Theory, Sociological Research Methods, Advanced Social Statistics, and Proseminar. There are also four sociology electives (one must be advanced methods, one must be advanced theory, and one must be global sociology). In addition, students take four peace studies gateway courses: Global Politics of Peacebuilding, Culture and Religion in Peacebuilding, Conflict Transformation and Strategic Peacebuilding, Political Economy of Globalization. Peace Research Seminar includes the Master's paper. In addition, students are required to take Peace Research: Methods and Findings, Ethnic Conflict and Peace Processes, and two peace studies electives. Twelve additional hours may be earned in independent study, dissertation credit, and other courses.

In meeting these requirements students will earn a minimum of 65 hours of credit for the Ph.D. degree, demonstrate proficiency in English and one other language, write a master's paper of publishable quality, pass comprehensive examinations in two specialty areas (one of which must be a substantive area in sociology—which does not include the methods and statistics area or the theory area), and write a dissertation of original research. Some courses not listed above might be substituted in a particular student's program, depending on the student's professional goals and the availability of courses, subject always to the approval of the directors of graduate studies in both the department and the institute. Two faculty members would serve on the dissertation committee from the department and two from the institute. Any course that is cross-listed with sociology can be counted as a sociology course. Courses that are cross-listed as sociology and IIPS courses can be counted toward sociology requirements or peace studies requirements, but none can be double counted toward two requirements. Students will indicate how they wish to use such courses by signing up under either the IIPS designation or the SOC designation.

POLITICAL SCIENCE

The M.A. degree is normally earned on the way to the Ph.D. The M.A. in the combined degree would come from Classical Sociological Theory, Sociological Research Methods, Advanced Social Statistics, Proseminar, at least 3 of the peace studies gateway courses, plus Peace Research: Methods and Findings, Peace Research Seminar, and the master's paper. There will be a formal oral defense of the master's thesis before it is completed and deposited. The examining committee will include three faculty members, with at least one member coming from the department and one from the institute.

The committees examining doctoral students in comprehensive examinations should have at least one departmental member and one Institute faculty. Any tenured or tenure-track faculty in the Department of Sociology may represent the department in the examining and defense committees. For these committees the Kroc Institute may draw faculty from its joint appointees from other departments or, where appropriate, from special professional faculty if they are part of the Kroc faculty and if a substantial and regular part of their job description is teaching and research.

Core Faculty

Scott Appleby, John M. Regan Jr. Director; Professor of History

Joseph Bock, Director of External Relations

Catherine Bolten, Assistant Professor of Anthropology and Peace Studies

David Cortright, Director of Policy Studies

Hal Culbertson, Executive Director

John Darby, Professor of Comparative Ethnic Studies

Jaleh Dashti-Gibson, Director of Academic Programs

Christian Davenport, Professor of Peace Studies, Political Science, and Sociology

Larissa Fast, Assistant Professor of Conflict Resolution

Robert C. Johansen, Director of Doctoral Studies, Senior Fellow, and Professor of Political Science

Asher Kaufman, Assistant Professor of History and Peace Studies

John Paul Lederach, Professor of International Peacebuilding

George A. Lopez, Rev. Theodore M. Hesburgh, C.S.C., Professor of Peace Studies

Erik Melander, Senior Research Fellow

Mary Ellen O'Connell, Research Professor of International Dispute Resolution

A. Rashied Omar, Research Scholar of Islamic Studies and Peacebuilding

Atalia Omer, Assistant Professor of Religion, Conflict, and Peace Studies

Daniel Philpott, Associate Professor of Political Science

Gerard F. Powers, Director of Catholic Peacebuilding Studies

Emad Shahin, Henry Luce Associate Professor of Religion, Conflict and Peacebuilding

Jackie Smith, Associate Professor of Sociology and Peace Studies

Jason A. Springs, Assistant Professor of Religion, Ethics and Peace Studies

Susan M. St. Ville, Associate Director of Academic Programs

Ernesto Verdeja, Assistant Professor of Political Science and Peace Studies

Peter Wallenstein, Richard G. Starmann Sr. Research Professor of Peace Studies

Political Science

Chair:

Michael Desch

Director of Graduate Studies:

Christina Wolbrecht

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The Program of Studies

The primary aim of the graduate program in political science is to train qualified candidates for research and teaching. The department offers M.A. and Ph.D. degrees. It has four major subfields:

1. American politics;
2. comparative politics;
3. international relations;
4. political theory.

M.A. Program

M.A. students must complete a minimum of 30 hours in course credits and must pass a comprehensive written examination in their major field. A minimum of 12 hours of course work is required in the major field, and a minimum of nine in a second field. M.A.-only students are not eligible for funding, and we rarely offer admission to those seeking only the M.A.

