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# Undergraduate Catalog

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The character of the University of Dayton is defined by our search for knowledge. Knowledge that changes the way we perceive the world. Knowledge that solves problems and helps make our lives better. Knowledge that creates a more humane and compassionate future for all of us.

Whether you're investing \$14 million of the University's endowment or assisting with research that makes space exploration safer, the University of Dayton's academic programs encourage you to engage the world, developing a critical mind and a compassionate heart.

In the undergraduate academic information section, you can continue your search for knowledge — and locate specifics on various academic areas and the programs and courses they offer.

# General Information

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There is more to your academic experiences than just the classes you take. The University is known for its innovative approach to blurring the lines between learning and living to create a vibrant, engaging community dedicated to moving the world forward.

Whether you are looking to learn more about admission, student services, student costs and finances or other facets of life that support your academic career, you will find the answers here.

## Academic Information- Undergraduate

The academic requirements and regulations described in this section are those of the University which, unless otherwise noted, take precedence over all others and apply to all undergraduate students. The student is expected to assume full responsibility for knowing and following all pertinent regulations and procedures as set forth in this Catalog and for meeting the standards and requirements expressed herein.

## Academic Honor Code

### The Academic Honor Code

#### I. Introduction

As a Marianist, Catholic university committed to the education of the whole person, The University of Dayton expects all members of the academic community to strive for excellence in scholarship and in character. As stated in the University's Student Handbook, "The University of Dayton expects its faculty and administration to be instrumental in creating an environment in which its students can develop personal integrity."

To uphold this tradition, the University community has established an academic honor code for all of its students, except Law students who are governed by The University of Dayton School of Law Honor Code. Students are expected to be aware of and abide by the honor codes.

#### II. The Honor Pledge

##### The University of Dayton Academic Honor Code: A Commitment to Academic Integrity

I understand that as a student of the University of Dayton, I am a member of our academic and social community,  
I recognize the importance of my education and the value of experiencing life in such an integrated community,  
I believe that the value of my education and degree is critically dependent upon the academic integrity of the University community, and so

In order to maintain our academic integrity, I pledge to:

- Complete all assignments and examinations according to the guidelines provided to me by my instructors,\*
- Avoid plagiarism and any other form of misrepresenting someone else's work as my own,
- Adhere to the Standards of Conduct as outlined in the Academic Honor Code.

In doing this, I hold myself and my community to a higher standard of excellence, and set an example for my peers to follow.

Instructors shall make known, within the course syllabus, the expectations for completing assignments and examinations at the beginning of each semester. Instructors shall discuss these expectations with students in a manner appropriate for each course.

\* The term instructor may refer to any faculty or staff member

### III. Standards of Conduct

Regardless of motive, student conduct that is academically dishonest, evidences lack of academic integrity or trustworthiness, or unfairly impinges upon the intellectual rights and privileges of others is prohibited. A non-exhaustive list of prohibited conduct includes:

#### A. Cheating on Exams or Other Assignments

Cheating on examinations consists of willfully copying or attempting to consult a notebook, textbook, or any other source of information not authorized by the instructor; willfully aiding, receiving aid, or attempting to aid or receive aid from another student during an examination; obtaining or attempting to obtain copies of any part of an examination (without permission of the instructor) before it is given; having another person take the exam; or any act which violates or attempts to violate the stated conditions of an examination. Cheating on an assignment consists of willfully copying or attempting to copy all or part of another student's assignment or having someone else complete the assignment when class assignments are such that students are expected to complete the assignment on their own. It is the responsibility of the student to consult with the instructor concerning what constitutes permissible collaboration and what materials are allowed to be consulted.

#### B. Committing Plagiarism or Using False Citations

Plagiarism consists of quoting or copying directly from any source of material without appropriately citing the source and identifying the quoted material; knowingly citing an incorrect or fabricated source; or using ideas (i.e. material other than information that is common knowledge) from any source of material without citing the source and identifying the borrowed material. Students are responsible for educating themselves as to the proper mode of attributing credit in any course or field. Instructors may use various methods to assess the originality of students' work, such as plagiarism detection software.

#### C. Submitting Work for Multiple Purposes

Students are not permitted to submit their own or other's work (in identical or similar form) for multiple purposes without the prior and explicit approval in writing of all instructors to whom the work will be submitted. This includes work first produced in connection with classes at the University of Dayton as well as other institutions attended by the student or at places of employment.

#### D. Submitting False Data or Deceptive Information

The submission of false data is a form of academic fraud. False data is that which has been fabricated, altered, or contrived in such a way as to be deliberately misleading or to fit expected results. Deception is defined as any dishonest attempt to avoid taking examinations or submitting assignments at the scheduled times by means such as a forged medical certification of absence. Deception also includes falsifying class attendance records or failing to reveal that someone falsified your attendance. Extenuating circumstances such as a personal illness, death in the family, etc. must be negotiated with the instructor.

#### E. Falsifying Academic Documentation or Grade Alteration

Any attempt to forge or alter academic documentation (including transcripts, letters of recommendation, certificates of enrollment or good standing, and registration forms) concerning oneself or others

also constitutes academic fraud. Grade alteration consists of an act which dishonestly modifies a grade obtained for a class assignment, examination, or for the course itself.

#### F. Abuse of Library Privileges or Shared Electronic Media

All attempts to deprive others of equal access to any library materials constitute a violation of academic integrity. This includes the sequestering of library materials for the use of an individual or group; a willful or repeated failure to respond to recall notices; and the removal or attempt to remove library materials from any University library without authorization. Defacing, theft, or destruction of books, articles or any other library materials that serve to deprive others of equal access to these materials also constitute a violation of academic integrity. Malicious actions that deprive others of equal access to shared electronic media used for academic purposes constitute a violation of the Honor Code. This includes efforts that result in the damage or sabotage of campus computer systems.

#### G. Encouragement or Tolerance of Academic Dishonesty

The quality of campus and community life is dependent upon the commitment of each member of the University to a shared set of behavioral standards and values. Adhering to the Academic Honor Code is not limited to direct actions, but also includes any behavior that supports, encourages, or tolerates academic dishonesty.

### IV. Student Status with Respect to the Academic Honor Code

A. All University of Dayton students, except for Law students who are governed by The University of Dayton School of Law Honor Code, are subject to the Standards of Conduct and procedures of the Academic Honor Code. Note: the following procedures, in Sections IV through VI, apply to the *academic* honor code and not to “standards of behavior” that are outlined in the University of Dayton Student Handbook.

B. Appropriate consequences for individual academic honor code violations are determined by the course instructor. Normally the maximum consequence identified by the instructor is an F in the course with no provision for a student to receive a W. However, the instructor may identify a lesser consequence when appropriate. The dean of the student’s unit may also identify additional consequences. In some circumstances, such as multiple or egregious violations, these additional consequences may include dismissal from the University (see Section V.B).

C. The course instructor will investigate and determine appropriate action for all suspected violations of the academic honor code independent of the time frame in which the suspected violation is identified. Violations identified after a student has withdrawn from or completed the course, after the student leaves the university, or after the student has graduated, will be investigated and appropriate consequences identified and implemented according to the procedure identified for all academic honor code violations. Such consequences may result in the change of a grade or the revocation of a degree or certificate.

### V. Procedure When an Honor Code Violation is Suspected

A. Instructors are required to investigate all suspected violations of academic dishonesty and report all those confirmed to have occurred using the following procedure.

- **Initial Notification:** Within 10 business days of becoming aware of a possible honor code violation, the instructor will notify the student of the incident via university e-mail and, if possible, in person. The instructor will disclose to the student the requirement of attending a “student meeting” to maintain access to the appeal process.

- **Honor Code Violation Incident Report:** The instructor will prepare the Honor Code Violation Incident Report describing the incident and the identified consequences in advance of the student meeting. If a student meeting occurs, the report will be shared with the student during the meeting. The student will sign the report in acknowledgement of the report. The student’s signature on the report does not represent his/her acceptance of responsibility for the incident, nor does it limit the student’s access to the appeal process described in Section VI.
- **Student Meeting:** The instructor will make a reasonable effort to meet with the student within 5 business days of the initial notification to discuss the situation. If the instructor determines that no honor code violation has occurred, then no further action is taken, and the incident report is discarded. If the instructor determines a violation has occurred, he/she will identify and discuss with the student an appropriate consequence. If the instructor’s reasonable efforts fail to result in a student meeting, the instructor will proceed as though a violation did occur.
- Within five business days of the student meeting, or within five business days of the initial notification in the absence of a student meeting, the instructor will forward the Incident Report to the office of the student’s dean and send a copy to the chair/program director of the department/program in which the incident took place.

B. Dean’s offices are required to review and maintain records of all received Incident Report Forms for academic honor code violations.

- **Incident Review:** The student’s dean’s office will review the incident report and any previous violations of the honor code by the student. Appropriate additional consequences, if any, will be identified. In some circumstances, such as multiple or egregious violations, these additional consequences may include dismissal from the University.
- **Filing Date:** Within five days of receipt of the incident report, the dean’s office will notify the student of the filing, any additional consequences, and the details of the appeal process.
- **Maintaining Incident Reports:** The student’s dean’s office(s) will maintain a copy of the incident report as part of the student’s academic record. Should the student transfer between units, the student’s entire academic record, including the incident report will be transferred between the units involved. Disclosure of the existence and content of the report to any internal or external party shall be controlled by the respective dean’s office and governed by applicable University policy on disclosure of student academic records.

### VI. Appeal Procedures

A student may appeal the filing of an Honor Code Violation Incident Report and/or any consequences identified by the instructor. The absence of the initiation of, or continuation of, an appeal within identified time frames will be interpreted as the student’s acceptance of responsibility for the Academic Honor Code violation and acceptance of the identified consequences. The student must adhere to the steps and timelines of the appeal procedure.

A. The student’s first level of appeal is with the instructor during the student meeting. If the student fails to participate in a student meeting within five business days of the initial notification, no further appeal will be available.

B. If the student meeting results in the filing of an incident report, the student may appeal the action and/or the identified consequences to the chair/program director of the department of the course in which the incident occurred within 10 business days of the Filing Date. (Note: in the event that the department chair/program director, or any other faculty

member participating in the appeal process, is also the instructor of the course in question, appropriate arrangements should be made to replace that person during the appeal process.)

- The student must submit a written account of the incident details and an explanation of their reasons for an appeal. The student may include written statements from any person relevant to the incident.
- The chair/program director will use reasonable means, including meeting with the instructor and student, to reach an appeal decision within thirty calendar days of the student's written appeal.
- The chair/program director will communicate her/his decision to the student in writing, and send a copy of the decision to the instructor and the student's dean's office.

C. The student or instructor may appeal, in writing, the decision of the chair/program director within ten business days of receiving the written decision.

- The chair/program director will form a department academic misconduct review committee composed of at least two full-time faculty (preferably tenured faculty) and one student. Undergraduates should serve on department misconduct review committees in cases of suspected undergraduate violations, and graduate students should serve in cases of suspected graduate student violations. Students should also note that "department grade appeals" committees should not be used in cases in which grades have been lowered because of academic misconduct.
- The chair/program director will provide a copy of the incident report to the department academic misconduct review committee, and the committee will use reasonable means, including meeting with the instructor and student, to reach an appeal decision.
- The department misconduct review committee will make known its decisions and the reasons for its decision in writing to the student, instructor, department chair/program director, and the student's dean's office within thirty calendar days of the student's or instructor's written appeal.

D. The student or instructor may appeal, in writing, the decision of the department review committee to the dean's office of the unit in which the incident occurred within 10 business days of receiving the written decision from the department misconduct review committee.

- The dean's office will obtain a copy of the incident report, as well as the report of the department misconduct review committee, from the department chair/program director of the department in which the incident occurred.
- The dean's office will obtain additional information, as needed, to evaluate the appeal.
- The dean's office will make known its recommendations and the reasons for its recommendations in writing to the student, instructor, department chair/program director, and the student's dean's office within thirty calendar days of the written appeal.

E. A student may appeal any additional consequences identified by the student's dean's office. The absence of the initiation of, or continuation of, an appeal within identified time frames will be interpreted as the student's acceptance of the identified consequences. The student must adhere to the steps and timelines of the appeal procedure.

- Any appeal of the filing of the incident report and/or instructor-identified consequences must be resolved prior to the initiation of an appeal of any additional consequences from the dean's office.

- The student may initiate an appeal of additional consequences from the dean's office, including dismissal from the university, by meeting with a representative of the dean's office within five business days of the filing date of the incident report or, in situations in which an appeal of the incident report and/or instructor-identified consequences has occurred, within five business days of the final decision on the initial appeal. During the meeting, the student and dean's office representative will discuss the reasons for the identified consequences and the student's concerns.

F. If the student is not satisfied with the results of the meeting with the dean's office representative, a final appeal may be made, in writing, to the Provost within ten business days after the meeting. The Provost must make known his or her decision in writing, to the student, and the student's dean's office, within thirty calendar days. The final authority rests with the Provost.

## Academic Standing

The student's academic standing is determined by the cumulative grade-point average at the end of each term.

1. To be in good academic standing, a student must have a cumulative grade-point average of (a) at least 1.7 at the end of the first and second terms, (b) at least 1.8 at the end of the third term, (c) at least 1.9 at the end of the fourth term, and (d) at least 2.0 at the end of the fifth and succeeding terms. For part-time and transfer students, a block of 12 semester hours of credit is considered one term. A cumulative grade-point average of at least 2.0 is required for graduation.
2. A cumulative grade-point average below the one required will place the student on academic probation. The student's academic dean will notify the student of his or her probationary status. A student on probation must follow a restricted academic program not to exceed 15 semester hours.
3. It is the responsibility of any student on academic probation to complete a contract with the dean for the purpose of determining the nature and limitations of the student's future academic and extracurricular activities.
4. Students whose academic performance has seriously impaired their ability to succeed academically at the University of Dayton are subject to dismissal. A student who is subject to academic dismissal can be dismissed only by his or her academic dean, who authorizes the dismissal and notifies the student of his or her status. Students who are subject to dismissal include (a) those who fail to achieve good standing at the end of a term on probation and (b) those who have a term point average of less than 1.0, regardless of cumulative grade-point average.
5. The Registrar will post "Academic Dismissal" on the permanent record of any student who is dismissed.

## Awards

Special awards for exceptional scholastic achievement are given annually through the generosity of donors. To be eligible for any of these awards, a student must have a cumulative grade point average of at least 3.0.

The awards:

Accounting - Award of Excellence to the Outstanding Senior in Accounting - donated by Jerome E. Westendorf '43 and Warren A. Kappeler '41.



Accounting - Award of Merit in Recognition of Outstanding Achievement - donated by The Ohio Society of Certified Public Accountants, Dayton Chapter.

Accounting - Accounting Career Award to a Student Exhibiting Great Potential in the Accounting Profession - donated by the Institute of Management Accountants, Dayton Chapter.

Accounting - The Clark-Eley-Fioriti Award for Outstanding Service to the Department of Accounting - donated by the alumni and faculty of the Department of Accounting.

Accounting - The Federation of Schools of Accountancy Student Achievement Award in Recognition of Superior Academic Achievement, Leadership, and Professionalism in Post-Baccalaureate Accounting Education.

Anthropology - The Margaret Mary Emonds Huth Memorial Award of Excellence to the Outstanding Senior in Anthropology - donated by Dr. Edward A. Huth.

Arts and Sciences - International Learn, Lead and Serve Award - donated in honor of Steven C. Buck, 2003.

Arts and Sciences - The Dean Leonard A. Mann, S.M., Award of Excellence to the Outstanding Senior in the College of Arts and Sciences - donated by Joseph Zusman '65.

Athletics - The Reverend Charles L. Collins, S.M., Award of Excellence to an Athlete for Outstanding Citizenship - donated by Joseph Zusman '65.

Athletics - The Charles R. Kendall '29 Memorial Award of Excellence for Achievement in Academic and Athletic Effort - donated by Mrs. Charles R. Kendall and friends.

Athletics - The John L. Macbeth Memorial Award to the Outstanding Scholar-Athlete in Football and Basketball. The recipient must have completed five or more terms and won a varsity letter.

Athletics - The Ann E. Meyers Award of Excellence for Achievement in Academic and Athletic Effort in Women's Basketball and Volleyball.

Biology - The P.K. Bajpai Undergraduate Research Award to the Undergraduate Student Who Best Represents the Spirit of Undergraduate Research in Biology.

Biology - The John J. Comer Biomedical Undergraduate Research Award to the Undergraduate Student Who Best Demonstrated Research Excellence in Biomedical Science as a Biology Major.

Biology - The John J. Comer Ecological Undergraduate Research Award to the Undergraduate Student Who Best Demonstrated Research Excellence in Ecology as a Biology Major.

Biology - The John E. Dlugos Jr. Memorial Award of Excellence to the Outstanding Senior Majoring in Biology - donated by Mr. and Mrs. John E. Dlugos.

Biology - The Brother Russell A. Joly, S.M., Award of Excellence to the Student Who Best Combines Excellence in Biology and Genuine Appreciation of Nature.

Biology - Learn, Lead and Serve Undergraduate Award of Excellence to the Biology Undergraduate Student Who Completed an Outstanding Experiential Learning Project, which included both Leadership and Service.

Business Administration - Business and Marianist Values Integrated Learning and Living Community Award - to a senior who has made significant contributions to the success of the ILLC.

Business Administration - The Dick Flaute Award for Exceptional Service, Recognizing Exemplary Service by a Graduating Student in a Flyer Enterprises Activity.

Business Administration - The Sam Gould Award for Leadership Excellence, Recognizing Outstanding Leadership by a Graduating Senior in a Flyer Enterprises Management Position.

Business Administration - Outstanding Peer Adviser Award.

Business Administration - The Miriam Rosenthal Award of Excellence to a Graduating Senior in the School of Business Administration - donated by Dean William J. Hoben.

Business Administration - The Mark T. Schneider Award to a Senior in the School of Business Administration Who Has Combined Academic Excellence with Service to the University and the Community - donated by family and friends in his memory.

Campus Ministry - The Nancy Bramlage Award, presented by Campus Ministry's Center for Social Concern, to Deserving Students or Student Groups that have most Effectively used Nonviolent Direct Action to Work for Change.

Campus Ministry - Marianist Award for Voluntary Service to a Graduating Senior Who Has Earned Distinction through Voluntary Service to the Community - donated by the Marianists of the University of Dayton.

Campus Ministry - The Brother Wottle Campus Ministry Award: "An Award of Appreciation for Service to Campus Ministry."

Chemical and Materials Engineering - The Victor Emanuel '15 Award of Excellence to the Outstanding Senior in Chemical Engineering - sponsored by the University of Dayton Alumni Association since 1962.

Chemical and Materials Engineering - The Raymond L. Fitz Sr. Memorial Award of Excellence to the Outstanding Sophomore in Chemical Engineering.

Chemical and Materials Engineering - The Edmund J. Rolinski Memorial Award of Excellence to the Outstanding Senior in Leadership and Service.

Chemical and Materials Engineering - The Robert G. Schenck Memorial Award of Excellence to the Outstanding Junior in Chemical Engineering - donated by Stanley L. Lopata.

Chemistry - American Chemical Society Analytical Award.

Chemistry - American Chemical Society Award: Patterson College Chemistry Award.

Chemistry - American Chemical Society, Division of Organic Chemistry Award to a Senior Student.

Chemistry - American Institute of Chemists Award.

Chemistry - CRC PRESS Freshman Chemistry Achievement Award to a Deserving First-Year Student Majoring in Chemistry.

Chemistry - The Brother George J. Geisler, S.M., Award of Excellence to the Outstanding Student in Chemistry - donated by Joseph Poelking '32.

Chemistry - The Arlo D. Harris Assistance Fund to a Deserving Student Majoring in Chemistry.

Chemistry - The Bernard J. Katchman Memorial Scholarship/Carl I. Michaelis Scholarship Award to an Entering First-Year Student Majoring in Chemistry.

Chemistry - The Brother John J. Lucier, S.M., Award of Excellence to the Outstanding Junior Majoring in Chemistry - donated by a friend.



Chemistry - The Brother John Lucier, S.M., Summer Research Award.

Chemistry - Magotti Award for Summer Research.

Chemistry - The Carl I. Michaelis Scholarship Award to a Deserving Junior or Senior Majoring in Chemistry.

Chemistry - The Charles Pedersen Award for Summer Research.

Chemistry - Polymer Education Committee Award for Outstanding Performance in Organic Chemistry.

Chemistry - The Philip Zaidain Memorial Award to a Deserving Student Majoring in Chemistry.

Civil and Environmental Engineering and Engineering Mechanics - The George A. Barrett '28 Award of Excellence to the Outstanding Junior in Civil Engineering - donated by family and friends in his memory.

Civil and Environmental Engineering and Engineering Mechanics - The Harry F. Finke, 1902, Award of Excellence to the Outstanding Senior in Civil Engineering - sponsored by the University of Dayton Alumni Association since 1962.

Communication - The Joan M. Broskey Memorial Award for Outstanding Academic and Professional Achievements in Public Relations.

Communication - Faculty Award for Academic Excellence to the Senior with the Highest Cumulative and Major Grade Point Averages - donated by the faculty of the Department of Communication.

Communication - The Bette Rogge Morse Award to the Outstanding Senior Woman in Communication.

Communication - The Dr. Florence I. Wolff Achievement Award for Outstanding Contributions in Academic, Extracurricular and Community Service Activities.

Communication-Broadcasting - The Omar Williams Award of Excellence to the Outstanding Student in Broadcasting - donated by the University of Dayton.

Communication-Debating - The Mary Elizabeth Jones Memorial Award of Excellence to an Outstanding Debater - donated by Dr. D. G. Reilly.

Communication-Journalism - The Ritter Collett Award of Excellence to the Outstanding Senior in Journalism. Awarded annually to the student who best demonstrates in his/her person and writings the qualities of Mr. Collett that the University hopes will serve as an inspiration to the journalism students.

Communication-Journalism - The Brother George F. Kohles, S.M., Award of Excellence in Journalism - donated by a friend.

Communication-Mass Media Arts - The Si Burick Award of Excellence for Outstanding Academic and Cocurricular Achievement in Mass Media Arts - donated by the University of Dayton.

Communication-Public Relations - The PRSA Maureen M. Pater Award of Distinction to the Outstanding Senior in Public Relations - donated by the Dayton-Miami Valley Chapter of the Public Relations Society of America.

Communication-Speech Arts - The Reverend Vincent R. Vasey, S.M., Award of Excellence to the Outstanding Senior in Speech Arts - donated by Reverend Vincent R. Vasey, S.M.

Communication Management - The Ellen M. Murphy Award of Excellence to the Outstanding Senior in Communication Management.

Computer Science - Award for Outstanding Service to the Department of Computer Science.

Computer Science - Chair's Award for Excellence in Computer Science.

Computer Science - The Lawrence A. Jehn Alumni Award for Excellence in the Senior Class.

Computer Science - The Father Thomas Schoen Award for Innovative Programming.

Continuing Education - The Nora Duffy Award to a Re-entry Student Who Has Overcome Significant Obstacles in order to Complete a College Degree.

Cooperative Education - Award of Excellence to the Outstanding Cooperative Education Student in Business Administration - sponsored by the Mead Corporation Foundation.

Cooperative Education - Award of Excellence to the Outstanding Cooperative Education Student in Computer Science-Computer Information Systems - sponsored by the Marathon Oil Foundation.

Cooperative Education - Award of Excellence to the Outstanding Cooperative Education Student in Engineering - sponsored by the Dayton Power and Light Company.

Cooperative Education - Award of Excellence to the Outstanding Cooperative Education Student in Engineering Technology - sponsored by Earl C. Iselin Jr. in honor of his father.

Criminal Justice - The Sheriff "Beno" Keiter Memorial Scholarship Award to the Outstanding Junior or Senior in Criminal Justice - donated by friends of "Beno" Keiter.

Economics - The Dr. E. B. O'Leary Award of Excellence to the Outstanding Senior Majoring in Economics.

Electrical and Computer Engineering - The Thomas R. Armstrong '38 Award of Excellence for Outstanding Electrical Engineering Achievement in Memory of Brother Ulrich Rappel, S.M., and W. Frank Armstrong.

Electrical and Computer Engineering - The Anthony Horvath '22 and Elmer Steger '22 Award of Excellence to the Outstanding Senior in Electrical Engineering - donated by Anthony Horvath and Elmer Steger.

Electrical and Computer Engineering - The Mary C. Millette Endowment Award for the Outstanding Senior Electrical Engineering Student in Memory of Mary C. Millette.

Electrical and Computer Engineering - The Brother Louis H. Rose, S.M. '33 Award of Excellence to the Outstanding Junior in Electrical Engineering.

Electronic Engineering Technology - The Richard R. Hazen Award of Excellence for the Outstanding Graduate of the Electronic Engineering Technology Program - donated by alumni and friends of the department.

Engineering/Humanities - The James L. Heft, S.M., Award of Excellence to the Graduating Senior Who Demonstrates a High Degree of Integration of these Different Fields of Knowledge: Humanities and Engineering - donated by Dr. Rocco M. Donatelli.

Engineering Technology - The L. Duke Golden Award of Excellence to the Outstanding Senior in Engineering Technology - donated by the Gamma Beta Chapter of Tau Alpha Pi Honor Society.

English - The Patricia B. Labadie Award for Excellence in Composition.

English - The Brother Thomas P. Price, S.M., Award of Excellence to the Outstanding Senior in English - donated by the University of Dayton Mothers' Club.

Entrepreneurship - Award of Excellence to the Graduating Senior Majoring in Entrepreneurship Who Best Embodies Outstanding Academic Achievement - sponsored by Fifth Third Bank.

Entrepreneurship - Entrepreneurial Leadership Award to the Graduating Senior Majoring in Entrepreneurship Who Exhibits the Greatest Potential for Leadership as an Entrepreneur - sponsored by Robert F. Chelle, Crotty Center founding director.

Environmental Biology - Environmental Biology Award of Excellence to the Outstanding Environmental Biology Major Who Excels in all Areas of Academic Scholarship and Overall Service.

Environmental Biology - Environmental Biology Internship Achievement Award of Excellence to the Environmental Biology Major Who Has Demonstrated Significant Achievement while Pursuing Practical Experience through the Internship Program.

Finance - Award of Excellence to the Outstanding Senior Majoring in Finance.

Finance - Davis Center for Portfolio Management Excellence in Leadership Award to the Outstanding Senior on the Center for Portfolio Management Team.

Finance - Flyer Investment Excellence in Leadership Award to the Outstanding Student on the Flyer Investment Portfolio Management Team.

Finance - The Douglas R. Scott "Best Efforts Award" to the Finance Major Deemed to Have Worked the Hardest Both in and out of the Classroom.

Fitz Center - The Emily M. Klein Student Community Leadership Award.

Fitz Center - The Monalisa Mullins Commitment to Community Award.

General Excellence - The Mary M. Shay Award of Excellence in Both Academic and Extracurricular Activities (Seniors only) - donated by the Poelking Family.

Geology - The George H. Springer Scholarship to the Outstanding Senior in the Geology Department - donated by alumni of the department.

Health and Sport Science - The Thomas J. Frericks Award of Excellence to the Outstanding Senior in Sport Management - donated by the faculty of the School of Education.

Health and Sport Science - The James M. Landis Memorial Award of Excellence for the Outstanding Health and Sport Science Senior in Science Core Courses.

Health and Sport Science - The James B. LaVanche Award of Excellence to the Outstanding Scholar-Athlete Graduating in the Department of Health and Sport Science - donated by the faculty and alumni of the department.

Health and Sport Science - The John L. Macbeth Memorial Award of Excellence to the Outstanding Student in Health and Sport Science - donated by Mrs. John L. Macbeth.

Health and Sport Science - The Elizabeth L. Schroeder Award of Excellence to the Outstanding Senior in the Food and Nutrition Program for Academic, Departmental and Professional Performance.

History - The Caroline Beauregard Award of Excellence to the Outstanding Junior Majoring in History - donated by family and friends in her memory.

History - The Dr. Samuel E. Flook Award of Excellence to the Outstanding Senior Majoring in History - donated by Dr. Samuel E. Flook.

History - The Betty Ann Perkins Award for Excellence in Women's and Family History - donated by her family.

History - The Dr. George Ruppel, S.M., Award of Excellence in Historical Research.

History - The Steiner-Beauregard Phi Alpha Theta Service Award for Significant Service Promoting the Activities of the Delta Eta Chapter (Delta Eta Chapter members only) - donated by Dr. Rocco M. Donatelli.

Humanities - The Rocco M. Donatelli Award to the Humanities Senior with the Strongest Quantitative and Qualitative Record in Elective Science Courses.

Human Rights - The Linda Majka Award of Excellence to Outstanding Senior.

Human Rights - Award of Excellence to Outstanding Junior.

Industrial Engineering Technology - The James L. McGraw Award to the Outstanding Graduate of the Industrial Engineering Technology Program - donated by the Dayton chapter of the Institute of Industrial Engineers.

Industrial Engineering Technology - The Raymond B. Puckett Memorial Award to the Outstanding Junior in Industrial Engineering Technology.

International Business - Award of Excellence to the Graduating Senior Majoring in International Business Who Has Best Combined Academic Achievement with Service to the University and Community.

International Studies - The Dr. Margaret P. Karns Award for Academic Excellence and Service in Global and Local Issues.

International Studies - Outstanding Senior Award for International Studies.

International Studies - International Studies Peer Mentorship Award.

Languages - The Brother John R. Perz, S.M., Award of Excellence to the Outstanding Senior in Modern Languages - donated by the Joseph Poelking Sr. family.

Languages-French - The Brother George J. McKenzie, S.M., Award of Excellence to the Outstanding Senior in Written French - donated by a friend.

Languages-French - The Professor Enrique Romaguera Award of Excellence to the Outstanding Senior in Spoken French - donated in honor of his retirement in May 2005.

Languages-German - The Dr. Elke Hatch Award of Excellence to the Outstanding Senior German Major.

Languages-Spanish - The Dr. James M. Ferrigno Award of Excellence to the Outstanding Senior in Spanish - donated by Enrique Romaguera and Mary A. Ferrigno.

Leadership - Alumni Award in Leadership to the Graduating Senior Majoring in Leadership Who Best Embodies the Principles of Learn, Lead and Serve - sponsored by Charles Huston Brown '20 and Maurice F. Krug '55.

Leadership - Leadership Award of Excellence to the Graduating Senior Majoring in Leadership Who Best Embodies Outstanding Academic Achievement - sponsored by the Reynolds and Reynolds Company and the Standard Register Company.

Leadership - Wall Street Journal Award for General Management to the Graduating Senior in Leadership and/or Entrepreneurship Considered to Have the Greatest Potential for General Management Responsibilities - sponsored by Dow Jones and Company.

Library - The Brother Frank Ruhlman, S.M., Award of Excellence for Literary Achievement.

Management and Marketing - Management/Marketing Department Award for Perseverance to the Graduating Senior Majoring in Entrepreneurship, Leadership or Marketing Who Has Displayed the Most Initiative and

Perseverance in Pursuing an Undergraduate Education - sponsored by the faculty of the management and marketing department.

Management Information Systems - Management Information Systems Design Project Award to the Team Producing the Best Senior Year MIS Project.

Management Information Systems - Management Information Systems Award to a Graduating Senior in MIS for Outstanding Contributions to the MIS Program.

Management Information Systems - Management Information Systems Scholarship Award to a Graduating Senior in MIS for Outstanding Academic Achievement.

Manufacturing Engineering Technology - Dayton Chapter, Society of Manufacturing Engineers Award of Excellence for Manufacturing Engineering Technology Achievement.

Manufacturing Engineering Technology - Dayton Chapter, Society of Manufacturing Engineers Award of Excellence to the Outstanding Graduating Senior in Manufacturing Engineering Technology.

Marketing - Marketing Award of Excellence to the Graduating Senior Majoring in Marketing Who Best Embodies Outstanding Academic Achievement.

Marketing - Marketing Career Award to the Graduating Senior Majoring in Marketing Who Exhibits the Greatest Potential in Marketing.

Marketing - Marketing Service Award to the Graduating Senior Majoring in Marketing Who Best Embodies the Principles of Learn, Lead and Serve.

Mathematics - Senior Award for Academic Excellence in Mathematics.

Mathematics - Senior Award for Excellence in Support of Mathematics.

Mathematics - Sophomore Award for Excellence in Mathematics.

Mathematics - Award of Excellence in Support of Mathematics.

Mechanical and Aerospace Engineering - Class of 1902 Award of Excellence for Outstanding Mechanical Engineering Achievement - donated by Michael J. Gibbons, 1902, in memory of Warner H. Kiefaber, 1905.

Mechanical and Aerospace Engineering - The Professor Henry Chuang Award for Excellence in Energy Conservation and Waste Management.

Mechanical and Aerospace Engineering - The Bernard F. Hollenkamp '39 Memorial Award of Excellence to the Outstanding Senior in Mechanical Engineering - donated by Louise A. and Mrs. Lucille Hollenkamp.

Mechanical and Aerospace Engineering - The Martin C. Kuntz, 1912, Award of Excellence to the Outstanding Junior in Mechanical Engineering - sponsored by the University of Dayton Alumni Association since 1962.

Mechanical and Aerospace Engineering - The Brother Andrew R. Weber, S.M., Award of Excellence for Outstanding Service and Achievement in Mechanical Engineering.

Mechanical Engineering Technology - Dayton Chapter, Society of Manufacturing Engineers Award of Excellence for Mechanical Engineering Technology Achievement.

Mechanical Engineering Technology - The Jesse H. Wilder Award of Excellence to the Outstanding Graduating Senior in Mechanical Engineering Technology - sponsored by the Dayton Chapter, Society of Manufacturing Engineers.

Military Science - Department of the Army Award. The Superior Cadet Award, provided by the Department of the Army, to the Outstanding Cadet of each academic year.

Military Science - The Brian J. Bentz Memorial Scholarship Award to the Outstanding Junior ROTC Cadet Who Exemplifies the Dedication and Commitment for Further Study in Military Science - donated by his family and friends.

Military Science - The Major John A. Petric Memorial Scholarship Award. To keep the memory of John A. Petric within the University of Dayton community and to give support each year to a selected ROTC cadet pursuing a commission in the United States Army.

Military Science - The Lieutenant Robert M. Wallace '65 Memorial Award of Excellence in ROTC - donated by his family and friends.

Music - Department of Music Senior Award for the Outstanding Collaborative Pianist.

Music - Department of Music Senior Award for Outstanding Contribution to University Concert Bands.

Music - Department of Music Senior Award for Outstanding Contribution to University Athletic Bands.

Music - Department of Music Senior Award for Outstanding Contribution to University Jazz Bands.

Music - Department of Music Senior Award for Outstanding Contribution to the University Orchestra.

Music - Department of Music Senior Award for Outstanding Contribution to the University Vocal Ensembles.

Music - The Brother Joseph J. Mervar, S.M., Award of Excellence to the Outstanding Student Majoring in Music.

Music - NAFME Professional Achievement Award.

Music - The Brother Todd Ridder, S.M., Award of Excellence for Outstanding Service by a Student Majoring in Music.

Music - Phi Mu Alpha College Honor Award for Musicianship, Scholarship and General Contributions to the College Chapter.

Music - Phi Mu Alpha Professional Music Fraternity Scholastic Award to the Chapter's Graduating Senior Who Has Attained the Highest Scholastic Rating.

Music - Sigma Alpha Iota College Honor Award for Musicianship, Scholarship and General Contributions to the College Chapter.

Music - Sigma Alpha Iota Professional Music Fraternity Scholastic Award to the Chapter's Graduating Senior Who Has Attained the Highest Scholastic Rating.

Operations and Supply Management - Operations Management Outstanding Scholarship Award to a Graduating Senior in OPS for Academic Excellence.

Operations and Supply Management - Operations Management Outstanding OM Senior Project Award to the Team Producing the Best Senior Year OPS Project.

Operations and Supply Management - Operations Management Professional Service Award to a Graduating Senior in OPS for Outstanding Contributions to the OPS Program.

Philosophy - The Reverend Charles Polichek First Award of Excellence to the Outstanding Senior in Philosophy.

Philosophy - The Reverend Charles Polichek Second Award of Excellence to the Outstanding Senior in Philosophy.

Philosophy - The Richard R. Baker Award of Excellence in Philosophy to a Graduating Student Who Has Earned Distinction in the Study of Philosophy through Commitment to Philosophical Inquiry and Assisting Other Undergraduate Students in Their Pursuit of Philosophical Studies.

Philosophy - The Reverend Charles C. Bloemer, S.M., Award of Excellence to the Outstanding Junior Majoring in Philosophy - donated by a friend.

Philosophy - The Raymond M. Herbenick Award of Excellence in Interdisciplinary Integration to a Student Completing the Core Program - donated by the Department of Philosophy faculty.

Physics - The Caesar Castro Award of Excellence to a Sophomore for Outstanding Scholarship in the General Physics Lecture and Laboratory Sequence - donated in memory of Caesar Castro by Mrs. C. C. Castro and the Department of Physics.

Physics - Sigma Pi Sigma Award of Merit to a Senior in Recognition of Outstanding Academic Achievement and Involvement in Physics - sponsored by the Department of Physics and the Sigma Pi Sigma honor society of the Society of Physics Students.

Political Science - The Brother Albert H. Rose, S.M., Award of Excellence to the Outstanding Senior in Political Science - donated by Joseph Zusman '65.

Political Science - The Eugene W. Stenger '30 Memorial Award of Excellence to the Outstanding Junior in Political Science - donated by Mrs. Eugene W. Stenger.

Premedicine - Miami Valley Academy of Family Physicians Award to the Graduating Senior whose Activities Exemplify the Philosophy of Family Medicine.

Premedicine - The Brother Francis John Molz Memorial Award to the Outstanding Senior in Premedicine. Awarded annually to the student who best demonstrates the qualities of unselfishness, community service and academic achievement - sponsored by Alpha Epsilon Delta.

Premedicine - Montgomery County Medical Society Award to the Outstanding Senior in a Premedical Curriculum.

Premedicine - The Joseph E. Scherger, M.D., MPH Leadership in Medicine Award to a Graduating Premedical Student Who Has Demonstrated Leadership Toward Improving the Health of the Public Through Better Health Care.

Psychology - The Charles E. Kimble Research Award to the Graduating Senior Who Best Demonstrated Research Excellence in Psychology.

Psychology - The Kenneth J. Kuntz Award for Outstanding Service - donated by the Department of Psychology faculty.

Psychology - The Reverend Raymond A. Roesch, S.M., Award of Excellence to the Outstanding Student in Psychology - donated by Reverend Raymond A. Roesch, S.M. '36.

Rector - The Maureen E. O'Rourke Marianist Student Award to the Graduating Senior Who Exemplifies the Marianist Charism on Campus.

Religious Studies - The William Joseph Chaminade Award of Excellence, in memory of Mr. and Mrs. George W. Dickson, to the Outstanding Student in Theology - donated by Reverend John Dickson, S.M. '36.

Religious Studies - The Monsignor J. Dean McFarland Award of Excellence to the Outstanding Junior Majoring in Religious Studies.

Social Work - The Joseph Zusman '65 Award of Excellence to the Outstanding Senior in Social Work Studies - donated by Joseph Zusman.

Sociology - The Dr. Edward A. Huth Silver Anniversary Award of Excellence to the Outstanding Student in Sociology - donated by Joseph Zusman '65.

Sociology - The Dr. Martin Luther King Memorial Award in Human Relations for Excellence in Scholarship, Christian Leadership and the Advancement of Brotherhood and Sisterhood - donated by Dr. Edward A. Huth.

Sociology - The Reverend Andrew L. Seebold Award of Excellence to the Outstanding Senior in Sociology.

Teacher Education - The William A. Beitzel Award to the Outstanding Student in Intervention Specialist Education - donated by Dean Emeritus Ellis A. Joseph.

Teacher Education - The Brother Louis J. Faerber, S.M., Award of Excellence to the Outstanding Student in Adolescence to Young Adult Education - donated by the University of Dayton Mothers' Club.

Teacher Education - The Dr. Harry E. Hand Memorial Award of Excellence - donated by the faculty of the Department of English and the Department of Teacher Education.

Teacher Education - The Kacie Hausfeld Award of Distinction to the Graduating ECE Senior Who Displays the Spirit of Kacie: a Passion for Teaching; a Commitment to Service; a Vibrant and Encouraging Leader; and an Enthusiasm for Life.

Teacher Education - The Raymond and Beulah Horn Award of Excellence to the Outstanding Student in the Area of Intervention Specialist Education - donated by Dean Emeritus Ellis A. Joseph.

Teacher Education - The Dr. Thomas C. Hunt Award for the Outstanding Students Demonstrating Commitment to Catholic Education.

Teacher Education - The Daniel L. Leary Award for the Outstanding Research and Development Activity by a Student Seeking Teacher Licensure in the School of Education - donated by Dean Emeritus Ellis A. Joseph.

Teacher Education - The Frank and Lois New Award for Outstanding Achievement to a Graduating Senior in the Teacher Education Program with a Principal Teaching Field in Intervention Specialist Education.

Teacher Education - The George A. Pflaum '25 Award of Excellence to the Outstanding Students in Early Childhood and Middle Childhood Education - donated by George A. Pflaum Jr.