Doctoral Program

Ph.D. students must complete the following requirements:

1. A total of 60 credit hours of courses, including at least 48 credit hours of substantive courses;
2. At least 12 hours of courses and comprehensive written exams in two of the department's four subfields (American politics, comparative politics, international relations, and political theory);
3. At least nine hours of course credits in a student-defined area of specialization;
4. At least 15 hours of methods, including a proseminar on scope and methods, a math for political scientists course, and an introductory quantitative methods course (ESL students are exempted);
5. A reading exam in one foreign language or two additional courses in quantitative methods;
6. Submission of two papers to scholarly journals (a major grant application may substitute for one submission);
7. An oral examination, based on the student's dissertation proposal;
8. A Ph.D. dissertation and its successful oral defense.

PSYCHOLOGY

Students in the department are advised to consult the listing of courses in other departments, particularly in sociology, economics, history, philosophy, and theology. Courses in other departments selected in consultation with the student's adviser and the director of graduate studies are counted toward a degree.

Teaching and Research Faculty

Ruth Abbey, John Cardinal O'Hara,
C.S.C. Associate Professor

Peri E. Arnold, Professor

Sotirios A. Barber, Professor

Eileen M. Hunt Botting, the Thomas J.
and Robert T. Rolfs Associate Professor of
Political Science

Daniel Brinks, Associate Professor

David Campbell, John Cardinal O'Hara,
C.S.C. Associate Professor

Michael Coppedge, Professor

Christian Davenport, Professor

Darren Davis, Professor

Michael Desch, Professor and Chair

Rev. Robert Dowd, C.S.C., Assistant
Professor

Andrew Gould, Associate Professor

John D. Griffin, Associate Professor

Alexandra Guisinger, Assistant Professor

Frances Hagopian, Associate Professor

Rodney E. Hero, Packey J. Dee Professor
of American Democracy; Notre Dame
Presidential Faculty Fellow

Tin-bor Victoria Hui, Assistant Professor

Debra Javeline, Associate Professor

Robert Johansen, Professor

Mary M. Keys, Associate Professor

Geoffrey Layman, Associate Professor

Dan Lindley, Associate Professor

George A. Lopez, Theodore M. Hesburgh,
C.S.C. Chair in Peace Studies and Profes-
sor

Scott Mainwaring, Eugene Conley Profes-
sor of Political Science and Director of the
Kellogg Institute for International Studies

A. James McAdams, William M. Scholl
Professor of International Affairs

Rev. Sean McGraw, C.S.C., Assistant
Professor

Peter R. Moody, Jr., Professor

Vincent Phillip Munoz, Associate Profes-
sor

Monika Nalepa, Assistant Professor

David Nickerson, Assistant Professor

Guillermo O'Donnell, Helen Kellogg
Professor

Dianne Pinderhughes, President's Distin-
guished Professor and Full Professor in the
Department of Africana Studies

Daniel Philpott, Associate Professor

Benjamin Radcliff, Professor

John Roos, Professor

Sebastian Rosato, Assistant Professor

Rev. Timothy R. Scully, C.S.C., Professor

Naunihal Singh, Assistant Professor

Dana Villa, Packey J. Dee Professor of
Political Theory

Peter Walshe, Professor

Ernesto Verdeja, Assistant Professor

Christina Wolbrecht, Director of Gradu-
ate Studies and Associate Professor

Catherine H. Zuckert, Nancy Reeves
Dreux Professor

Michael P. Zuckert, Nancy Reeves Dreux
Professor

Psychology

Chair:

Daniel K. Lapsley

Director of Graduate Studies:

Thomas V. Merluzzi

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The Program of Studies

The graduate program seeks a balance between training in basic research and the learning of skills in applied behavioral science, reflecting the underlying assumption that there is a common core of knowledge required for effective action within either sphere. The program consists of mastery in the general areas in psychology (such as cognition, perception, and development) and in basic methods (such as inferential statistics, research design, and the skills of scientific writing). Solid training in this core prepares the student to make an active contribution to scholarly research as academics or to solve problems in various community, clinical, or other nonacademic settings.

Graduate programs exist at the doctoral level in cognitive, counseling, developmental, and quantitative psychology.

I. Cognitive

Doctoral candidates in cognitive psychology can acquire knowledge in several areas of cognition, including human memory, attention, psycholinguistics, and higher order processes, as well as expertise in experimental methods and quantitative analysis. Research in these substantive areas stresses issues in memory retrieval, spatial cognition, language production and comprehension, visual and auditory processing, attention, human-technology interaction, cognitive neuroscience and aging. A sophisticated array of empirical and theoretical methodologies are used, including eye tracking, bioelectric potentials, virtual environments, and human-robot interaction. This combination of experiences prepares students for postdoc-

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toral careers in university, industry, and government settings.