Teacher Education - The Reverend George J. Renneker, S.M., Award of Excellence for Outstanding Achievement in Teacher Education.

Teacher Education - The Brother Joseph W. Stander, S.M., Award of Excellence to a Graduating Senior in the Teacher Licensure Program with a Principal Teaching Field in Mathematics.

Teacher Education - The Dr. Mary R. Sudzina Award for Demonstrated Excellence in Case Study Analysis in Adolescence to Young Adult Education.

Theatre - The Dr. "G." Award for Outstanding Commitment to Mainstage Theatre Recognizing a Graduating Senior Who Has Demonstrated a Willingness to Involve Himself/Herself in the Wide Spectrum of Theatrical Productions on the Boll Theatre Mainstage.

University Advancement - Award of Excellence for Contribution of Service to the Community.



University Honors Program - The Daniel P. Arnold Memorial Scholarship Award.

University Honors Program - The Patrick F. Palermo Honors Program Founders Award for the Exemplary Honors Thesis Project Involving International Research, Service and Leadership in Community, or Advances the Realization of a Just Society.

Visual Arts-Fine Arts - The Mary Ann Dunsky Award to the Outstanding Senior in Studio Art.

Visual Arts-Fine Arts - The Bela Horvath Award for Excellence in Representational Art.

Women's Studies - The Joyce Durham Award for the Best Student Essay on the Subject of Women or Gender.

Women's Studies - The Susan R. Hermes Award for Excellence in Women's Studies - donated by Drs. Jane S. Zembaty and Patricia A. Johnson.

## Class Attendance Policy

It is desirable for students to attend all classes. Listening to the lectures of instructors and being involved in classroom discussions should (1) provide guidelines and goals in the course of study, thus lending direction to the study activities of the student; (2) provide instances of the way of thinking and methodology employed by an academic discipline in formulating and solving problems; and (3) stimulate an awareness of/ and interest in the course topics beyond the levels acquired by textbook reading.

Because textbook material is generally beneath the level of the current state of knowledge, instructors acquaint the student with new ideas and integrate this material into the course topics. Students are responsible for being aware of the proceedings and material covered in each class period.

Students must attend all announced tests and submit assigned written work on the date set by the instructor; it is recommended that the instructor announce such tests and assignments at least a week in advance. The action taken as a consequence of missing a test or an assignment will be determined by the instructor and will be based on a consideration of the individual circumstances involved.

To assist first-year students in their transition to college responsibilities, it is felt that a policy of compulsory attendance is necessary. Therefore, first-year students will be permitted only a limited number of absences. For first-year students, the allowable number of absences in the first term or in the second term will be equal to twice the meeting times a week (or four class days in any third-term session).

A student exceeding this number will be referred to the student's dean for possible counseling and appropriate action. Any undergraduate student who has not yet accrued 30 semester hours of credit is considered a first-year student.

In addition to the first-year student policy, faculty may institute an attendance requirement. This may be done for any course (including seminars, laboratories, performance courses, clinical field-based courses and the like) provided that the policy is approved by a faculty committee of the department and/or the department chair. If attendance is used as a grading component, the instructor is obligated to clarify his or her classroom policy regarding absences in writing in the syllabus provided during the first full week of the semester.

In cases where unusual circumstances combine to cause a student to miss any class time for reasons beyond the student's control (viz.,

personal illness, death in the immediate family, religious holidays, University-sanctioned activity, emergency limitations on commuter travel in severe weather-related conditions), faculty members should give due diligence to reviewing the student's particular case

Let it be noted that to insure accuracy of records, every student must be present at class during the first week of each term.

## Class Standing

Freshman: 0-29.9 semester hours completed

Sophomore: 30-59.9 semester hours completed

Junior: 60-89.9 semester hours completed

Senior: 90 semester hours completed and over

## Dean's List

At the conclusion of the Fall, Spring and Summer terms, in both the college and the professional schools, any currently registered, degree-seeking undergraduate student completing a minimum of twelve semester hours with a grade point average of 3.50 or above is named to the Dean's List. For purposes of this list, the total hours completed during the multiple Summer sessions are treated as being a single term.

**Dean's Recognition List** (<https://www.udayton.edu/flyersfirst/registrar/deans-list.php>)

At the conclusion of the Fall, Spring and Summer terms, in both the college and the professional schools, any currently registered, degree-seeking undergraduate student completing no less than six semester hours and not more than eleven and one-half semester hours with a grade point average of 3.50 or above is named to the Dean's Recognition List. For purposes of this list, the total hours completed during the multiple Summer sessions are treated as being a single term.

## English Composition Placement

The English composition requirement at UD consists of ENG 100 Writing Seminar I and ENG 200 Writing Seminar II. All incoming first-year students are placed in ENG 100 unless:

- they are designated as Honors- placed in ENG 200H\*;
- they are placed in ENG 200 (receive EM credit for ENG 100). For an AP score of 5 they receive EM credit for ENG 100 and ENG 200;
- they have an SAT (VB) score of 750 or above or ACT (EN) of 35 or above- exempt from taking English composition;
- they have an SAT(VB) score below 450 or ACT (EN) below 17- placed in ENG 100A and ENG 100B;
- they are in the CORE program (ASI 120 counts as ENG 200H).

\*Students admitted to the University Honors (p. 16) program and students with sufficiently high verbal scores on the SAT and ACT are placed in ENG 200H. ENG 200H is a one-semester course which satisfies the University's Common Academic Program (p. 87) requirement in composition. Students who are placed in ENG 200H do not receive credit for ENG 100 but are free to take elective course work in place of the waived First-Year Humanities Commons composition.

## Final Exam Policy

To protect and strengthen the academic integrity of the final examination week at the University of Dayton, the following policy on final examination week has been adopted effective for the 2004-05 academic year.[1]

1. Final examination week is defined as the sum of one full week of scheduled examinations, the weekend immediately preceding and a minimum of one study day. Multiple study days are preferred.
2. Every course of study, undergraduate and graduate, must conclude with an academically rigorous culminating learning experience, normally a final examination. A culminating learning experience may involve traditional in-class examinations, presentations, performances, critiques, portfolios or other similar experiences. Laboratory, studio or similar courses may be regularly exempt from this requirement, with the approval of the department chair and a designated administrator in the office of the dean.
3. No new material may be introduced in a course after the last scheduled class meeting. No final examination may be scheduled at a time other than the time prescribed by the Registrar during final examination week, with the sole exception of block examinations. No final examination of any kind may be given prior to final examination week. Any exceptions must receive the approval of the department chair.
4. A block examination is a common examination that covers several sections of the same class, taught by different instructors, for the purpose of establishing a uniform scale of achievement. Such examinations are scheduled through the registration office. Multiple sections of a class, taught by the same instructor, are not eligible to give block examinations unless they are part of a class taught by more than one instructor.
5. Grades for all students, including graduating students, will be reported by a single deadline, as determined by the Registrar.
6. When a student has three or more final examinations scheduled for the same day, faculty are encouraged to accommodate the individual student on an alternative day agreeable to both the student and the instructor. The student must make the request by the last scheduled class meeting.
  - When a student with a disability has two or more final exams scheduled for the same day, faculty are encouraged to accommodate the individual student on an alternative day agreeable to both the student and the instructor which may include use of an alternative testing site. The student must make the request by the last scheduled class meeting.[2]
7. Students must have access to graded examinations for a period of six months after the examination has been given.
8. Any on-going or regular exception to the final examination policy requires the approval of the department chair and a designated administrator in the office of the dean.
9. The School of Law is exempt from this policy due to its independent academic calendar.

[1] Approved by the Academic Senate December 12, 2003, document number I-03-10, Final Examination Week

[2] Amendment to Academic Senate document number I-03-10, Final Examination Week, approved February 6, 2004

## First-Year Experience Program

The University First-Year Experience Program includes a course, offered for a minimum of one credit, for all first-year students in the College of Arts and Sciences, the School of Business Administration, the School of Education and Health Sciences and the School of Engineering. This course is combined with selected programs and services offered by Student Development, Campus Ministry and academic support programs.

First-year students entering in January and transfer students will be offered an alternative program to meet their needs.

The First-Year Experience Program:

- Introduces the distinctive nature of the Catholic/Marianist educational experience as a foundation for learning and life
- Provides an academic foundation that helps students develop as connected learners, acquire general competencies necessary for their success, understand the nature and requirements of chosen and/or potential programs of study and be aware of a range of opportunities for enriching their academic experience on campus, across the nation and around the world
- Prepares students in critical reflection on the moral and ethical dimensions of their lives, challenges students to treat each individual with equality and respect, fosters the recognition of individual rights and responsibilities of each member of the community, and establishes integrity as central to professional and career decisions
- Promotes the development of self-understanding and skills that enable students to take responsibility for their academic success and lifelong learning
- Promotes and supports, both in and out of the classroom, the physical, emotional, spiritual and psychological health of all students
- Nurtures students' creativity and varied talents; and leads to enriched lives of learning, leisure, solitude, leadership and service.

### First-Year Experience Course

Every first-year student entering in the fall term must complete the First-Year Experience course offered by his or her academic division. This course will be offered for a minimum of one credit. The First-Year Experience course will not count against the eighteen credits per term limit covered by full-time tuition.

For first-year students entering the University in the winter term and for transfer students, each division will develop a plan to meet the goals of the First-Year Experience while serving the specific needs of these students.

The First-Year Experience courses offered by each division and units within divisions must include common elements as approved by the University. Beyond these common elements the divisions and academic units offering the course will have a great deal of flexibility in how the course is offered and what will be included in the syllabus.

## General Requirements

All bachelor's degrees granted by the University of Dayton require a minimum of 120 semester hours of credit with a cumulative grade point average of at least 2.0.

Specific requirements for the various degrees are listed under the schools granting the degrees. For more information, visit the sections on the four divisions.

One year (thirty semester hours) of residence is a minimum requirement for any bachelor's degree. The semester hour is the unit by which the University measures its course work, and the number of semester hours is determined by the number of hours a week in class and the number of weeks in the session. One semester hour is assigned to a class which meets fifty minutes a week over the period of one term.

Students enrolled in the University as candidates for degrees should not take courses at other colleges or universities without first obtaining written permission from their respective deans. If the permission is granted, the dean will request "transient status" for such students at designated

institutions. The University reserves the right not to accept credits for such courses when this procedure has not been followed.

The Bachelor of Science in Education may be awarded to holders of nonprofessional degrees from the University of Dayton with the completion of a minimum of thirty semester hours prescribed by the School of Education and Health Sciences beyond the requirements of the nonprofessional degree. The Bachelor of Arts or Bachelor of Science may be awarded to holders of professional degrees from the University of Dayton upon the completion of the requirements for such degrees. Any student wishing to obtain a second bachelor's degree may do so by completing the requirements for the second degree as determined by the faculty of the college or school in which this degree is offered.

Ordinarily, a student who earned a first bachelor's degree or an associate degree at another institution must complete six semester hours of philosophy and/or religious studies at the University of Dayton. Such a student may be required to complete the prescribed twelve semester hours of philosophy and/or religious studies, if in the judgment of the dean, equivalent coursework had not been earned as a part of the program leading to the first degree.

All students following four-year programs are required to complete successfully the University requirements in Common Academic Program.

## Grade Appeals

Procedures for the appeal of grades differ for the College of Arts and Sciences and the Schools of Business Administration, Education and Health Sciences, and Engineering. The student should consult the appropriate dean's office for the grade appeal procedure which would apply to the student's discipline.

## Grades and Scholarship

Final grades are submitted at the end of the term, and these are made part of a student's permanent record. A progress report of every first-year student in each registered class is submitted to the Registrar by every instructor at the middle of each term.

Undergraduate students are permitted a selection from two alternative grading options. The course grading options are as follows:

- Option 1: A, A-, B+, B, B-, C+, C, C-, D, F
- Option 2: S (Satisfactory grade C- or higher) / NC (No Credit grade D,F).

In addition to those courses which must be taken under Option 2, a student may take a maximum of fifteen semester hours under Option 2 within the hours required for graduation in the degree program. A student may take any course beyond the minimum hours required for graduation in the degree program under Option 2. All courses that are used to fulfill the Common Academic Program must be taken under Option 1. The college/school or department may place further restrictions on the use of Option 2. Exceptions to this policy may be made by the dean (or the dean's designee) of the college/school in which a student is enrolled. NOTE: Studies have shown that Satisfactory/No Credit grades (Option 2) on one's academic record may be a negative factor in the evaluation of application for transfer to some undergraduate schools, for admission to most professional schools (law, medicine, etc.) and many graduate schools, and for employment in some fields.

The official marks with their meanings and quality-point values are as follows:

- A - Excellent; for each semester hour, 4.0 quality points are allowed.

- A- - For each semester hour, 3.6667 quality points are allowed.
- B+ - For each semester hour, 3.3333 quality points are allowed.
- B - Good, for each semester hour, 3.0 quality points are allowed.
- B- - For each semester hour, 2.6667 quality points are allowed.
- C+ - For each semester hour, 2.3333 quality points are allowed.
- C - Fair; for each semester hour, 2.0 quality points are allowed.
- C- - For each semester hour, 1.6667 quality points are allowed.
- D - Poor but passing; for each semester hour, 1.0 quality point is allowed.
- F - Failed. This mark indicates poor scholastic work, or failure to report withdrawal from a course. In such cases, required courses must be repeated or retaken, preferably at the next opportunity.
- S - Satisfactory. This mark indicates credit given for a course taken under grading Option 2, C- or higher; or for a class for which credit by examination has been given.. The S credit shall be counted as hours only and shall not be considered in determining a student's cumulative point average.
- NC- No Credit. This mark indicates no credit given for a course taken under grading Option 2, below C-. In such cases, required courses must be repeated or retaken, preferably at the next opportunity.
- I- Incomplete. This grade indicates that the student has obtained the instructor's recommendation, subject to the chairperson's approval, to complete some portion of the work of the term that for reasons beyond the student's control was not completed before the end of the term, provided that the rest of the work has been of satisfactory grade. An I must be removed within thirty days from the date listed on the grade report, or it will be changed to an F or NC (option 2) on the student's permanent record. The time limit may be extended under exceptional circumstances, with the approval of the dean, if application for the extension is made within the thirty-day period noted.
- W- Withdrawn. During the first three weeks of a full term (or the first eight class days of a split term) a student may withdraw from a class without record by obtaining a drop (withdrawal) form, having it signed by the academic advisor, and processing it. Beginning with the fourth week of the term and continuing through the fourth week after mid-term (or the ninth class day of a split term and continuing through the fourth week of the split term), a student may withdraw with a W by the same process, except that the drop form must have the approval signature of the instructor as well as that of the advisor. For the remainder of the term, until the last day of classes, a student may withdraw with a W only by making a formal request to the dean, who consults with the student's instructor before granting such a request. During this period, a W will be permitted only for special nonacademic reasons. These include, but are not limited to, financial difficulties and matters of personal or family health. Documentation may be required. When a student finds it necessary to withdraw from the University, for any reason whatsoever, it is important that the dean be notified immediately. Financial adjustments, if allowed, will be made only from the date on the withdrawal form. Total withdrawal from all classes requires the processing of the drop form. This requires one signature from the student's Academic dean. It is the student's responsibility to initiate and process all withdrawals; the faculty do not initiate withdrawals for students except for auditors. In addition, the student is urged to process the withdrawal as soon as possible after deciding to drop a course. Students cannot assume that withdrawals are granted automatically if they stop attending class. Any failure to process the drop (withdrawal) form will incur a grade of F for the course or courses involved. The F's so accumulated are always included in the cumulative grade-point average.



- IP - In Progress. This symbol is used in lieu of a grade for a course which has not terminated at the end of a term or summer session. A grade with corresponding credit and quality points (see grading Options 1 and 2) will be assigned when the course has been completed.
- N- No grade was reported by the instructor.
- K- Credit. This mark is used only for credits accepted as transfer credit from other institutions. No quality points are allowed. K credit is not allowed for English courses taken at institutions in countries where the native language is other than English.
- X- Audit. This mark indicates that the student has registered to audit the course. No credit hours or quality points are awarded for this mark. Any course taken for audit may not be retaken for credit. If, in the opinion of the instructor, a student has not attended and participated in a sufficient number of classes, the instructor will assign a W.
- AP - College credit earned by high school student.

### Retake Policy

If a student retakes a course in which the topics vary, it must be demonstrated that the retaken course contains the same material as the original course in which the student received a D or F. Courses taken by students prior to the initiation of this policy, and before completion of an undergraduate degree, may be retaken within the guidelines of this policy.

An undergraduate student who receives a grade of D or F in a course taken under Option 1 at the University of Dayton may retake that course under Option 1 at the University of Dayton and remove the original D or F from the cumulative GPA. When a course has been retaken and the subsequent grade is higher than or equal to the previous grade, the previous grade will not count towards the student's cumulative GPA. The transcript will reflect this event by noting the original grade with an "E" (Grade Excluded) and the term and cumulative GPA's will be adjusted. A student may have no more than 15 semester hours of "retaken" credit hours. Cumulative grade point averages will reflect the changes within 30 days after the grades are posted.

When a student retakes a course which he or she has taken more than once previously, the retaken course will serve to replace both previous grades (if it is the same as or higher than each). The number of "retaken hours" will be counted as the total hours for the two courses in which the grades are replaced; e.g., if a student retakes PSY 101 in which he or she had previously earned F two times, the new passing grade will replace both Fs, but will count as 6 retaken credit hours. This student will then be able to take up to 9 additional retaken credit hours.

Exceptions to this policy may be made by the dean (or the dean's designee) of the school or college in which the student is enrolled.

No grade changes of any kind are permitted after thirty days from the date listed on the grade report.

The University reserves the right to change the grading system.

### Grade-Point Averages

Semester Grade-Point Average:

Is the total number of quality points divided by the number of semester credit hours carried by the student under Option 1.

Cumulative Grade-Point Average:

Is the total number of cumulative quality points divided by the number of cumulative credit hours carried by the student under Option 1. If a course is repeated, the grade points for both the original grade and the new grade are computed. If a course is

retaken (see R) and the subsequent grade is higher than or equal to the previous grade, the previous grade will not count towards the student's CGPA henceforth. Marks of I, K, IP, S, W, X, and NC are disregarded in the computation of the CGPA.

## Graduation

Commencement at the University of Dayton is formal recognition of students who are graduating from the University. Consequently, University policy limits participation in commencement to students who have completed all the requirements for their degree. Undergraduate students, however, who are short not more than seven credit hours prior to the May commencement may, with the approval of their dean, participate in the May graduation ceremony. Such students must be registered for sufficient hours to complete degree requirements during the subsequent summer terms at UD, or have attained approval to fulfill their remaining requirements at another institution, and must provide official documentation of work completed no later than the official date for submission of grades at the conclusion of UD's second summer session. Any exceptions to this policy are the decision of the dean of the student's academic unit. After all degree requirements are met, the degree will be conferred on the next conferral date as noted on the official university academic calendar.

If the student is declaring candidacy for Graduation, a graduation application must be completed online (<https://porches.udayton.edu>). If a student is receiving two degrees, two separate graduation applications, one for each degree, must be completed. For further information visit the Graduation website (<http://www.udayton.edu/flyersfirst/graduation>).

After the summer of 2002, students completing their degree requirements during the summer term will receive a diploma and their academic transcript will denote an August graduation date, but they will have to wait until December to participate in a graduation ceremony.

## Honors

1. To graduate with honors, a student must have completed a minimum of 60 semester hours at the University of Dayton and have an academic degree program grade-point average at the University of Dayton of 3.50 or higher, based on a 4.00 scale. The academic degree program grade-point average includes all courses taken at the University of Dayton under grading Option 1 and accepted as graduation credits by the student's academic unit, i.e. school or college. Determination of a student's initial honors category recognized in the graduation program is made on the basis of the student's academic record at the conclusion of the term preceding the student's last term at the University or on the basis of the student's academic record at the conclusion of his or her last term.
2. If a student qualifies for honors or moves into a different category of honors on the basis of his or her academic degree program grade-point average, the diploma issued will note the appropriate honor category and notation will be made on the transcript and permanent record. Due to time constraints no adjustments/corrections can be made to the actual printed graduation program.
3. Honors status will be determined by the academic degree program grade-point average and will include only those courses completed at the University of Dayton. Students who transfer to the University of Dayton under the terms of an articulation agreement with a community college may be eligible for honors at graduation even if

they have not completed the minimum of 60 semester hours at the University provided that they have met all terms of the articulation agreement.

4. The notation of honors is made in the commencement program, on the diploma, on the student's permanent record and on the transcript, as follows:
  - **Cum Laude**- if the academic degree program grade point average is greater than or equal to 3.50 but less than 3.70
  - **Magna Cum Laude**- if the academic degree program grade point average is greater than or equal to 3.70 but less than 3.90
  - **Summa Cum Laude**- if the academic degree program grade point average is greater than or equal to 3.90
5. Any exceptions to this procedure are the decision of the dean of the student's academic unit.

## Non-Disability Related Course Waiver Policy

Students may make a request to their department or dean to waive certain required courses. In such cases, students may be required to submit proof of prior knowledge in the subject area (diplomas, certificates, portfolios, auditions, transcripts, etc.). At the request of the dean's office or department, students may be asked to complete departmental exams or to submit additional documentation and records of consultation.

Waiving a course does not confer credit. Students replace a required course (the one which has been waived) with another course that carries the same or more number of credit hours and is at an equal or higher course level. Determination of the appropriate course must take place in consultation with the department and dean's office. This policy applies to all waived courses, including those waived by means of placement exams. In addition, this policy does not apply to students with disabilities who require a course substitution due to a disability. Students with disabilities should consult appropriate university policy for course substitution due to disability.

Any exceptions to this policy are made at the discretion of the appropriate dean's office.

## Student Records

The Family Educational Rights and Privacy Act of 1974 (FERPA) is a federal law. This policy serves to notify students of their rights regarding their education records in accordance with the FERPA and provide University of Dayton constituents guidelines for maintenance of, access to and release of such records. A complete policy statement on student records in accordance with the requirements of FERPA can be found here ([http://www.udayton.edu/policies/enrollment/ferpa/ferpa\\_policy\\_page.php](http://www.udayton.edu/policies/enrollment/ferpa/ferpa_policy_page.php)).

## Transcripts

A transcript of the permanent academic record is a confidential document to be released in compliance with the regulations of the Family Educational Rights and Privacy Act of 1974 as amended. The Registrar will issue transcripts upon a request signed by the student provided that no outstanding financial obligation to the University exists. All transcripts so requested require payment in advance. A complimentary transcript voucher will be given to each graduate when the official diploma is issued.

## Transfer Policies

### Transfer of Credit Policy

All transfer coursework completed by current UD students for UD credit must be approved in writing by the Dean's office prior to registration for the course. At a minimum, the approval process will include a review of the institution, course descriptions and course syllabus. Additionally, a vita of the professor and/or a copy of the textbook used in the course may be reviewed. Consideration for credit will only be given to transfer courses with a grade of C- or better.

Courses taken in the U.S. must be completed at a regionally accredited institution. Courses taken in a foreign country must be completed at an institution recognized by the foreign country's minister/head of education. Official transcripts must be sent directly to UD from the university and must contain an official seal of the university's office of academic affairs. Other requirements may be necessary (i.e. School of Business courses need to be taken at an AACSB accredited institution) given the specific course in question.

No credit will be granted when a student fails to receive prior written approval from the dean's office or fails to provide official transcripts sent to UD directly from the approved university.

### Internal Transfer Policy

Any undergraduate student having completed one academic semester in good standing at the University of Dayton may initiate a request for Internal Transfer. The student desiring to change his/her major can initiate this process by contacting their advisor and submitting a formal transfer application prior to registration.

To be considered for Internal Transfer the student must meet the following criteria:

- College of Arts & Sciences  
Cumulative GPA:  
1.7 end of first term  
1.7 end of second term  
1.8 end of third term  
1.9 end of fourth term  
2.0 thereafter
- School of Business Administration  
Students must first attend an initial internal transfer meeting with an Academic Advisor in the School of Business Administration. Stop in the Center for Academic Success in Miriam Hall 108 to schedule this initial SBA internal transfer meeting. Minimum Requirements: Cumulative GPA of 2.7, successful completion of an appropriate UD Math course, such as Calculus class, a C+ or higher in MTH 116 or MTH 128, or a B- or higher in MTH 207. Math courses taken at another college or university will NOT be considered.
- School of Education and Health Sciences  
Cumulative GPA of 2.75 or better, and for those seeking teacher licensure, proof must be submitted of satisfactory standardized testing scores.
- School of Engineering  
The student must schedule an appointment with the department chair of the proposed major to discuss the change of program. The Associate Dean will review the information and make the determination of the change. A student who intends to transfer to the School of Engineering must have met the minimum of the

mathematics, physics, and chemistry requirements along with a minimum of 3.0 GPA to be considered for admission into the School of Engineering.

Units will review applications for transfer and make decisions in a timely fashion with communication to the student, the appropriate units and the Registrar. Please note: there are times when the student's desired transfer would not be recommended. This decision will be left to the judgment of the dean or his/her designated representative.

More complete information regarding Internal Transfer to the College or schools may be obtained in the respective dean's office.

## Undergraduate Students in Graduate Courses

An undergraduate student may register for graduate courses only under the following conditions:

1. Graduate courses to count toward the undergraduate degree:
  - a. Approval must be obtained from the director of the appropriate graduate program.
2. Graduate courses to count toward the graduate degree:
  - a. Approval must be obtained from the director of the appropriate graduate program.
  - b. Unless the student has been accepted into a combined baccalaureate/master's degree program, the student must be within 15 semester hours of completing the semester-hour requirements for graduation in the undergraduate program.
  - c. Credit obtained for the graduate courses may not be counted toward both the bachelor's degree and any future master's degree unless the student has been admitted to a combined Bachelors + Masters program.
  - d. The undergraduate student whose status is less than full-time or 3/4-time must pay the graduate tuition rates to register in graduate courses for graduate credit.

## Admission-Undergraduate

We might not be able to make it easier for you to make your college decision, but at least we'll make it easier for you to apply. All it takes to apply is a simple click.

Applications for admission to the University of Dayton are reviewed for specific academic majors or, when applicable, for undeclared status in an academic division. The admission committee reviews grade record and pattern throughout high school, selection of courses in preparation for college, class standing or ranking (if provided by the high school) and ACT or SAT scores. The admission committee also considers the recommendation of a high school guidance counselor, along with other factors. The University of Dayton strives to admit students who possess the intellectual ability, the commitment to community and the motivation to thrive at the University of Dayton.

## Advanced Standing by Examination

### Advanced Placement (AP)

The University participates in the College Board's AP program, which allows students to receive college-level course credit for knowledge achieved through prior experience. AP examinations are given in May, upon completion of college-level material. Students who wish to receive

credit and advanced placement through the AP program should have test scores sent to the University of Dayton. Advanced standing with credit in appropriate subject areas is awarded as follows:

- For a score of 5 - one or two terms of advanced standing with credit, depending on subject area
- For a score of 4 - one term of advanced standing with credit
- For a score of 3 - one term of advanced standing with credit is awarded in the following: computer science, environmental science, French, German, physics, psychology, Spanish, and statistics

Scores below 3 do not entitle the applicant to either credit or advanced standing.

### College Level Examination Program (CLEP)

The University of Dayton also participates in the College Level Examination Program (CLEP), sponsored by the College Board. CLEP offers examinations in specific subjects. Since not all subject examinations are acceptable and some subject examinations require an essay, please contact Testing Services at the University of Dayton at (937) 229-3277 for information.

### General Certificate of Education A-Level Examinations

GCE A-Level examinations are based on a British secondary school program of college-level work and standardized examinations. To receive credit submit official test results to the Office of the Dean. A-Level examinations with a grade of "E" or better will be considered for credit.

### International Baccalaureate

The IB Programme is a rigorous preuniversity course of studies leading to examinations. Each examined subject is graded on a scale of one (minimum) to seven (maximum). Diploma candidates are required to select one subject from each of the six available groups. At least three and not more than four subjects are taken at higher level while others are taken at standard level.

IB is administered through the Office of the Dean in the College of Arts and Sciences. Based on results of IB higher level examinations, students may receive transfer credit. Credit is not awarded for standard level examinations.

## Application for Admission

Applications for first-year admission should be submitted to the Office of Admission and Financial Aid through the University of Dayton's online application or the Common Application. There is no fee to apply. Students are encouraged to submit applications early in their senior year of high school. The University of Dayton has an early action deadline of December 15 and a regular decision deadline of March 1.

Along with the application (including the essay), the applicant must submit an official transcript of courses and grades in secondary school, official results of the ACT or SAT and the counselor recommendation form.

Any person whose native language is not English must submit an acceptable score on:

- The Test of English as a Foreign Language (TOEFL)
- The English Language Proficiency Test (ELPT)
- The Advanced Placement International English Language (APIEL) Examination, or
- The International English Language Testing System (IELTS).

Exceptions to this policy may be made for students whose education has been in schools where English is the principal language of instruction.

information has been provided to the Office of Admission and Financial Aid.

Admission is based on the total information submitted by the applicant on his or her behalf. It is the applicant's responsibility to see that complete

## Considerations for Admission

The applicant must have graduated from a high school accredited by a regional accrediting agency, a state department of education, or the equivalent and have a total record indicating a likelihood of success at the University of Dayton. The General Education Development (GED) certificate is also recognized for consideration by the admission committee.

The quality of the academic record is shown by the applicant's grades, selection of courses and class standing or ranking. Although no set pattern of courses is required for admission, a well-prepared candidate will have had from 15 to 18 units in English, social sciences, mathematics, foreign language and laboratory science. Those who plan to major in one of the natural sciences, mathematics, computer science, business administration or engineering will find a strong mathematics background helpful.

Additional indicators of academic aptitude are scores received on the ACT, SAT, and, when applicable, the Test of English as a Foreign Language (TOEFL). The recommendation of the high school guidance counselor concerning ability, motivation, and character is reviewed by the admission committee.

Each applicant is strongly encouraged to visit campus and talk with an admission counselor. A visit also will provide an opportunity to see campus and ask questions of students and faculty.

College Major	English	Foreign Language	Algebra I	Geometry	Algebra II - Trigonometry IV	Mathematics	Biology	Chemistry	Physics	Laboratory Science	Additional Academic Units
Business (all majors)	4	2	1	1	1	1				1	6
Engineering (all majors)	4	2	1	1	1	1		1	1		4
Engineering Technology (all majors)	4	2	1	1	1			1			6
Teacher Education	4	2	1	1	1		1			1	5
Dietetics	4	2	1	1	1	1	1	1			4
Exercise Science & Fitness Management	4	2	1	1	1	1	1	1	1	1	3
Exercise Science/ Fitness & Nutrition	4	2	1	1	1	1	1	1	1		3
Exercise Science & Pre-Physical Therapy	4	2	1	1	1	1	1	1	1		3
Physical Education, Sport Management	4	2	1	1	1		1				6

American Studies, Art History, Communication, Criminal Justice Studies, Economics, English, Fine Arts, History, International Studies, Languages, Music, Music Therapy, Philosophy, Photography, Political Science, Psychology, Religious Studies, Sociology, Theatre, Visual Communication Design, Undeclared	4	2	1	1	1				1	6
Biochemistry, Biology, Chemistry, Environmental Biology, Premedicine/ Pre-denistry	4	2	1	1	1	1	1	1	1	3
Applied Mathematical Economics, Computer Science, Mathematics, Physical Science, Physics, Physics- Computer Science	4	2	1	1	1	1		1	1	4
Computer Information Systems	4	2	1	1	1	1		1	1	4
Geology, Environmental Geology	4	2	1	1	1	1		1		5

## International Students

### Academic Programs

International students applying for an undergraduate program should submit the online Application for Undergraduate Admission and Scholarship or the Common Application and follow the general admission procedure outlined in the application instructions. The applicant whose native language is not English must submit proof of English proficiency by submitting one of the following:

- Test of English as a Foreign Language (TOEFL). A minimum score of 70 on the Internet-based (iB) test or 523 on the paper-based (PB) test is required for full admission. Please use the University of Dayton's institution code 1834 when requesting your TOEFL score from Educational Testing Service (ETS). **Effective Spring of 2016**, the minimum score will be 80 on the Internet-based or 550 on the paper based test.
- English Language Proficiency Test (ELPT). A minimum score of 956 is required for full admission.
- Advanced Placement International English Language (APIEL) Examination. A minimum score of three (3) is required for full admission.

- International English Language Testing System (IELTS). A minimum Band 6 score is required for full admission.
- Scholastic Aptitude Test (SAT). A minimum critical reasoning score of 550.
- American College Testing (ACT). A minimum English score of 24.

Undergraduate applicants unable to demonstrate the required TOEFL score or the equivalent for their level of study at the time of application may be considered for conditional admission. Such a student will be expected to attend the University of Dayton's Intensive English Program and successfully complete the program or obtain the required TOEFL score for their level of study before full admission to an academic program will be granted.

For all students applying to an academic program, an official copy of the student's complete academic record of all previously attended secondary schools, colleges or universities must be received. This record must include dates of attendance, all subjects studied, grades earned and marks achieved on examinations. These documents must be accompanied by a certified English translation if the documents are not in English. Documents must be sent directly from the institution to the University.



## Intensive English Program

Students wishing to study English as a second language may enroll in the University's Intensive English Program. Students may apply for admission to the Intensive English Program only or they may apply for conditional admission to an academic program at the University of Dayton. If a student seeking conditional admission completes an application to an academic program, a separate application for the Intensive English Program is not required.

Applicants to any of the above University programs requiring a student visa must present a letter of financial support and an original bank statement showing sufficient funds to cover the first year of study.

## Programs for Select At-Risk Students

The University has planned academic support programs, subject to availability, for a limited number of students who are judged to need special support to be successful at the University of Dayton.

The Fully Integrated Resource, Support and Transition (FIRST) Program is offered to a limited number of students whose academic profile and experience suggest that they will benefit from a structured transition to college. In accepting admission to the University, FIRST students and their parents sign a contract indicating their understanding of the expectations for participants in the program. FIRST students are enrolled in a course during the fall semester, which is designed to engage students in discussion and activities that will enhance their learning and study skills. In addition, FIRST students are expected to attend learning support sessions offered for several courses during the first semester.

The University Special Admits Program serves entering first-year students who are capable of academic success but, due to deficiencies in their academic background, need additional support to realize their full potential. Each year the Office of Admission and Financial Aid, in collaboration with each academic division (College of Arts and Sciences, Schools of Business Administration, Education and Health Sciences, and Engineering), sets guidelines for accepting a limited number of first-year undergraduates as Special Admit students. Each academic division has developed support programs to help Special Admit students succeed in college. Depending on the academic division, the Special Admits Program may include careful course placement, special advising, supplemental instruction in designated courses, study tables, math workshops, and cohort formation. Contact the Office of Admission and Financial Aid for specific information about the Special Admits Program in each academic division.

## Transfer Students

Students from accredited institutions may be considered for transfer to the University of Dayton provided they are in good standing socially and academically (minimum of a C average-2.0 cumulative grade point average). Possession of the minimum grade point average for consideration does not imply admissibility to the University. Most areas of study prefer a 2.5 or higher grade point average for admission.

Transfer students will be considered for admission after they have followed the regular admission procedure. Applicants for transfer admission may submit the University of Dayton's online application or the Common Application. ACT or SAT scores are required of transfer applicants under 21 years of age. All transfer candidates must submit official transcripts from all institutions previously attended. The dean's office of the appropriate college or school will evaluate the transcript(s)

to determine the number of transferable credits. In general, all college credits earned with a "C" (2.0 on a 4.0 scale) or higher from any regionally accredited college or university will transfer and be included on the University of Dayton transcript. No credit will be given for a course in which the student earned below a "C". The evaluation to determine which courses will be accepted toward the degree will also be completed by the dean's office of the appropriate college or school.

A student with transfer credit from a two-year institution will be required to have at least 54 semester hours from a four-year institution for any baccalaureate degree. A transfer student is considered for a degree only if the last 30 semester hours have been taken from the University of Dayton and other requirements for graduation have been met.

## Veteran Services Office

All departments at the University of Dayton have been approved by the State Approving Agency for Veterans' Training. Please contact the Flyers First Office of Veterans Services to inquire as to whether your major is listed among those approved by the State Approving Agency. The Flyers First Office of Veteran Services is located in St. Mary's Hall, room 411, and will assist in processing the necessary forms for educational benefits. A student who is receiving V.A. benefits is required to complete and sign all required forms, which can be obtained online. (<http://www.udayton.edu/flyersfirst/veterans/#2>) Students using veteran benefits must inform the Veteran Services Office of any changes made to major, enrollment and registration. Failure to follow this procedure may result in cancellation of benefits by the Department of Veterans Affairs. For the conditions for good academic standing, visit Academic Standing (p. 7). If a student on probation fails to acquire the required cumulative grade point average at the end of the next full-time term, the benefits from the V.A. may cease.

## Directories

In this section:

- Administrators (p. 21)
- Faculty (p. 22)
- Governing and Advisory Boards (p. 43)
- Research Institute Staff (p. 43)

## Administrators

Title	Name
President	Daniel J. Curran, Ph.D.
Interim Provost	Paul H. Benson, Ph.D.
Associate Provost for Academic Affairs and Learning Initiatives	Deborah J. Bickford, Ph.D.
Dean, School of Business Administration	Paul M. Bobrowski, Ph.D.
Government and Regional Relations Director	S. Ted Bucaro
Vice President for Student Development	William M. Fischer, J.D.
Vice President for Mission and Rector	Rev. James F. Fitz, S.M.
Vice President for Finance and Administrative Services	Andrew T. Horner
Dean, School of Education and Health Sciences	Kevin R. Kelly, Ph.D.

Vice President for Facilities and Campus Operations	Beth H. Keyes
President, Academic Senate	Carissa M. Krane, Ph.D.
Vice President for Research and Executive Director of UDRl	John E. Leland, Ph.D., P.E.
Interim Vice President for University Advancement	Christopher Morrison
Associate Provost for Faculty and Administrative Affairs	Carolyn Roecker Phelps, Ph.D.
Dean, College of Arts and Sciences	Jason L. Pierce, Ph.D.
General Counsel	Mary Ann Recker, J.D.
Interim Vice President of Enrollment Management and Marketing	Jason K. Reinoehl, Ph.D.
Dean, School of Engineering	Eddy M. Rojas, Ph.D.
Associate Provost and Chief Information Officer	Thomas D. Skill, Ph.D.
Dean, School of Law	Andrew Strauss, J.D.
Director of Campus Ministry	Crystal C. Sullivan
Vice President and Director of Athletics	Neil G. Sullivan
Associate Provost for Graduate Academic Affairs	Paul M. Vanderburgh, Ph.D.
Associate Provost and Executive Director of UD China Institute	Weiping Wang, Ph.D.
Interim Vice President for Human Resources	Troy W. Washington
Dean, University Libraries	Kathleen M. Webb
Associate Vice President for University Marketing and Strategies	Molly C. Wilson

## Faculty

### PAST PRESIDENT

Fitz, Raymond L., S.M. (1969), Engineering Management and Systems, Ferree Professor in Social Justice - B.E.E., University of Dayton, 1964; M.S., Polytechnic Institute of Brooklyn, 1967; Ph.D., 1970.

### DEANS EMERITI

Garten, Rev. Edward D. (1985), Library - B.S., Concord College, 1968; M.A., M.Div., in consortium, Pontifical College Josephinum, The Ohio State University, and Methodist Theological School in Ohio, 1972; M.L.S., Kent State University, 1974; Ph.D., University of Toledo, 1977.

Gould, Sam (1985), Management and Marketing - B.S., The Ohio State University, 1965; M.B.A., University of Colorado, 1970; Ph.D., Michigan State University, 1975.

Joseph, Ellis A. (1961), Education - A.B., University of Notre Dame, 1955; M.A., 1956; Ph.D., 1962; L.H.D. (Honorary), College of Mt. St. Joseph, 1989.

Morman, Paul J. (1990), History - B.A., University of Dayton, 1965; M.A., Bowling Green State University, 1966; Ph.D., Pennsylvania State University, 1973; M.S., State University of New York at Binghamton, 1984.

Sargent, Gordon A. (1985), Mechanical and Aerospace Engineering - B.S., Imperial College of Science and Technology, University of London, 1960; Ph.D., 1964.

### PROFESSORS EMERITI

Ahern, David W. (1977), Political Science - B.A., Southern Connecticut State College, 1970; M.A., University of Maryland, 1972; Ph.D., 1976.

Allik, Judith P. (1976), Psychology - B.A., Wellesley College, 1958; M.S., University of Pittsburgh, 1974; Ph.D., 1978.

Amsden, Robert T. (1978), Management Information Systems, Operations Management, and Decision Sciences - B.A., University of New Hampshire, 1960; M.S., Rutgers University, 1964; Ph.D., 1969.

Anderson, Gordon S. (1969), Teacher Education - B.A., Bethany College, 1953; M.S., State University of New York, 1959; Ed.D., Case Western Reserve University, 1969.

Anderson, Rev. William P. (1968), Religious Studies - A.B., Bloomfield College, 1961; B.D., Princeton Theological Seminary, 1964; Th.D., 1968.