II. Clinical and Counseling

The Notre Dame doctoral program in counseling psychology is built on a scientist-practitioner model of training, with an emphasis on using quantitative methods to understand psychological processes. It capitalizes on the traditional strengths of both counseling and clinical psychology to produce graduates who are broad and sophisticated producers and consumers of scientific research. The program trains academically oriented psychologists who appreciate how science and practice inform one another and how both are indispensable to the advancement of our discipline. The University Counseling Center, Madison Center, and other local community mental health agencies provide settings for practicum training.

III. Developmental

Doctoral candidates in the developmental program study development of individuals and contexts (e.g., family, schools, and community) and how the two interrelate. A life-span perspective is emphasized. Typical as well as atypical development, normative transitions, and the impact of nonnormative events are examined. The methodology of developmental research is stressed and effort is made to generate knowledge and theory that have potential for application to social issues related to the development of individuals across the life span. The emphasis is on developing substantive knowledge bases necessary for careers in research and scholarship, in teaching, and in intervention. Concentrations in developmental psychology vary according to the specific interests of students and fit into three categories: cognitive development, socio-emotional development, and developmental disabilities, and psychopathology.

IV. Quantitative

Doctoral candidates in the quantitative program receive advanced training in statistical methods and quantitative models applicable to psychology. The quantitative area emphasizes a wide range of topics, including traditional analysis of variance and regression, longitudinal analysis, structural equation modeling, factor mixture modeling, and categorical

data analysis. Quantitative students will typically apply these methods to a topic in a substantive area of psychology, such as cognitive, counseling, or developmental.

The psychology department places great emphasis on quantitative and methodological skills throughout all of its various programs and in the training of all of our graduate students. The quantitative student will receive advanced training in one or more areas of statistical or mathematical modeling and is encouraged to actively collaborate with faculty from other areas of the department on substantive research in order to develop a practical as well as theoretical understanding of methodology.

Curriculum

The graduate program in psychology is primarily oriented toward the doctoral degree and consists of two stages. The first requires a minimum of 24 hours of course work and completing and defending a research-based master's thesis. Course work includes enrollment in PSY 60100 and 60101 during the first year, and other courses as specified by departmental and program requirements. Upon completion of first-stage requirements, a student is eligible to receive a master's degree by completing the additional requirements of the Graduate School, department, and their particular program.

The second stage of the program ordinarily involves additional course work, research activity, practicum (where appropriate), and preparation for the doctoral preliminary examinations, followed by work on the dissertation and internship (in the counseling and clinical programs). To fulfill the doctoral degree requirements, students must take an advanced research methods course or Psychological Measurement (PSY 60121), one additional statistics course, and at least four graduate-level seminars and achieve a total of 55 or more credit hours. Written preliminary examinations and the oral dissertation proposal defense are ordinarily completed during the third or fourth year. The awarding of the doctor of philosophy degree requires: (1) satisfactory performance on the departmental preliminary examinations; (2) completion of course requirements; and (3) submission of an approved dissertation to the Graduate School. Additional requirements by the

Graduate School, the department and the program may apply.

Teaching and Research Faculty

Cognitive Area

James R. Brockmole, Associate Professor

Laura A. Carlson, Professor and Associate Dean for Professional Development in the Graduate School

Charles R. Crowell, Associate Professor and Director of the Cognitive Program and the Computer Applications Program

Kathleen M. Eberhard, Associate Professor

Bradley S. Gibson, Associate Professor

Jill Lany, Assistant Professor

Nicole M. McNeil, Assistant Professor

Gabriel A. Radvansky, Professor

Michelle M. Wirth, Assistant Professor

Clinical and Counseling Area

Thomas G. Burish, Provost and Professor

Lee Anna Clark, Professor and William J. & Dorothy K. O'Neill Professor in Psychology

Alexandra F. Corning, Assistant Professor

Joshua J. Diehl, Assistant Professor

Gerald J. Haefel, Assistant Professor

George S. Howard, Professor, and Fellow in the Joan B. Kroc Institute for International Peace Studies

Anita E. Kelly, Professor

Thomas V. Merluzzi, Professor and Director of Graduate Studies

Scott M. Monroe, Professor and William K. Warren Foundation Chair in Psychology

Irene J. Kim Park, Assistant Professor

Jessica Payne, Assistant Professor

Donald Pope-Davis, Vice President and Associate Provost, Professor of Psychology, Fellow in the Center for Social Concerns, and Fellow in the Institute for Educational Initiatives

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Anne D. Simmons, Professor

David A. Smith, Associate Professor. Director of the Counseling Program and the Marital Therapy and Research Clinic