Artz, Theodora S. (1974), Law Library - B.Ed., University of Toledo, 1962; M.A.L.S., 1974.

August, Eugene R. (1966), English - B.A., Rutgers University, 1958; M.A., University of Connecticut, 1960; Ph.D., University of Pittsburgh, 1965.

Benedum, Richard P. (1973), Music - B.A., Concordia Teachers College, 1966; D.M.A., University of Oregon, 1972.

Berger, Robert N. (1964), Management and Marketing - B.S., University of Dayton, 1960; M.A., Ohio University, 1963; J.D., Chase School of Law, 1970.

Berney, Rex L. (1978), Physics - B.S., University of Missouri, 1971; M.S., 1973; Ph.D., 1978.

Biers, David W. (1976), Psychology - B.A., Lafayette College, 1966; M.S., Northwestern University, 1968; Ph.D., 1970.

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Bogner, Fred K. (1969), Civil and Environmental Engineering and Engineering Mechanics - B.S.C.E., Case Institute of Technology, 1961; M.S.E.M., 1964; Ph.D., 1967.

Bohlen, George A. (1980), Management Information Systems and Decision Sciences - B.S.M.E., Clemson University, 1958; M.S.I.E., Purdue University, 1963; M.S.B.A., George Washington University, 1968; Ph.D., Purdue University, 1973.

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- Deep, Ronald (1989), Engineering Management and Systems - B.S., U.S. Air Force Academy, 1960; M.S.E., Purdue University, 1970; Ph.D., Florida State University, 1976; Reg. Prof. Engr.
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- Drees, Doris A. (1956), Health and Sport Science - B.S., University of Dayton, 1956; M.A., The Ohio State University, 1959; Ph.D., University of Iowa, 1968.
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- Eimermacher, John P. (1986), Mechanical and Aerospace Engineering - M.E., University of Cincinnati, 1963; M.S.M.E., 1967; Ph.D., 1973; Reg. Prof. Engr.
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- Kuntz, Kenneth J. (1969), Psychology - B.A., Washington University, 1956; M.A., University of Cincinnati, 1963.
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- Lu, Christopher C. (1976), Chemical and Materials Engineering - B.S., Chen-Kung University, 1960; M.S., University of Missouri, 1966; Ph.D., University of Texas, 1972
- Marre, Katy E. (1966), English - B.A., University of Bombay, 1958; M.A., 1960; Ph.D., State University of New York at Buffalo, 1967.
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- Miner, George K. (1976), Physics - A.B., Thomas More College, 1958; M.S., University of Notre Dame, 1960; Ph.D., University of Cincinnati, 1965.
- Montavon, Robert E. (1966), Library - B.A., St. Charles College, 1955; M.A., Catholic University of America, 1962; M.S.L.S., 1965.
- Moon, Donald L. (1974), Electrical and Computer Engineering and Electro-Optics - B.S.E.E., West Virginia Institute of Technology, 1963; M.S.E.E., University of Toledo, 1966; Ph.D., The Ohio State University, 1974.
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- Moroney, William F. (1990), Psychology - B.A., Cathedral College, 1964; M.A., St. John's University, 1967; Ph.D., 1968.
- Morris, Jeffrey W. (1981), Law - B.A., Providence College, 1974; J.D., Washington and Lee University, 1977.
- Morrow, Gary W. (1988), Chemistry - B.A., The Ohio State University, 1984; Ph.D., 1988.
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- Mott, Robert L. (1966), Engineering Technology - B.M.E., General Motors Institute, 1963; M.S.M.E., Purdue University, 1965; Reg. Prof. Engr.
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- O'Meara, Maureen F. (1986), Global Languages and Cultures - B.A., Trinity College, 1971; Ph.D., Cornell University, 1976.
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- Quinn, John F. (1970), Philosophy - B.A., Gonzaga University, 1965; M.A., 1966; Ph.L., Mount St. Michael's College, 1966; M.A., University of Washington, 1968; J.D., University of Dayton, 1982.
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#### **DISTINGUISHED SERVICE PROFESSORS**

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- Asari, Vijayan K. (2010), Electrical and Computer Engineering, Professor, Endowed Chair in Wide Area Surveillance - B.S., University of Kerala, 1978; M.T., Indian Institute of Technology, 1984; Ph.D., 1994.
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- Benson, Paul H. (1985), Office of the Provost, Professor - B.A., St. Olaf College, 1979; Ph.D., Princeton University, 1984.
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- Bloom- Pojar, Rachel (2015), English, Assistant Professor – B.A., Creighton University, 2010; Ph.D., University of Kansas, expected 2015.
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- Borbonus, Dorian (2006), History, Assistant Professor - M.A., University of Pennsylvania, 2003; Ph.D., 2006.
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- Bowman, Connie L. (1997), Teacher Education, Associate Professor - B.A., Capital University, 1975; M.Ed., University of Cincinnati, 1981; Ph.D., The Ohio State University, 1995.
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- Brenner, Susan W. (1988), Law, Professor - B.A., Southwestern Oklahoma State University, 1968; M.A., Kent State University, 1971; J.D., Indiana University, 1981.
- Bresnahan, Aili W. (2012), Philosophy, Assistant Professor – B.A., Columbia University, 1990; J.D., Georgetown University, 1994; Ph.D., Temple University, 2012.
- Brown, Jonathan H. (2014), Mathematics, Assistant Professor – B.M., Vanderbilt University, 2002; A.M., Dartmouth College, 2006; Ph.D., 2009.
- Browning, Charles E. (1976), Materials Engineering, Professor - B.S., West Virginia University, 1966; M.S., Wright State University, 1970; Ph.D., University of Dayton, 1976.
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- Bunta, Silviu (2007), Religious Studies, Associate Professor - B.A., University of Sibiu, 1997; M.A., University of Oradea, 1998; Ph.D., Marquette University, 2005.
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- Burnside, Christopher (2009), English, Lecturer - B.A., Kent State University, 2001.
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- Carrillo, Albino (2003), English, Associate Professor - B.A., University of New Mexico, 1986; M.F.A., Arizona State University, 1993.
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- Donahoe-Fillmore, Betsy K. (2006), Physical Therapy, Associate Professor - B.S., The Ohio State University, 1988; M.S., University of Indianapolis, 1992; Ph.D., Union Institute and University, 2002.
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- Simon, Julie (2010), Mathematics, Lecturer - B.A., Wellesley College, 1983; Ph.D., University of Illinois, 1989.
- Singh, Amit (2007), Biology, Associate Professor - B.S., H.P. University, 1988; M.S., Devi Ahilya University, 1990; Ph.D., 1995.
- Skill, Thomas D. (1984), Communication, Professor - B.A., State University of New York at Buffalo, 1978; M.A., 1980; Ph.D., 1984.
- Slade, R. Andrew (2003), English, Associate Professor - B.A., Seattle University, 1995; B.A., Katholieke Universiteit Leuven, 1996; Ph.D., State University of New York at Stony Brook, 2004.
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- Drodge, Daniel J. (1996), Research Engineer - B.S., Wright State University, 1990.
- Emo, Stephen M. (2009), Senior Thermal Systems Engineer - B.S., University of Illinois at Urbana-Champaign, 1977.
- Erdahl, Dathan S. (2004), Research Engineer - B.S., University of Dayton, 1997; M.S., Georgia Institute of Technology, 2000; Ph.D., 2005.
- Faiella, Cassandra M. (2012), Associate Research Psychologist - B.S., Ohio State University, 2010.
- Fernando, Joseph (2009), Image Process Engineer - B.S., University of Moratuwa, 1983; M.S., Wright State University, 1989; Ph.D., 1997.
- Fernando, K. A. Shiral (2007), Research Scientist - B.S., University of Kelaniya, 2002; Ph.D., Clemson University, 2007.
- Fitzgerald, Thomas M. (2008), Group Leader-Senior Research Engineer - B.S., Manhattan College, 1988; M.S., Air Force Institute of Technology, 1994.
- Fortener, William G. (1990), Research Engineer - B.S., University of Dayton, 1997.
- Frank, Geoffrey J. (1988), Senior Research Engineer - B.S., University of Dayton, 1987; M.S., Stanford University, 1988; Ph.D., University of Dayton, 1998.
- Frantz, Andrew M. (2010), Associate Digital Systems Engineer - B.S., University of Dayton, 2010.
- French, Joseph C. (2008), Image Processing Engineer - B.S., University of Missouri, 2002.
- French, Pinar D. (2010), Associate Programming Engineer - B.S., Istanbul Technical University, 2011; M.S., University of Missouri Rolla, 2003.
- Fry, Timothy J. (2004), Group Leader-Senior Research Engineer - B.S., University of Illinois at Urbana-Champaign, 1986; M.S., 1986; Ph.D., University of Dayton, 1996.
- Fuchs, Steven P. (1991), Group Leader-Senior Research Engineer - B.S., University of Dayton, 1989; M.S., 1993.
- Gagliardi, Nicholas A. (2004), Composite Research Engineer - B.S., University of Dayton, 2003; M.S., 2006.
- Gibson, Thao T. (1999), Research Scientist - B.S., Virginia Polytechnic Institute and State University, 1997; M.S., University of Dayton, 2007.
- Gillen, Robert J. (2008), Electrical Engineer - B.S., Wright State University, 2001; M.S., 2005.
- Girouard, Ruth F. (2008), Associate Research Chemist - B.S., University of Dayton, 1982.
- Gold, Joshua K. (2009), Team Leader-Software Engineer - B.S., University of Cincinnati, 2002.
- Goodrich, Steven M. (1984), Research Engineer - B.S., University of Dayton, 1984; B.S.E.T., 2000.
- Graham, John L. (1980), Senior Research Engineer - B.S., University of Dayton, 1980; Ph.D., 2006.
- Grant, Dale W. (1973), Research Metallographer - B.A., University of Dayton, 1984.
- Grant, John T. (1978), Distinguished Research Physicist - B.S., University of New South Wales, 1964; Ph.D., 1969.
- Grazulis, Larry (1979), Group Leader-Senior Research Engineer - B.E.E., University of Dayton, 1984.
- Griffin, Charles W. (2002), Associate Research Field Support Specialist.
- Groenewegen, Jon-Russell J. (2011), Associate Engine Test Cell Engineer - B.S., University of Dayton, 2009; M.S., 2011.



- Gulians, Elena A. (2003), Group Leader-Senior Research Engineer - B.S., Moscow Power Engineering Institute, 1991; M.S., 1993; Ph.D., State University of New York at Buffalo, 2000.
- Gunasekera, Thusitha S. (2011), Research Microbiologist - Ph.D., Lancaster University, 1996.
- Gunderson, Stephen L. (1976), Research Materials Scientist - B.S., University of Dayton, 1988; M.A., 1997.
- Han, Ken (2005), Senior Composites Engineer - B.S., Beijing University of Chemical Technology, 1975; M.S., 1982; M.S., Ohio State University, 1991; Ph.D., 1994.
- Hanchak, Michael S. (2011), Research Engineer - B.S., University of Dayton, 1998; M.S., 2000; Ph.D., 2009.
- Hansen, Douglas C. (2004), Group Leader-Senior Research Scientist - B.S., Richard Stockton State College, 1982; M.S., University of Delaware, 1989; Ph.D., 1993.
- Hardy, Gloria J. (1974), Associate Business Process Analyst - B.S., University of Dayton, 1998.
- Harris, Bryan W. (2004), Research Engineer - B.S., Ohio State University, 2002.
- Hayes, Scott A. (2013), Group Leader-Senior Research Coatings Scientist - B.S., Lyon College, 1996; Ph.D., University of Missouri-Rolla, 2005.
- Held, Thomas W. (1981), Senior Research Engineer - B.S., Michigan State University, 1977; M.S., University of Cincinnati, 1979; M.S., 1980.
- Hill, Susan I. (1995), Acting Group Leader-Senior Research Engineer - B.S., University of Dayton, 1979; M.S., Case Western Reserve University, 1982.
- Hoffman, Rebecca M. (2011), Senior Research Engineer - B.S., University of Dayton, 1992; M.S., Ohio State University, 1995; Ph.D., 2000.
- Hoffman, Ronald J. (1993), Senior Research Physicist - B.S., Southern Illinois University, 1973; M.S., 1975.
- Holley, Katherine M. (2000), Research Materials Engineer - B.S., University of Dayton, 1981.
- Hoos, Kevin H. (2010), Associate Research Engineer/Scientist - B.S., Wright State University, 2010.
- Hoppe, Wally C. (1997), Group Leader-Senior Research Engineer - B.S., University of Michigan, 1979; M.S., 1981.
- Hu, Jianjun (2006), Senior Research Physicist - B.S., Peking University, 1986; Ph.D., Chinese Academy of Sciences, 1991.
- Huff, George D. (2002), Research Engineer - B.S., Trinity University, 2001; M.S., 2002.
- Humeniuk, David P. (2012), Software Engineer - B.S., University of Cincinnati, 2005.
- Hurtubise, David W. (2013), Research Engineer - B.S., General Motors Institute, 1986.
- Hurwitz, Myles M. (2005), Distinguished Research Scientist - B.S., Boston University, 1966; M.S., University of Maryland, 1971.
- Hutson, Alisha L. (1995), Senior Research Engineer - B.S., Wright State University, 1995; M.S., University of Dayton, 2000.
- Hytla, Patrick C. (2008), Image Processing Engineer - B.S., University of Dayton, 2005; M.S., 2007.
- Iarve, Endel V. (1995), Group Leader-Distinguished Research Engineer - B.S., Latvian State University, 1978; M.S., 1983; Ph.D., Leningrad University, 1989.
- Imwalle, Hondo L. (2013), Software Scrum Master - B.S., University of Dayton, 1991; M.S., 1992.
- Jacobs, Nick J. (2002), Senior Research Engineer - B.S., University of Dayton, 2002; M.S., 2005.
- Jageman, Rebecca F. (2005), Business Systems Analyst - B.S., Ohio State University, 1998; M.S., 2004.
- Jespersen, Michael L. (2011), Research Chemist - B.S., University of Wyoming, 2011; Ph.D., University of Oregon, 2008.
- Jiang, Hua (2011), Associate Research Engineer - B.S., University of Science and Technology Beijing, 1985; M.S., University of Dayton, 2005; Ph.D., 2011.
- John, Peter J. (1988), Group Leader-Senior Research Physicist - B.S., University of Dayton, 1982; M.S., University of Illinois, 1984; Ph.D., 1988.
- Johnson, Douglas J. (2011), Associate Research Engineer - B.S., Kent State University, 2006; M.S., University of Dayton, 2010.
- Jones, Todd R. (2003), Research Engineer - B.S., Virginia Polytechnic Institute and State University, 2003.
- Joseph, Christopher A. (2001), Senior Coatings Research Scientist - B.S., University of Dayton, 1983; M.S., Northern Illinois University, 1992.
- Kahandawala, K A Moshan (2005), Acting Group Leader-Research Engineer - B.S., Kyiv International University of Civil Aviation, 1998; M.S., 1999; M.S., Embry-Riddle Aeronautical University, 2000; Ph.D., University of Dayton, 2004.
- Kasten, Linda S. (1996), Research Scientist - B.S., Wright State University, 1984; M.S., University of Dayton, 2002.
- Kauffman, Robert E. (1979), Group Leader-Distinguished Research Chemist - B.S., Bowling Green State University, 1976; M.S., Ohio State University, 1978.
- Kerschner, Thomas E. (2010), Research Materials Scientist - B.S., Wright State University, 1977.
- Kessler, Donald J. (2010), Senior Scientist-Autonomous Navigation - B.S., United States Air Force Academy, 1982; M.S., Wright State University, 2005; Ph.D., 2005.
- King, Robert D. (1991), Senior Research Engineer - B.S., University of Dayton, 1996.
- Klawon, Kevin T. (2008), Group Leader Image Processing Engineer.
- Klingshirn, Christopher D. (2006), Research Engineer - B.S., Wright State University, 2001; M.S., 2004.
- Klosterman, Donald A. (2002), Senior Polymer Engineer - B.S., University of Dayton, 1989; M.S., 1991; Ph.D., 1994.
- Ko, Ray T. (2000), Research Engineer - B.S., National Cheng-Hsing University, 1978; M.S., Ohio State University, 1983; Ph.D., 1993.
- Kordik, Andrew M. (2009), Associate Image Processing Engineer - B.S., University of Dayton, 2010.
- Kramb, Victoria A. (1999), Senior Research Engineer - B.A., Thomas More College, 1980; M.S., Northwestern University, 1983; Ph.D., University of Dayton, 1999.
- Kramer, Daniel P. (2004), Distinguished Research Engineer - B.S., Rutgers University, 1974; M.S., Massachusetts Institute of Technology, 1976; M.S., Rutgers University, 1979; Ph.D., 1979.
- Kramer, Jeffrey P. (2011), Associate Research Analyst - B.A., Indiana University, 2009; M.S., Pennsylvania State University, 2011.
- Krishnan, Anupriya (2009), Associate Research Engineer - B.S., University of Madras, 2004; M.S., University of Dayton, 2006; M.S., 2008.
- Kumar, Binod (1980), Group Leader-Distinguished Research Engineer - B.S., Rajendra College, 1962; B.S., Banaras Hindu University, 1967; M.S., Pennsylvania State University, 1973; Ph.D., 1976.
- Kumar, Jitendra (2007), Research Chemist - B.S., T. M. Bhagalpur University, 1996; M.S., 1999; Ph.D., University of Delhi, 2007.
- Landis, Gerald R. (1988), Research Engineer - B.S., Wright State University, 1993.
- Lanese, Paul A. (2011), Business Systems Analyst - B.S., Wright State University, 1992; B.S., 1995.
- Lauwers, William G. (2013), Research Engineer - B.S., Worcester Polytechnic Institute, 2009.
- Lawson, Jacob W. (2004), Research Engineer - B.S., Wright State University, 2002.

- Leland, John E. (2000), Director, Research Institute & Associate Vice President of Research - B.S.M.E., University of Akron, 1986; M.S.M.E., University of Dayton, 1989; Ph.D., University of Kentucky, 1994.
- Leontsev, Serhiy O. (2011), Associate Research Scientist - B.S., Cherkasy State University, 2002; M.S., University of Kentucky, 2005; Ph.D., 2011.
- Li, Lingchuan (2004), Research Engineer - B.S., University of Science and Technology Beijing, 1987; M.S., 1989; Ph.D., 1994.
- Little, Brian K. (2012), Research Chemist - B.S., Valdosta State University, 2000; M.B.A., Georgia Southern University, 2004; Ph.D., Auburn University, 2011.
- Makote, Rajendra D. (2001), Research Scientist - M.S., Shivaji University, 1989; Ph.D., Indian Institute of Technology, 1996.
- Marcucci, Nicholas J. (2010), Team Leader-Software Engineer - B.S., University of Dayton, 2010.
- Marks, Christopher R. (2010), Research Engineer - B.S., Michigan State University, 2001; M.S., Wright State University, 2006.
- Marrara, Thaddeus A. (2007), Image Processing Engineer - B.S., West Virginia University, 1998; B.S., 1998.
- Martin, Gary E. (2007), Senior Research Engineer - B.S., Ohio University, 1971; M.S., University of Dayton, 1979.
- Martin, Richard W. (1976), Research Engineer - B.S., Ohio University, 1970; B.B.A., 1972.
- Martinez, Liliana A. (2009), Biofuel Lab Manager/Engineer - B.S., Pontificia Universidad Javeriana, 2001; M.S., University of Puerto Rico, 2008.
- McCabe, Michael V. (1993), Vice President for Research and Executive Director, Research Institute - B.S., Capital University, 1971; M.S., University of Cincinnati, 1973; Ph.D., 1976; M.B.A., 1980.
- McCray, Daniel B. (1977), Senior Research Materials Engineer - B.S., Wright State University, 1995; M.S., University of Dayton, 1997.
- McGuinness, Christopher D. (2009), Associate Image Processing Engineer - B.S., University of Dayton, 2009.
- McInturff, Angela M. (2012), Associate Research IT Professional - B.S., University of Dayton, 2000.
- McNichols, John M. (2012), Associate Digital Systems Engineer - B.S., University of Dayton, 2010; M.S., 2012.
- Meckstroth, Christopher M. (2010), Senior Research Engineer - B.S., University of Cincinnati, 2007; M.S., 2010.
- Miller, Barbara A. (2006), Research Scientist - B.S., Wright State University, 2001; M.S., Clemson University, 2006.
- Mooney, Thomas J. (2008), Research Engineer - B.S., State University of New York at Buffalo, 1986.
- Morgan, Alexander B. (2005), Group Leader-Distinguished Research Scientist - B.S., Virginia Military Institute, 1994; Ph.D., University of South Carolina, 1998.
- Morton, Scott A. (2009), Senior Research Engineer - B.S., Parks College of St. Louis University, 1985; M.S., Air Force Institute of Technology, 1989; Ph.D., 1996.
- Mueller, Susan S. (2006), Research Biologist - B.S., Wright State University, 1987.
- Murray, Paul T. (1982), Senior Research Chemist - B.S., University of Cincinnati, 1974; Ph.D., University of North Carolina, 1979.
- Nguyen, Hung M. (2000), Associate Research Information Technology Professional - B.S., Michigan State University, 1996.
- Nguyen, Monica A. (2012), Cognitive Research Coordinator - B.S., Arizona State University, 2010.
- Northenor, Christopher B. (2013), Research Engineer - B.S., Mercer University, 2006; M.S., 2012.
- O'Connor, Michael P. (2008), Group Leader-Senior Image Processing Engineer - B.S., University of Dayton, 1993.
- Olding, Robert B. (2001), Senior Research Systems Engineer - B.E.E., University of Dayton, 1977; M.C.S., 1985.
- Olson, Steven E. (1992), Senior Research Engineer - B.S., University of Dayton, 1991; M.S., 1993; Ph.D., 2001.
- Patton, Steven T. (1999), Acting Group Leader-Senior Research Scientist - B.A., Wittenberg University, 1988; M.S., Ohio State University, 1994; Ph.D., 1998.
- Pfeiffer, Phillip E. (2010), Software Engineer - B.S., University of Dayton, 2006; M.S., 2011.
- Phelps, Andrew W. (1990), Senior Research Scientist - B.S., Pennsylvania State University, 1983; M.S., 1987; Ph.D., 1990.
- Phillips, Peter L. (2008), Research Engineer - B.S., University of Dayton, 2008.
- Pierce, Jennifer L. (1998), Senior Research Materials Engineer - B.S., Wright State University, 1995; M.S., 1998.
- Pike, Megan N. (2011), Associate Research Engineer - B.S., University of Dayton, 2009.
- Pinnell, William B. (1988), Acting Group Leader-Senior Failure Analysis Engineer - B.S., University of Dayton, 1988.
- Poormon, Kevin L. (1987), Group Leader-Senior Research Engineer - B.S., University of Dayton, 1987; M.S., 1988.
- Porter, William J., III (1990), Senior Research Engineer - B.A., Miami University, 1988; M.S., University of Dayton, 1990.
- Powar, Nilesh U. (2003), Research Software Engineer - B.S., Bombay University, 1999; M.S., Wright State University, 2002.
- Rafferty, Daniel P. (2008), Sensor Researcher - B.S., Pennsylvania State University, 2000.
- Ratermann, Philip A. (2012), Distinguished Business Developer - B.S., University of Dayton, 1983.
- Reinert, James D. (2011), Associate Research Engineer - B.S., University of Dayton, 2010.
- Rice, Brian Patrick (1986), Division Head-Multiscale Composites and Polymers - B.S., Ohio State University, 1986; M.S., University of Dayton, 1990.
- Riggin, Kelly R. (2012), Software Team Leader - B.S., Purdue University, 1985.
- Roach, Kevin P. (1993), Senior Research Engineer - B.S., University of Maryland, 1988.
- Ruschau, John J. (1974), Division Head-Structural Integrity - B.S., University of Dayton, 1973; M.S., 1979.
- Safriet, Sirina (2005), Research Scientist - B.S., King Mongkut's Institute of Technology, 1991; M.S., University of Akron, 1995; Ph.D., 1999.
- Saliba, Susan S. (1986), Division Head-Nonstructural Materials - B.S., Auburn University, 1984; M.S., University of Dayton, 1986.
- Samios, John E. (2012), Systems/Security/Network Engineer - B.S., University of Pittsburgh, 1985; M.S., University of Dayton, 1990.
- Sathish, Shamachary (1996), Group Leader-Distinguished Research Engineer - B.S., Yuvaraja College, 1974; M.S., University of Mysore, 1976; Ph.D., 1984.
- Schehl, Norman D. (1993), Research Engineer - B.S., University of Dayton, 1991; M.S., 1993.
- Schindelholz, Joseph F. (2007), Senior Program Manager - B.S., University of Wisconsin, 1969; M.S., Webster University, 1987.
- Schultek, Brian R. (2011), Associate Computer Engineer - B.S., University of Dayton, 2007.
- Scott, Ollie L. (1986), Research Engineer - B.S., Wilberforce University, 1982; M.S., University of Dayton, 1997.
- Scudder, Richard P. (2009), Director, Center for UAS Exploitation - B.S., University of Bridgeport, 1981; M.S. Naval War College, 2002.
- Sebastian, James R. (1995), Research Engineer - B.M.E., B.E.E., University of Dayton, 1995; M.S., 1998.

- Shafer, Linda M. (2002), Senior Research Chemist - B.S., University of Akron, 1986.
- Shaffer, Daniel A. (2012), Associate Image Processing Engineer - B.S., Cedarville University, 2011.
- Shen, Yuhui (2009), Senior Research Scientist - B.S., Dalian University of Technology, 1985; M.S., 1988.
- Shin, Eunsung (2004), Research Engineer - B.S., Hallym University, 1990; M.S., 1997; Ph.D., University of Dayton, 2004.
- Sidhu, Sukhjinder S. (1992), Division Head-Energy Technologies and Materials - B.S., Osmania University, 1987; M.S., University of Illinois, 1991; Ph.D., 1992.
- Sihn, Sangwook (1999), Senior Research Engineer - B.A., Seoul National University, 1990; M.S., Stanford University, 1992; Ph.D., 1997.
- Simone, Kenneth C. (2008), Digital Systems Engineer - B.S., Southern Illinois University, 1982.
- Smith, Francis R. (2005), Senior Research Engineer - B.S., Syracuse University, 1982; M.S., Air Force Institute of Technology, 1988.
- Smith, Howard E. (2002), Senior Research Scientist - B.S., DePauw University, 1980; M.S., Cornell University, 1982; Ph.D., 1986.
- Stacy, Bradley M. (2012), Associate Composite Research Engineer - B.S., University of Dayton, 2011; M.S., 2012.
- Stipp, Ryan A. (2008), Associate Image Processing Engineer - B.S., Ohio State University, 2008.
- Stonecash, T. Jared (2005), Acting Group Leader-Composites Research Engineer - B.S., University of Dayton, 2003; M.S., 2005.
- Stouffer, Scott D. (1996), Senior Research Engineer - B.S., Virginia Polytechnic Institute and State University, 1985; M.S., 1989; Ph.D., 1995.
- Striebich, Richard C. (1986), Senior Research Engineer - B.S., University of Notre Dame, 1982; M.S., University of Dayton, 1993.
- Strunks, Gregory A. (2007), Senior Research Engineer - B.S., University of Dayton, 1988; M.S., 1990; M.S., State University of New York at Albany, 2002.
- Sundlie, Paul O. (2012), Associate Image Processing Engineer - B.S., University of Dayton, 2010.
- Szumlowicz, Frank (1978), Group Leader-Distinguished Research Physicist - B.S., Case Western Reserve University, 1971; M.S., 1973; Ph.D., 1976.
- Tandon, Gyaneswar P. (1999), Group Leader-Distinguished Research Scientist - B.T., Indian Institute of Technology, 1981; M.S., Rutgers University, 1984; M.Phil., 1985; Ph.D., 1986.
- Taylor, Kerry D. (2010), Aerospace Hub Development Director - B.S., University of Kentucky, 1980; B.S., University of South Florida, 1984; M.A., Central Michigan University, 1987; M.S., 1999.
- Taylor, Philip H. (1985), Group Leader-Distinguished Research Scientist - B.S., Oneonta State College, 1980; Ph.D., Pennsylvania State University, 1984.
- Thomas, David K. (2009), Research Engineer - B.S., University of Dayton, 1976; M.S., Marshall University, 1988.
- Thomas, Evan L. (2009), Materials Scientist - B.S., Southern University & A&M College, 2002; Ph.D., Louisiana State University, 2006.
- Thomas, Ronald L. (1999), Internet/Programmer Analyst.
- Tienda, Kevin A. (2011), Associate Research Engineer - B.S., Wright State University, 2010.
- Toth, Douglas K. (1990), Research Lubricants Engineer - B.S., Southern Methodist University, 1987; M.S., Case Western Reserve University, 1989.
- Tsao, Bang-Hung (1999), Group Leader-Distinguished Materials Research Scientist - B.S., National Cheng Kung University, 1980; M.S., Arizona State University, 1986; Ph.D., 1989.
- Tsao, Victor (2009), Associate Research Software Engineer - B.S., University of Dayton, 2008.
- Turri, William F. (2007), Group Leader-Image Processing Engineer - B.S., University of Dayton, 2000; M.S., 2002.
- Vangness, Marlin D. (1985), Senior Research Physicist - B.S., North Dakota State University, 1985.
- Vehorn, Keith A. (2011), Associate Structural Analyst - B.S., Wright State University, 2011.
- Velker, Michael R. (2012), Associate Software Engineer - B.S., University of Dayton, 2012.
- Vicen, Nicholas P. (2007), Associate Image/Signal Processing Engineer - B.S., University of Dayton, 2005; M.S., 2007.
- Voevodin, Natalia N. (1999), Senior Research Scientist - B.S., Tula Polytechnical Institute, 1985; M.S., 1986; Ph.D., University of Dayton, 2002.
- Vukelich, Sharon I. (2003), Group Leader-Distinguished Research Engineer - B.S., Michigan State University, 1974; M.S., University of Cincinnati, 1980.
- Walker, David M. (2009), Digital Systems Engineer - B.S., Wright State University, 2002; M.S., 2004.
- Walters, Larrell B. (2003), Division Head-Sensor Systems - B.S., Bowling Green State University, 1978; M.S., Kent State University, 1985.
- Walters, Molly R. (2011), Research Engineer - B.S., University of Dayton, 2003.
- Warm, Joel S. (2013), Distinguished Research Cognitive Psychologist - B.S., City College of the City University of New York, 1956; M.S., 1958; Ph.D., University of Alabama, 1966.
- Webber, Frederick C. (2011), Associate Programming Engineer - B.S., Rose-Hulman Institute of Technology, 2007; M.S., Air Force Institute of Technology, 2009.
- West, Zachary J. (2004), Research Engineer - B.S., Tri-State University, 2001; M.S., University of Dayton, 2004.
- Whiting, Christofer E. (2011), Research Scientist - B.S., University of Minnesota, 1999; Ph.D., 2007.
- Wicks, Michael C. (2011), Distinguished Researcher-RF Technology - B.S.E.E., Rensselaer Polytechnic Institute, 1981; M.S.E.E., Syracuse University, 1985; Ph.D., 1995; M.A., 2000.
- Williams, Theodore F. (1990), Group Leader-Senior Research Engineer - B.S., University of Dayton, 1982.
- Wolf, James D. (1979), Group Leader-Senior Research Materials Scientist - B.S., University of Dayton, 1979; M.S., 1982.
- Workman, John M. (2010), Senior Research Materials Scientist - B.S., Miami University, 1971; M.S., University of Cincinnati, 1985; Ph.D., 1987; M.A., Wright State University, 1995.
- Yamada, Takahiro (1999), Senior Research Chemist - B.S., University of Osaka, 1985; M.S., 1987; M.S., University of New Haven, 1994; Ph.D., New Jersey Institute of Technology, 1999.
- Yoon, Yuhchae (2006), Research Scientist - B.S., Yonsei University, 1996; M.S., 1998; M.S., Ohio State University, 2002; Ph.D., 2004.
- Zabarnick, Steven S. (1988), Group Leader-Distinguished Research Chemist - B.S., State University of New York at Binghamton, 1980; Ph.D., Pennsylvania State University, 1984.
- Zhang, Qihong (2011), Materials Scientist - B.S., Hebei Institute of Technology, 1983; M.S., 1991; Ph.D., University of Dayton, 2010.
- Zhou, Eric Guangming (2005), Research Engineer - B.S., China Textile University, 1986; M.S., Kansas State University, 1999.

## Financial Information- Undergraduate

A University of Dayton education is a lifetime investment, appreciating over the course of time. It's also an excellent value, and more than 90 percent of undergraduates receive financial assistance. Find out how

more than 7,300 undergraduate students are making their UD dream a reality.

## Academic Scholarships for First-Year Students

Merit based scholarships have been established to recognize academic achievement for our incoming first-year students. Applicants receive consideration for these scholarships based on the following:

- high school academic performance
- SAT or ACT scores
- demonstrated service to school, community and church
- proven leadership ability
- citizenship

Awards begin at \$1,000, and each scholarship is renewable for eight undergraduate terms. To remain eligible for these scholarships, recipients must maintain the required minimum cumulative grade point average, be enrolled full time (minimum of 12 credit hours), participate in University-sponsored extracurricular activities and serve as a responsible member of the university community.

Application Procedure:

1. Apply for admission to the University of Dayton by December 15th of your senior year in high school. Apply online at the University homepage.
2. Take the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT) no later than December. Indicate that your scores are to be sent to the University of Dayton.

Please refer to our website (<https://www.udayton.edu/apply/undergraduate/affordability.php>) for additional information.

## Academic Scholarships for Returning Students

Students in full-time attendance who have completed at least 12 semester hours on campus at the University of Dayton will be considered for additional scholarships. Recipients are selected on the basis of academic accomplishments, leadership, financial need and demonstrated service to the University. These scholarships are gifts to the University of Dayton, from alumni, families, corporations and foundations. The scholarships are awarded for a period of one academic year and generally range from \$500 to \$3,000.

Please access additional information about scholarships on our website ([catalog.udayton.edu/undergraduate/generalinformation/financialinformation/academicscholarshipsforreturningstudents/%20https://www.udayton.edu/flyersfirst/financialaid/undergrad/types\\_of\\_aid/scholarships.php](https://catalog.udayton.edu/undergraduate/generalinformation/financialinformation/academicscholarshipsforreturningstudents/%20https://www.udayton.edu/flyersfirst/financialaid/undergrad/types_of_aid/scholarships.php)).

## Additional Opportunities

### Veteran Benefits

Students who enlisted in the military as Active Duty or as Selected Reserve Status may qualify for the Montgomery G.I. Bill benefits. Students of a parent who is/was a military veteran may qualify for Educational Assistance Benefits.

### Vocational Rehabilitation

State vocational rehabilitation agencies arrange the training of disabled persons for gainful employment. Requests for information on rehabilitation services should be directed to the State Director, Vocational Rehabilitation Agency.

### U.S. Army Reserve Officers Training Corps (ROTC)

Army ROTC has a number of scholarships available, affording students the opportunity to defray a majority of the costs of attending a prestigious school such as the University of Dayton. High school students compete for three- and four-year scholarships. These scholarships currently are valued at full-tuition, plus University incentive grants. Two- and three-year scholarships may be available once a student is enrolled at the University. Currently, these scholarships will pay tuition. In addition, students receive an allowance of \$3,000 to \$5,000 each school year the scholarship is in effect.

### U.S. Air Force Reserve Officers Training Corps (AFROTC)

The Air Force Reserve Officers Training Corps (AFROTC) program is offered in cooperation with Wright State University by the Department of Aerospace Studies. All students who complete the General Military Course (first and sophomore years) may have the opportunity to enroll in the advanced Professional Military Course (junior and senior years), leading to a commission in the United States Air Force upon graduation. There are opportunities throughout the program to compete for scholarships and stipend money. Refer to the Air Force Reserve Officers Training Corps (AFROTC).

### Ohio Safety Officers Memorial Fund

- NOT based on financial need
- Available to children of Ohio Peace Officers or Ohio Firefighters killed in the line of duty
- Apply by contacting the Ohio Board of Regents

Please refer to our website ([https://www.udayton.edu/flyersfirst/veterans/begin\\_here.php](https://www.udayton.edu/flyersfirst/veterans/begin_here.php)) for additional information.

## Cancellation and Refunds

If registration is cancelled before the first day of classes, full tuition refunds will be made with the exception of the admission deposit. Housing refunds will be made in accordance with the terms of the "Student Housing Contract".

Cancellations will be allowed only after the completion of proper drop/add procedures. Students who do not attend classes and do not officially complete withdrawal procedures during the cancellation period will be responsible for the full amount of the applicable tuition and charges.

Detailed housing cancellation information can be found at the Housing and Residence Life website at [housing.udayton.edu](https://housing.udayton.edu).

During the four-week cancellation period for the first and second terms, tuition credits will be given according to the following schedule:

- During first week of classes 80%
- During second week of classes 60%
- During third week of classes 40%
- During fourth week of classes 25%
- During or after fifth week of classes 0%

(The 1st week starts on the first day of a term; the 2nd week begins 7 days later, etc.)



During the two-week cancellation period for each six-week session of the split third term, tuition credits will be given according to the following schedule:

- During first week of classes 65%
- During second week of classes 30%
- During or after third week of classes 0%

Cancellations for a full third term course have a four-week cancellation period and will be on the same schedule as cancellations for the first and second terms.

Financial adjustments for tuition are based on the date the drop (withdrawal) form is finalized in registration.

Financial adjustments for housing (please refer to your housing contract) are based on the date of checkout from housing, if applicable.

Special rules may apply for students who withdraw and who received Title IV funds. Please contact the Office of Financial Aid if additional information is needed.

All tuition refund requests and appeals must be in writing and directed to Beth Gloekler, Director of Student Accounts.

Students suspended/dismissed from the University or from University residence facilities as a result of disciplinary action are not eligible for any refund of tuition, room or board charges under the University's Cancellation and Refund policy. Exceptions to this position will be made to comply with refund requirements of federal financial aid programs.

## Dining Services

The University of Dayton Dining Services operates two full-service a la carte student dining facilities located in Kennedy Union and Marycrest Complex, and two restaurants, Passports and The Grainary, located in the V.W. Kettering Residence Hall. The Brown St. Bistro, located in Fitz Hall, offers made to order sandwiches and salads, The Emporium, a mini grocery store with a full service deli, is located in the Marianist Residence Hall, and Stuart's Landing, a convenience store, is located in Stuart Hall Complex. Dining Services also operates The Galley, a pretzel/ ice cream/ gourmet coffee shop located in Kennedy Union, and The Chill, a juice bar with healthy snack options, located in The RecPlex. All students living in Marycrest, Stuart, Founders, Marianist and Virginia Kettering Residence Halls are required to purchase a meal plan. Meal plan options are as follows:

- Standard Plan – This structured meal plan has a spending allowance associated with it during specific meal periods. If you don't spend the entire allowance for that meal, you lose it. This plan starts with breakfast the first day of classes.

Note: Only one block of funds may be used during each meal period. For example, two blocks may not be used during the lunch meal period on the same day.

- The Flexible Plan- This is a debit style meal plan and provides complete flexibility, with no specific meal periods and no spending allowances.

Note: There are no refunds on debit plan balances however, 100% of balances remaining at the end of fall semester will roll over to the spring semester. Plan participation charge applies.

All students living in residence halls must have one of the following:

- Standard Plan (3 blocks per day, 7 days) \$2,440.00/ semester
- Flexible Plan (debit account) \$2,440.00/ semester

For complete information on meal plans, please visit website (<http://dining.udayton.edu>).

When a student does not choose a meal plan the default plan is the Flexible Plan.

Non-resident students may purchase a Neighborhood meal plan (debit account).

## Employment

All University of Dayton students can apply for employment opportunities on campus as long as enrollment requirements ([https://www.udayton.edu/careerservices/studentemployment/students/enrollment\\_requirements.php](https://www.udayton.edu/careerservices/studentemployment/students/enrollment_requirements.php)) are met. Positions are available in many departments and the hourly rate is based on experience and job description.

Federal Work Study (FWS) is awarded to undergraduates who demonstrate financial need based on FAFSA results. Any on-campus position (except those at the Research Institute) is eligible to be set up as FWS. FWS Community Partner positions are also available off-campus. This unique opportunity allows FWS eligible students to work off-campus with local organizations to improve the quality of life for members of the Dayton community.

Federal Work-Study and University-Funded student employees may work up to 20 hours per week during the school term and will receive payroll checks semi-monthly through direct deposit for their services. Students interested in pursuing opportunities in either of these programs should apply online at Hire a Flyer (<http://hireaflyer.udayton.edu>).

## Expenses

Tuition for full-time students during the 2015-16 academic year (fall and spring terms) will total about \$39,090. Room and board on campus for this period would be approximately \$12,790 based on double room occupancy, Flexible Meal Plan, and a Flyer Express account for weekends. Books and supplies will cost approximately \$500.00 each term. In addition, the student will need funds to satisfy personal expenses and extra meals on the weekends.

Expenses for commuting students will include tuition and miscellaneous living costs. Transportation to and from the University as well as meals should be considered in the budget.

## Financial Aid Policy

The University of Dayton realizes that many students need assistance financing their college education. Financial aid is available in the form of nonrepayable grants, scholarships, student loans and part-time employment. Parent loans and monthly payment plans are also available. Priority is given to our full-time, degree-seeking students.