Kristin Valentino, Assistant Professor

David Watson, Professor and Andrw J. McKenna Family Professor of Psychology

Developmental Area

Cindy S. Bergeman, Professor

John G. Borkowski, the McKenna Family Professor of Psychology and Fellow in the Institute for Educational Initiatives

Julia M. Braungart-Rieker, Professor

Mark Cummings, Professor and the Notre Dame Chair in Psychology, and Fellow in the Joan B. Kroc Institute for International Peace Studies

Jeanne D. Day, Professor

Joshua J. Diehl, Assistant Professor

Dawn M. Gondoli, Associate Professor and Director of the Developmental Program

Jill Lany, Assistant Professor

Daniel K. Lapsley, ACE-Collegiate Professor, Chair, and Fellow of the Institute for Educational Initiatives and of the Center for Social Concerns

Nicole M. McNeil, Assistant Professor

Darcia Narváez, Associate Professor and Fellow of the Institute for Educational Initiatives, Institute of Latino Studies, the John J. Reilly Center for Science, Technology and Values, and of the Joan B. Kroc Institute for International Peace Studies

Julianne C. Turner, Associate Professor and Concurrent Associate Professor in the Institute for Educational Initiatives

Kristin Valentino, Assistant Professor

Thomas L. Whitman, Professor

Quantitative Area

Ying (Alison) Cheng, Assistant Professor

Gitta H. Lubke, John Cardinal O'Hara CSC Associate Professor

Scott E. Maxwell, Matthew A. Fitzsimons Professor

Anre Venter, Associate Professional Specialist

Lijuan (Peggy) Wang, Assistant Professor

Ke-Hai Yuan, Professor and Director of the Quantitative Program

Guangjian Zhang, Assistant Professor

Zhiyong (Johnny) Zhang, Assistant Research Professor

Sociology

Chair:

Rory McVeigh

Director of Graduate Studies:

William Carbonaro

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The Program of Studies

The Department of Sociology offers training leading to the conferral of two graduate degrees: the master of arts (M.A.) and the doctor of philosophy (Ph.D.). Although the M.A. degree is available to graduate students, admission is given to applicants whose goal is the doctorate.

The M.A. degree requires 30 hours of credit, of which six credit hours may be earned for the master's thesis. All students must complete and defend a research thesis for the master's degree.

The doctoral program normally occupies six years of full-time work for students with the bachelor's degree. Core requirements must be fulfilled in the first two years according to scheduled sequencing. It is expected that the student will have completed all but the dissertation requirement by the conclusion of the fourth year of graduate study.

Several basic courses are required of all students who enter with only a bachelor's degree; in addition, they are required of other students who cannot demonstrate previous equivalent work at the graduate level. These courses include: one semester of classical sociological theory, for three credit hours; a one-semester overview of sociological meth-

ods, for three credit hours; one semester of advanced social statistics (SOC 63993), for three credit hours (the student must have taken a more elementary statistics course as a prerequisite, or have received the permission of the instructor); and a proseminar, for a total of two credit hours.

Students are required to take at least eight additional graduate level sociology seminars, including at least one from each of the following two divisions: (1) advanced seminars in sociological theory and (2) advanced seminars in sociological methods or social statistics.

To fulfill the training and research requirements, each candidate must select two specialty areas and pass a comprehensive examination in each.

Teaching and Research Faculty

Joan Aldous, William R. Kenan Professor of Sociology

Mark Berends, Professor and Director of the Center for Research on Educational Opportunity

Kraig Beyerlein, Assistant Professor

Jorge A. Bustamante, Eugene Conley Professor of Sociology

William J. Carbonaro, Director of Graduate Studies and Associate Professor

Gilberto Cardenas, Professor, Assistant Provost and Director of the Institute for Latino Studies

Kevin J. Christiano, Associate Professor

Jessica Collett, Assistant Professor

Larissa Fast, Assistant Professor

Robert Fishman, Professor

David S. Hachen, Jr., Associate Professor

Maureen Hallinan, the William P. and Hazel B. White Professor of Sociology

Eugene Halton, Professor

Sean Kelly, Assistant Professor

Mary Ellen Konieczny, Assistant Professor

Omar Lizardo, Assistant Professor

Rory M. McVeigh, Chair and Professor

SOCIOLOGY

Daniel J. Myers, Professor and Associate
Dean for Research, Graduate Studies and
Centers

AnnMarie Power, Associate Professional
Specialist, Director of Undergraduate Studies

David Sikkink, Associate Professor

Christian Smith, Professor and Director,
Center for the Study of Religion and Society

Jackie Smith, Associate Professor

Lynette Spillman, Associate Professor

Erika M. Summers-Effler, Assistant Professor

J. Samuel Valenzuela, Professor

Andrew J. Weigert, Professor

Michael R. Welch, Professor

Richard Williams, Associate Professor

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