Students seeking financial assistance must complete the Free Application for Federal Student Aid (FAFSA) annually. Developed by the U.S. Department of Education, the FAFSA is used to determine the family's financial need after careful review of income, assets and other household information. Eligibility for need-based federal, state and university-sponsored aid is determined by comparing the total cost of attending UD with a family's available resources, as determined by the FAFSA.

The FAFSA should be submitted electronically each year ([www.fafsa.gov](http://www.fafsa.gov)) by March 1 for incoming first year or transfer undergraduate students. Currently enrolled undergraduate and graduate students should file the FAFSA by April 15 each year to ensure that the University of Dayton

receives the results by the priority deadline date of May 1. UD's federal code is 003127.

In order to submit the FAFSA electronically, the applicant (student) and at least one parent (if deemed a dependent student by FAFSA definition) must possess a federal student id. To apply for an FSA ID, the appropriate parties should visit [studentloans.gov](http://studentloans.gov). Students are encouraged to call the Admission/ Financial Aid Office as an incoming student or the Flyers First Office as a currently enrolled undergraduate or graduate student if they have questions regarding financial aid.

In addition, the Higher Education Act (HEA) of 1965, as amended, requires institutions that receive and disburse Federal Title IV aid to develop and enforce, annually, their standards of satisfactory academic progress (SAP). These requirements encourage students to successfully complete courses for which financial aid is received and to progress satisfactorily toward degree completion.

The University of Dayton also uses these same standards for the renewal of other University and state funds. The Office of Financial Aid will review your progress in May of each year to verify your eligibility for aid for the next academic year. We recommend you review the 'Satisfactory Academic Progress' guidelines for undergraduate students: [https://www.udayton.edu/flyersfirst/financialaid/resources/sap\\_ug.php](https://www.udayton.edu/flyersfirst/financialaid/resources/sap_ug.php)

Please visit our website for additional information: <https://www.udayton.edu/flyersfirst/financialaid/>

## General Policy

The tuition and charges of the University are set at the minimum permissible for financially responsible operation, and, in general, these charges are less than the actual costs incurred. Gifts and grants received through the generosity of industry, friends and alumni help to bridge the difference between income and costs. The trustees of the University reserve the right to change the regulations concerning the adjustment of tuition and charges at any time the need arises and to make whatever changes in the curricula they may deem advisable.

Tuition, charges, room and board are to be paid in full before the term begins or in accordance with payment terms for the fall and spring semesters. Late registration charges are assessed when scheduling and registration are completed after the start of the term.

All checks should be made payable to the UNIVERSITY OF DAYTON. The student's name and student identification number should be shown on the face of each check to insure proper credit.

An assessment of \$25.00 + 1% of the check amount will be made for payment of tuition and charges by a bad check or for any other returned check from any area at the University. This assessment is made each time a check is dishonored.

Registration for a new term, transcripts of credit, and honors of graduation may be permitted only for students whose financial University records are clear.

## Grants

### Federal Pell Grant

The Pell Grant Program makes funds available to eligible undergraduate students who demonstrate high financial need as determined by the U.S. Department of Education. Apply by completing the Free Application for Federal Student Aid (FAFSA) annually.

### Federal Supplemental Educational Opportunity Grants

These federally supported, university-administered grants are provided to undergraduate students who have high financial need as determined by our office with the FAFSA on an annual basis, students must meet the University's FAFSA priority filing date each year.

### Federal TEACH Grant

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program provides up to \$4,000 per year in grants for graduate and undergraduate students in specified majors who intend to teach full-time in high-need subject areas for at least four years at schools classified as serving low-income students. For more information, please visit our website: [https://www.udayton.edu/flyersfirst/financialaid/undergrad/types\\_of\\_aid/grants.php](https://www.udayton.edu/flyersfirst/financialaid/undergrad/types_of_aid/grants.php)

### State Grants

Depending on the availability of state funding, you may be eligible to receive grants from your state of residency. Currently we honor grants awarded to students from Delaware, Maryland, Ohio, Pennsylvania, Rhode Island and Vermont.

We recommend you contact your state's higher education agency to determine what grants your state may offer its residents and how to apply.

### University Need Based Grants

The University of Dayton offers nonrepayable grants to undergraduate students with demonstrated financial need. The University assumes that the student will also accept self-help aid in the form of loans and school-year employment. The Free Application for Federal Student Aid (FAFSA) is required annually for consideration and must be received by our priority deadline, March 1st for incoming first year and transfer students and May 1st for returning students.

## Loans

Students who seek financial aid should be willing to accept educational loans to meet a portion of their educational costs. Student loans are a valuable resource available to assist you in meeting the cost of education and allow you to defray tuition costs over a longer period of time — typically 10 years.

The first step in determining your eligibility for a federal student loan is to file the FAFSA. The programs outlined in this section have proven to be excellent resources for our families. Loans, however, are optional and may be declined.

The University of Dayton adheres to the U.S. Department of Education's Student Loan Code of Conduct: [https://www.udayton.edu/flyersfirst/financialaid/resources/student\\_loan\\_code\\_of\\_conduct.php](https://www.udayton.edu/flyersfirst/financialaid/resources/student_loan_code_of_conduct.php)

### Federal Direct Loans

Federal Direct Loans are made available to all students who file the Free Application for Federal Student Aid (FAFSA). The maximum loan is \$5,500 per year for the first year, \$6,500 for the second year and \$7,500 per year for the junior and senior years. Repayment begins six (6) months after the student graduates, leaves school or drops below half-time enrollment status. Repayment can be spread over a ten-year period. Based on the FAFSA, the student will qualify for an Unsubsidized Direct loan, Subsidized Direct loan, or a combination of both.

### Federal Perkins Loans

The Federal Perkins Loan is a federally-funded student loan, but individual schools determine eligibility requirements. Priority is given to dependent undergraduate students who demonstrate high financial

need (as determined by the Free Application for Federal Student-Aid). Repayment begins nine (9) months after the student graduates, leaves school or drops below half-time enrollment status.

### Federal Parent Loan for Undergraduate Students

The Federal Parent Loan for Undergraduate Students (PLUS) provides a source of financing to all families regardless of the family income. All credit-worthy parents of dependent undergraduate students may borrow up to the cost of education minus financial aid per academic year for each student attending an accredited college. Standard repayment begins within sixty days after the loan is fully disbursed, however, parents have the option to defer payments until their dependent student graduates. Repayment can be spread over a ten-year period. For more information please visit: [https://www.udayton.edu/flyersfirst/\\_resources/files/financial\\_aid/federal\\_direct\\_plus\\_loan.pdf](https://www.udayton.edu/flyersfirst/_resources/files/financial_aid/federal_direct_plus_loan.pdf)

### Federal Perkins Loans

The Federal Perkins Loan is a federally-funded student loan, but individual schools determine eligibility requirements. Priority is given to dependent undergraduate students who demonstrate high financial need (as determined by the Free Application for Federal Student-Aid). Repayment begins nine (9) months after the student graduates, leaves school or drops below half-time enrollment status.

### Private Alternative Educational Loans

Private Alternative Educational Loans are also available to help meet college expenses. The University of Dayton works closely with several lenders and their private loan programs, however, students are able to borrow from the lender of their choice. These private loan programs offer competitive interest rates, flexible repayment schedules and various co-signer requirements. If you are interested in a private alternative educational loan, please contact the Office of Financial Aid or visit our website at: [https://www.udayton.edu/flyersfirst/financialaid/undergrad/types\\_of\\_aid/loans.php](https://www.udayton.edu/flyersfirst/financialaid/undergrad/types_of_aid/loans.php)

## Other Scholarship Opportunities

### Federal scholarships

ROTC and Military Family Scholarships, as well as scholarships for active duty military, veterans and their families are also available.

AmeriCorps, administered by the Corporation for National and Community Service, allows people of all ages and backgrounds to earn educational awards in exchange for a year of community service.

### Ohio National Guard Scholarship

- NOT based on financial need
- Available to Ohio residents enlisted in the Ohio National Guard
- Apply by contacting your local National Guard recruiter or call 1-888-400-6484

### Ohio War Orphans Scholarship

- Available to children of deceased/disabled Ohio war veterans
- Apply by contacting the Ohio Board or Regents
- Deadline July 1

### Athletic Scholarships

Intercollegiate athletic scholarships are awarded each year to entering students. Contact the Department of Intercollegiate Athletics at (937) 229-2100 for additional information.

### Music Scholarships

Music scholarships are awarded on a competitive basis following auditions with the music faculty. Contact the Department of Music at (937) 229-3936 for additional information.

### Visual Arts Scholarships

Visual Arts Scholarships are awarded on a competitive basis. Entering students must submit a portfolio for consideration. A number of four-year scholarships are awarded to students who demonstrate outstanding promise in the visual arts and who plan to pursue a degree in this field. Contact the Department of Visual Arts at (937) 229-3237 for additional information.

### Additional Scholarships Administered by the University of Dayton

Through generous donations to the University from our alumni and friends, we are proud to assist our students with achieving their goals by awarding a variety of scholarships. The University will select students as nominees for scholarships offered by certain corporations, foundations, service organizations, alumni, families and other benefactors.

Please visit our website for additional information: [https://www.udayton.edu/flyersfirst/financialaid/undergrad/types\\_of\\_aid/scholarships.php](https://www.udayton.edu/flyersfirst/financialaid/undergrad/types_of_aid/scholarships.php)

## Payment Options

For those who prefer to budget annual school costs out of monthly income, the following options are available:

**Credit Cards** - Credit card payments for student account charges may be made online only. MasterCard, Visa, American Express, and Discover are accepted. A convenience charge will apply.

**UD Payment Plan** - The University of Dayton understands that sometimes you need some help managing your statement of account. That's why we offer The University of Dayton Payment Plan. The plan is a convenient, manageable payment solution that gives you the option to pay interest-free monthly installments. The plan is available for Undergraduate, Graduate and Doctoral students who are in good financial standing with the University. Students or their authorized user may enroll in the plan online. Features of the plan include:

- Four payments per semester (fall and spring)
- Enrollment charge of just \$50 per semester with no interest charges
- Payments begin July 22 for fall term and December 22 for spring term
- You can enroll in the plan, manage your account and make payments online 24 hours a day
- Paperless billing

For more information or to enroll, please visit [www.udayton.edu/studentaccounts](http://www.udayton.edu/studentaccounts). Our customer service representatives are available to assist you with questions at 1-800-229-7117

**Sponsored Students** - It is the responsibility of the student to provide their letter of financial guarantee to the Office of Student Accounts prior to the start of the term and make payment for any amount not covered by the sponsor.

Student accounts that are not paid in full prior to the start of the semester or enrolled in the UD Payment Plan are subject to a 1% interest charge on the unpaid balance each month.

The University of Dayton reserves the right to make changes to payment options at any time.

## Residence Life Policy

**UNIVERSITY HOUSING REQUIREMENT:** The University of Dayton has a requirement that each first- and second-year undergraduate domestic, international, conditionally admitted international student and international student enrolled in the Intensive English Program (classified by a student's start term at the University or high school graduation year, not by the number of credit hours) under 21 years of age, unmarried, and not living at parent's or legal guardian's permanent residence within 40 miles of the University is required to live in University housing. Any first- or second-year student requesting to commute must complete and notarize the form (<https://www.udayton.edu/studev/housing/housingoperations/forms.%20php>).

Each student applying for a University residence facility must complete an online residential living contract with Housing and Residence Life. The contract covers both the fall and spring terms of the academic year. Once a contract is signed, it may not be canceled without incurring substantial cost as long as the student is enrolled at the University.

Those students dropping all courses and checking out of housing during the first four weeks of school will be authorized refunds as stated under "Cancellations and Cancellation Charge".

All students living in housing facilities are required to observe all University regulations and specific regulations of each facility. Residents will be held responsible for any damages to the residential structure that are due to their own negligence, and will be billed for those damages at the time of discovery. Students will share responsibility with other residents of the structure for unidentified common area damages. Damage charges will be billed monthly when applicable. The same conditions shall also hold for any loss or damage to the University grounds, fixtures, furnishings, or other property provided by the University for use by the students.

Students may reside in their rooms, suites, apartments or houses without additional charge during Thanksgiving and Easter recesses. All University residences are closed during Semester and breaks.

## Room and Board, per term, Terms I and II August 2015 through May 2016

### Choices for First-Year Students

Description	Amount
Founders Hall	\$3655.00
Marianist Complex	\$3655.00
Marycrest Complex	\$3655.00
Stuart Complex	\$3655.00
Single Rooms in these residence halls	\$4275.00

### Choices for Second Year Students

Description	Amount
Irving Commons Apartments	\$3655.00
Virginia W. Kettering Suite Complex	\$3655.00
Campus South Apartments	\$3655.00
East Stewart Garden Apartments	\$3655.00

South Quad Garden Apartments	\$3655.00
819 Irving Avenue Apartments	\$3655.00

### Choices for Junior/Senior Students

Description	Amount
Lawnview Apartments	\$4275.00
ArtStreet Apartments	\$4275.00
Caldwell Apartments	\$4275.00
1132 Irving Avenue Apartments	\$4275.00
1806 Brown Street Apartments	\$4275.00
Traditional Houses in the Student Neighborhoods	\$4275.00
New/Renovated/Sorority Houses in the Student Neighborhoods	\$4455.00

### Choices for Graduate/Law School Students

Description	Amount
Plumwood Studio Apartments	\$4275.00
Plumwood Single Apartments	\$4455.00
University Place Studio/Double Apartments	\$4750.00
University Place Single Apartments	\$5100.00

## Tuition Reductions

### Tuition Remission/ Assistance for University of Dayton Full-time employees

Full-time benefit-eligible employees, spouses, and children, when admitted in accordance with University of Dayton admission standards, are eligible for tuition remission/assistance benefits. Eligible employees receive 100% remission for both graduate and undergraduate classes for themselves up to 18 credit hours per academic year, not to exceed 6 credit hours in each of the first and second semesters.

Spouses and children are eligible for undergraduate tuition assistance only based on years of benefit-eligible service. Please refer to the appropriate University of Dayton Benefit Handbook for the schedule of dependent tuition assistance.

### Senior Fellows

Students 60 years of age and over are eligible to apply through the College of Arts and Sciences at the University of Dayton for remission of tuition.

## Undergraduate Tuition and Charges

### Tuition Charges in Terms I and II

Full-time undergraduate student (12-18 semester hours), per term \$19,545  
 3/4-time undergraduate student (8-11 semester hours), per term \$14,659  
 Part-time undergraduate student (1-7 semester hours), per semester hour \$1,303  
 Audit course, per undergraduate semester hour \$652

### Tuition Charges in Term III

Tuition per semester hour \$1,303

### Other Charges

Late registration service charge 25.00 per week to a maximum of \$75.00



Credit by examination, per semester hour \$35.00

CLEP per credit hour \$35.00

Books and supplies variable

### Full-time and 3/4-time Students

A student with an academic schedule of at least 12 semester hours is considered a full-time student. A student with an academic schedule of 8-11 semester hours is considered a 3/4-time student. With this status and upon payment of tuition, the student is entitled to the benefits of the various activities and student services as available.

### Part-time Students

A student with an academic schedule of fewer than 8 semester hours is considered a part-time student.

### Special Students

Special students and non-matriculated students (continuing education) are subject to the various expenses outlined above for full-time, 3/4-time, or part-time students.

## Veterans Services Office

All departments at the University of Dayton have been approved by the State Approving Agency for Veterans' Training. Please contact the Flyers First Office of Veterans Services to inquire as to whether your major is listed among those approved by the State Approving Agency. The Flyers First Office of Veteran Services is located in St. Mary's Hall, room 411, and will assist in processing the necessary forms for educational benefits. A student who is receiving V.A. benefits is required to complete and sign all required forms, which can be obtained online. (<http://www.udayton.edu/flyersfirst/veterans/#2>) Students using veteran benefits must inform the Veteran Services Office of any changes made to major, enrollment and registration. Failure to follow this procedure may result in cancellation of benefits by the Department of Veterans Affairs. For the conditions for good academic standing, visit Academic Standing (p. 7). If a student on probation fails to acquire the required cumulative grade point average at the end of the next full-time term, the benefits from the V.A. may cease.

## Interdisciplinary and Special Areas- Undergraduate

In this section:

- Adult Degree Advancement Program (p. 53)
- Air Force Reserve Officers Training Corps (p. 53)
- Cooperative Education (p. 54)
- Core Programs (p. 54)
- Education Abroad (p. 54)
- Experiential Education Programs (p. 56)
- Fitz Center for Leadership in Community (p. 56)
- Information Technology Facilities and Services (p. 57)
- Institute for Pastoral Initiatives (p. 57)
- Interdisciplinary Studies (p. 60)
- Mini Courses (p. 68)
- Prelaw (p. 68)
- Reserve Officers Training Corps (p. 68)
- Special Programs and Continuing Education (p. 68)
- University Honors Program (p. 68)

## Adult Degree Advancement Program (ADAP)

Specifically designed for students 24 years of age and older who wish to attend college part-time, the University of Dayton Adult Degree Advancement Program (ADAP) allows for completion of the bachelor's degree at a pace that fits nicely with that lifestyle. Day and evening classes are available. Tuition for the ADAP students is very affordable, with cost per credit hour comparable to other adult degree programs.

ADAP students can select from one of six bachelor degree programs:

- Communication Management
- Psychology
- General Studies
- Engineering Technology
- ADA Didactic Program in Dietetics and Early Childhood Education

Information regarding Communication Management, Psychology, and General Studies can be obtained from the College of Arts and Sciences, 937-229-2604. Information regarding the Engineering Technology program can be obtained from the Department of Engineering Technology, 937-229-4216. Information regarding the School of Education and Health Sciences programs can be obtained from the Department of Teacher Education, 937-229-3372 or the Department of Health and Sport Science, 937-229-4203.

## Air Force Reserve Officers Training Corps (AFROTC)

As a University of Dayton (UD) student, you have the opportunity to become an Air Force officer through a cooperative agreement with Wright State University's (WSU) Department of Aerospace Studies. WSU is the home of Detachment 643 and the host site for local colleges and universities to provide the Air Force Reserve Officer Training Corps (ROTC) program to full-time students pursuing a baccalaureate degree. Although you'll register for ROTC through UD, all courses are typically taught at WSU.

The Air Force ROTC program is designed to produce Air Force officers who will be successful leaders and managers. All officers will be placed in positions of responsibility, facing challenging and rewarding career opportunities while using the most advanced technology in the world.

The Air Force ROTC program is organized in two portions: the General Military Course (GMC), typically taken during freshman and sophomore years, and the Professional Officer Course (POC), usually taken during junior and senior years or during the last two years prior to graduation. At a minimum, officers will need to complete the POC portion of the program.

- The GMC is a no-obligation introduction to the Air Force. The course covers the development and history of air power and the organization of the contemporary United States Air Force.
- The POC curriculum covers communicative skills, Air Force management and leadership, American defense policy, and regional world studies.

Although the program is open to all majors, selection to the POC is very competitive and depends on your performance. All Air Force ROTC students have the opportunity to apply for scholarships that pay partial or full tuition, books, and charges, plus a monthly stipend (stipend amount depends on your progress in the program). These scholarships are

available on a competitive basis to students who demonstrate academic and leadership potential. Scholarships with the greatest availability are in the areas of engineering, mathematics, computer science, and physics. High school students should apply for a scholarship no later than December 1st of their senior year. Apply at <http://www.afrotc.com/>. In-college students will apply for scholarships through their Air Force ROTC instructor. If you are a freshman or sophomore seeking a challenge or wish to give Air Force ROTC a trial run, sign up for the Aerospace Studies 121 course.

All other students should contact:

The Department of Aerospace Studies  
Wright State University  
Dayton, Ohio 45435  
Phone: 937-775-2730  
Email: [afrotc@wright.edu](mailto:afrotc@wright.edu)  
Website: <http://www.wright.edu/academics/prog/rotc/>  
or

The University of Dayton Admission Office  
Phone: 1-937-229-1000  
E-mail: [info@udayton.edu](mailto:info@udayton.edu)

## Cooperative Education (COP)

Cooperative education is an optional plan of full-time, on-campus study alternating with terms of full-time, off-campus paid work experience in industry, business or government. Among the expected benefits to the student are on-the-job experience, career identification, financial assistance and professional development. The work terms average seventeen weeks. Three full work terms are considered minimum for the program. Students are encouraged to begin their first co-op work experience after their third or fourth semester of academic study. Placement in a job is not guaranteed since it depends on the student's qualifications and on the availability of jobs.

### College of Arts and Sciences & School of Business Administration

Cooperative Education is open to all students in the College of Arts and Sciences and the School of Business Administration. These students may start the application process by making an appointment with a career services professional. Further information on the cooperative education program for arts, science, and business students may be obtained by contacting Career Services, University of Dayton, Dayton, OH 45469-2711; phone (937) 229-2045; website (<http://careers.udayton.edu>).

### School of Engineering

Qualifications for entering and remaining in cooperative education are (1) to be admitted to the University as a full-time undergraduate student with a minimum cumulative grade point average of 2.3; (2) to have a declared major in one of the academic departments in Engineering or Engineering Technology; (3) to maintain good academic standing as specified by the particular academic department; (4) to engage in full-time study and make progress toward the degree during each study term following each full-time work training term.

Incoming sophomore, junior level or transfer students interested in cooperative education should attend one of the seminars held in September and January of each year. After each Co-op New Student Seminar, such students may begin the process of entering the program, which includes registering through the Hire a Flyer network and having an initial interview with a member of the co-op staff. Those who start as first-year students at the University are eligible for placement after completing three terms of full-time study on campus. Transfer students, whether from

two-year or four-year institutions, must spend one full-time study term on campus after transferring before becoming eligible for the first work term.

Further information on the engineering cooperative education program may be obtained by contacting Cooperative Education, School of Engineering, University of Dayton, Dayton, OH 45469-0227; phone (937) 229-2335; website (<http://engineering.udayton.edu/careers/coop.asp>).

## Core Program

The University of Dayton's Core Program offers an innovative, interdisciplinary two and one-half year curriculum that stresses the connections between disciplines while at the same time fulfilling many of the University's Common Academic Program Requirements. These interdisciplinary courses – in the humanities, arts and social sciences – address a common theme, "Human Values in a Pluralistic Culture," and are carefully coordinated so that students experience the integrated character of the liberal arts. Extra-curricular speakers, arts events and other activities related to course content are an important part of the program.

The Core Program accepts 80-120 students each year from across all of the University's four undergraduate schools -- the College of Arts and Sciences, the School of Business Administration, the School of Education and Health Sciences, and the School of Engineering. All entering first-year students are invited to apply; students in some majors in the College of Arts and Sciences are enrolled automatically. Core is designed to deepen the learning experience of any interested University of Dayton student.

While Core is not an accelerated or honors program, students can receive 15 semester hours of honors credit for completing the Core Program. Core is a strong academic program and students in the program receive much support in the form of highly committed faculty and in the form of Core Residence Assistants, Core Fellows (Teaching Assistants for first-year students) and the two Core Houses in the student neighborhood.

## Education Abroad

The Education Abroad office, located in the Center for International Programs, guides students pursuing an educational experience outside the United States. Whether the student wishes to attend a program through the University of Dayton or through another institution, our education abroad staff assist with the application process and prepares students through a pre-departure orientation. The education abroad staff also offer a re-entry program to students returning to the U.S.

A variety of international education programs are available through the University of Dayton, including summer, semester and full-year study abroad programs; international service opportunities and work experiences; and intercultural programming.

### Summer Faculty-Led Study Abroad Programs - Interdisciplinary

Summer Faculty-Led Study Abroad Programs, offered through the Center for International Programs (CIP), are a unique study and travel experience. Students choose from eight to twelve sites during the months of May, June and July, and spend approximately three to five weeks at each program site. While abroad, students select courses from a variety of disciplines and use on-site resources to guide and enhance their learning experience. Typically, courses are taught by University of Dayton professors. By choosing to study at two different sites for a total of 6-10 weeks, students can earn up to a full semester of credits. Past sites have

included Athens, Dublin, Florence, London, Madrid, Paris, Rome and Shanghai.

### **Summer Faculty-Led Study Abroad Programs - Disciplinary**

Students may also participate in a Summer Faculty-Led Study Abroad Program to focus on a particular area of study. These programs are offered on a regular basis. Past summer options included programs in business, communication and psychology.

Language majors or minors can develop their spoken and written foreign language skills through summer language immersion programs. Students can improve their foreign language skills while integrating personal experiences and discoveries with material discussed in class lectures. University of Dayton professors design the courses to incorporate contemporary use of the language and explore the culture, government, and history of the city and nation in which they are teaching.

### **Semester/Academic-Year Education Abroad**

The University of Dayton has developed partnerships and participates in exchange agreements with several overseas institutions. In addition to University of Dayton tuition, students are responsible for their room and board in the host country, international travel, and personal expenses. Most financial aid (including institutional scholarships and grants) applies to exchange programs.

### **Other Opportunities**

University of Dayton students can study abroad in many countries through other U.S. colleges and universities, and study abroad organizations or overseas universities. Program costs for these programs generally include tuition, room and board in the host country, international travel and personal expenses. Aid for non-University of Dayton sponsored programs is limited. Through these programs, University of Dayton students can study in Argentina, Australia, Austria, China, Costa Rica, the Czech Republic, France, Hungary, Ireland, Italy, Mexico, Poland, Russia, South Africa, Spain, the United Kingdom and many other countries.

### **Service Abroad**

The Center for Social Concern offers opportunities for students to combine service-learning with their education abroad experience. The International Summer Immersion programs introduce students to the country's way of life through job placements, interaction with host families and travel through the country. Past destinations have included India, Cameroon and Guatemala. The Center for Social Concern also coordinates week-long international service programs during the University's winter break.

ETHOS offers various service opportunities in cities within Latin America, Africa, India, China and Bangladesh, as well as domestic placements. Through ETHOS International Service Learning Placements, students participate in an 8- to 16-week service-learning internship. These internships involve working with NGOs or cottage industries doing engineering- and/or business-related work. The program is operated through the School of Engineering and open to both engineering and business majors. Students from other majors may participate by permission.

### **Release Agreement and Travel Registration**

All students participating in a university-sponsored international program must complete the Release and Agreement Form which releases the University from liability for claims including, but not limited to, injury, delay and damage while abroad. As part of this agreement, the student agrees to abide by the University's standards of behavior while in the host country or countries. Students are also required to complete the

Health Information and Emergency Treatment Authorization Form which requests medical information and the Behavioral Contract which outlines the institution's expectations for behavior while abroad. Depending on the program, students may need to complete the Authorization Form in order to transfer academic credit earned as part of a study abroad program to the University of Dayton.

Additionally, all University of Dayton students participating in a university-sponsored international program are required to complete the online Travel Registry as part of their pre-departure requirements. The University-wide travel registry allows the University to remain in close contact with students, should they need assistance while abroad. In addition to the Travel Registry, all students participating in an individual exchange or non-University-sponsored program are required to register with the U.S. State Department.

### **International SOS**

The University of Dayton has contracted with International SOS (SOS) to provide worldwide medical, travel and security assistance and evacuation services for all faculty, staff and students participating in university-related international travel. Services include up-to-date reports on safety and security, health issues, medical referrals and vaccination requirements for individual countries. SOS offers our students travel, medical and security advice and services and protects against a variety of difficulties that could arise while abroad; however, the SOS is NOT health insurance. The University of Dayton continues to require all students studying abroad to maintain adequate health insurance coverage while overseas and expects students to ensure that their policies cover them, and any specific personal issues, while abroad.

### **High Risk Travel**

The university will not provide funding for undergraduate students partaking in individual travel, research, study or other university-related business in countries or specific areas within countries for which either the Department of State (DOS) or Center for Disease Control (CDC) has issued a Travel Health Warning. If a warning is issued after the program is underway, the University's International Response Team (IRT) will review each situation on a case-by-case basis to determine the appropriate course of action. Refunds will be evaluated on a case-by-case basis and may depend on specific service-provider refund policies.

For individual travel by students who have University funding to pursue research, study or other University-related business in countries or specific areas within countries for which the DOS has issued a Travel Warning, or the CDC has issued a Travel Health Warning, the University will not provide funding for undergraduates. Also, the University will not provide support for faculty, staff or graduate/professional students in a country where a mandatory evacuation order has been issued. The University will review on a case-by-case basis requests for waivers (see waiver requests below).

If a warning is issued after the program is underway, the University will review each situation on a case-by-case basis to determine the appropriate course of action. In general, the University will not require the traveler to reimburse already expended funds. However, the University reserves the right to terminate remaining funding. Should a traveler have concerns and decide to return home based on lower-level travel warnings, the University will not require the traveler to reimburse expenses already incurred.

### **Travel Waiver Requests**

Requests for a travel waiver will be considered under limited circumstances. Waiver requests should be submitted to the Center for International Programs and include a description of the learning, service

and/or research objectives of the trip; the importance of the program to the educational, research, service or professional development of the group or individual; the political and physical conditions at the proposed site that could impact health and safety; the level of risk to the individual or group health and safety, including the traveler(s) knowledge of the area and conditions; a description of travel conditions within the country and an evacuation plan should it become necessary; and a signed High Risk Travel Waiver/Release for each traveler.

In addition to review of the warnings in question and the required waiver, the University's CIP will seek to obtain information regarding the actions of U.S. companies and organizations in country. The CIP will also consult with relevant country experts at International SOS or other relevant organizations in country to obtain additional information and advice on the situation. IRT members will have the opportunity to review the waiver application along with the additional information collected by the CIP and provide input. An IRT waiver review subcommittee will make the final decision regarding travel waivers. There is no appeal process for waivers that are denied.

### **Additional Considerations**

Additional travel restrictions are imposed and enforced by the United States Treasury Department's Office of Foreign Assets Control (OFAC). Please check the following website to identify if your travel to or business with foreign countries is on the list of excluded countries and notify CIP should you identify your country on the sanctioned list.

U.S. Department of the Treasury website (<http://www.treasury.gov/resource-center/sanctions/Programs/Pages/Programs.aspx>).

The CIP will consult with appropriate University departments and review on a case by case basis whether such travel may go forward.

## **Experiential Education Programs (EXP)**

Experiential Learning is an optional part-time or full-time internship work experience, either paid or unpaid, in industry, business or government directly related to a student's major or career path. Among the expected benefits to the student are on-the-job experience, career exploration or identification, financial assistance and professional development. The work terms can be part-time during semesters while attending classes and/or full-time during semesters not taking classes. Students may begin an Experiential Learning internship work experience as early as the summer after their first year of study. Jobs may be found with the assistance of Career Services through Hire a Flyer, an academic department or a student may find a position on their own. Experiential Learning is open to all students. Students may start the application process by making an appointment with a career services professional prior to beginning work. Further information may be obtained by contacting Career Services, University of Dayton, Dayton, OH 45469-2711; phone (937) 229-2045; website (<http://www.udayton.edu/careerservices>).

## **Fitz Center for Leadership in Community**

The mission of the Fitz Center for Leadership in Community is to initiate and sustain partnerships with urban neighborhoods and larger communities for comprehensive community building and to provide a context for connected learning and scholarship. The Fitz Center's vision is for the University of Dayton to become a national leader in the education of community builders - including students, faculty, staff and

alumni - through their participation in community building partnerships. Grounded in Catholic social teaching and Marianist ideals, the Fitz Center stimulates, coordinates and facilitates learning and scholarship on leadership that builds and sustains community.

The Fitz Center builds on the University's and the Marianists' long experience of linking University resources to those of the Dayton community to solve regional problems, develop community leaders and build neighborhoods and nonprofits. Through the Fitz Center, the University has built collaborative relationships with dozens of neighborhood, community, nonprofit and local government organizations and associations in efforts that have enriched the quality of life for thousands of citizens within Dayton and surrounding communities. These projects also have afforded meaningful learning opportunities to hundreds of students and dozens of faculty members annually.

The Fitz Center represents a different way of learning, one that is based in practical reasoning and democratic civic engagement; a different way of seeing and understanding the urban community as a social ecology of children, families, neighborhoods and systems; a different way of designing and implementing change using a model of comprehensive community building based on assets, not needs; and a different way of leading focused on adaptive leadership through constructive conversation that balances inquiry and advocacy. The Center also emphasizes the importance of relationships and the necessity of widely shared vision to move communities forward. These basic convictions guide planning and program development. They also build on the extensive community experiences of the Fitz Center staff.

The Fitz Center for Leadership in Community has four primary functions. These functions are carried out by teams of students, faculty, and Fitz Center staff working in partnership with neighborhood and community leaders. They are:

- Initiate and sustain partnerships.
- Develop communities of reciprocal learning, scholarship, and practice.
- Develop curricular and co-curricular innovations around leadership in community.
- Build university and community capacity for constructive deliberation and change.

The Fitz Center educates leaders who builds and sustain communities. The Center offers the following opportunities for learning about and experiencing leadership in community:

- Community Engaged Learning
- Leadership in Building Communities seminar
- Semester of Service
- Rivers Institute and River Stewards
- River Leadership Curriculum
- Annual River Summit
- Dayton Civic Scholars
- Community Assets Bus Tours
- Annual CityLinks Neighborhood Conference
- Dayton's Neighborhood School Centers
- Fr. Ferree Professor of Social Justice
- Research and evaluation

The Fitz Center provides an interdisciplinary minor in family development within the College of Arts and Sciences. It also conducts research on a broad range of contemporary family and community issues and offers opportunities for the development of social science research skills through tutorials and participation in its ongoing research projects. The



Center serves as a resource to local governmental, health, religious, educational and social service agencies by evaluating programs and developing solutions to the problems of families and the communities in which they live. The Fitz Center is committed to an integrated perspective on families and communities that draws on multiple disciplines. For more information on this minor, visit FDV in Academic Information. The Fitz Center also houses the research division of the Montgomery County Office of Family and Children First. This office is available to assist students and faculty interested in local human services issues.

The Society of Mary supports the Ferree Professor of Social Justice in the Fitz Center. Marianist Provincial Father William Ferree was recognized as a key spokesperson on the Catholic theory of social justice. The Ferree Professor connects Catholic social teaching to the social sciences and other disciplines through the community-building mission of the Center.

The nature of the leadership challenges in the Dayton community requires adaptive learning and leadership across professional and community sectors. The University of Dayton has established a reputation as an effective community partner, especially with urban Dayton on difficult community challenges. The University of Dayton adds value to the community through the Fitz Center as it brokers and leads ongoing community building partnerships.

## Information Technology Facilities and Services

As one of the nation's premier institutions for technology-enhanced learning, the University of Dayton views information technology as central to both the living and learning experiences of students. UD has one of the most distinctive wired campuses in the nation: residence halls, as well as the 25 city blocks of UD owned houses comprising the Student Neighborhood, are equipped with high-speed data connections for each student. The University also supports more than 950 wireless access points to provide wireless coverage in most areas on campus, including academic buildings. In addition, students have access to an array of on-campus computer labs and computer-equipped classrooms.

To leverage this high-performance digital community, UD requires all incoming students to have a notebook computer that meets minimum hardware and software requirements set forth by each academic area. UD provides software such as Microsoft Office, SPSS, SAS and Symantec AntiVirus to support learning, communication and collaboration within and beyond the classroom.

The technology infrastructure at UD includes a gigabit network backbone with over 150 servers. In addition to maintaining this robust infrastructure, UD also supports learning and collaboration through such operations as the Help Desk, IT Training, and e-Learning. Students at the University of Dayton are encouraged to become highly proficient in using the tools of the information age as they prepare for their chosen careers.

## Institute for Pastoral Initiatives

The Institute for Pastoral Initiatives mobilizes the resources of the University of Dayton for partnerships with the church that create and implement innovative pastoral initiatives designed to meet the needs of the church and to articulate faith within the context of contemporary culture.

The Institute co-directs the unique Forum for Young Catechetical Leaders for students. The FORUM prepares students to be certified to become catechists in the Catholic Church. Students are introduced to outstanding

catechetical leaders from around the country. Each semester students gather one Saturday a month for a full day of catechetical formation. This is the only such program in the USA in a Catholic University.

The Virtual Learning for Faith Formation -online courses- is coordinated by the Institute. Courses are offered for CEUs to support Catechist, Youth Ministry and Lay Ecclesial Leadership Formation.

The Institute's overall mission is to reflect the Catholic Marianist identity of the University through education, consultative services, networking, applied pastoral research and multimedia catechetical productions and publications.

The Institute is currently focusing on research and teaching in the following areas:

1. The Forum for Young Catechetical Leaders
2. The Virtual Learning Community for Faith Formation (Internet)
3. Lay Ecclesial Leadership Formation
4. Religion, Spirituality and Film
5. Pastoral Communications and Ministry
6. New Paradigms for Adult Faith Formation
7. Advocacy for Persons with Disabilities within the Church

## Inst for Pastoral Int-Marianist Courses

**IPM 220. Marianist Studies: Founders of the Marianist Family. 1 Hour**  
Historical context and life of Father William Joseph Chaminade and other Marianist founders, especially Adele de Batz de Trenquellion and Marie Therese de Lamourous.

**IPM 221. Community. 1 Hour**

Exploration of the key theological principles for understanding the meaning and formation of community within the Marianist spirit.

**IPM 222. Marianist Studies: Spirituality. 1 Hour**

Examination of the cultivation of a life of prayer informed by Marianist spiritual traditions, particularly the role of Mary and the commitment to permanent Marianist mission.

**IPM 223. Marianist Studies: Prayer. 1 Hour**

MARIANIST STUDIES: PRAYER An exploration of Father William Joseph Chaminade's methods and practices of prayer with insights for individual and group prayer.

**IPM 224. Marianist Studies: Social Justice. 1 Hour**

An exploration for integrating the insights of Father William Joseph Chaminade with the realities of modern life in envisioning a Marianist approach to social change for the twenty-first century.

**IPM 225. Marianist Studies: Leadership. 1 Hour**

Exploration of how to integrate excellent leadership skills with goals and principles of the Marianist mission. Designed for those invited to hold leadership roles in the Marianist family.

**IPM 226. Marianist Studies: Charism. 1 Hour**

Exploration of the concept of charism focusing on the Marianist charism. Emphasis on the principles and practices of Marianist spirituality, the Marianist apostolate and its importance in forming Marianist life, and the real and potential impact of the Marianist mission on the wider Church and global community.

**IPM 227. Marianist Studies: Education. 1 Hour**

Advanced course in Marianist education based on a basic understanding of the Characteristics of Marianist Education (CMEs). Emphasis on the manner in which Marianist education interweaves instruction with development of persons committed to Fr. Chaminade's mission to educate in the faith and to multiply Christians.

**IPM 228. Marianist Studies: Mary. 1 Hour**

Survey of the roles Mary has which make her a model for believers to follow: believer, prophet, God-bearer/mother, disciple, and companion. Special attention is given to the events of her life and the life of her son Jesus. Prerequisite(s): (IPM 220, IPM 221) or permission of instructor.

**Inst for Pastoral Int Courses****IPI 100. Survey of Catholic Doctrine. 1 Hour**

Comprehensive survey of Catholic doctrine which systematically follows the structure of the Nicene-Constantinopolitan Creed. Prerequisite(s): Permission.

**IPI 121. Conscience. 1 Hour**

The steps, stages of development, and concepts concerning moral decision making as practiced within the context of the Roman Catholic faith. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 130. Introduction to Scripture. 1 Hour**

An introductory overview of Christian scripture that is foundational for Old and New Testament online courses.

**IPI 131. Introduction to Old Testament. 1 Hour**

Study of contemporary Old Testament studies to learn how to read a biblical text in terms of its literary qualities and cultural influences on interpretations. Prerequisite(s): REL 210.

**IPI 132. Introduction to New Testament. 1 Hour**

Introduction to the New Testament with a focus on the text's cultural contexts, literary composition, theological themes, and pastoral applications. Prerequisite(s): REL 211.

**IPI 180. Faith & Human Development. 1 Hour**

Study of the development of Christian spirituality as part of human moral and psychological development. Prerequisite(s): Permission.

**IPI 210. Introduction to Prayer. 1 Hour**

Introduction to the nature and types of prayer understood and practiced in Scripture and the theological and liturgical tradition of the Roman Catholic Church. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 211. Prayer with Children. 1 Hour**

Survey of how children develop spiritually and the best practices for teaching children techniques in prayer and developing their spiritual life. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 212. Introduction to Liturgy. 1 Hour**

Introduction to the public and communal worship of the Church, its purpose and features, with special attention paid to the Mass and the Liturgy of the Hours. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 220. Catholic Social Teaching. 1 Hour**

Survey of the foundations and key themes of the social teaching of the Roman Catholic Church. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 225. Ecclesiology: The Beginnings of the Church. 1 Hour**

Introduction to the theological study of the Church, including basic terms and concepts essential for understanding the Church's nature, mission, and historical evolution. Prerequisite(s): REL 212.

**IPI 226. Ecclesiology: The Pilgrim Church. 1 Hour**

Exploration of how the Church maintains its continuity with Jesus and reshapes its own self-understanding, focusing on how the Church continually reconstitutes itself through its decisions in meeting the challenges of each age. Prerequisite(s): REL 240.

**IPI 227. Ecclesiology: Reframing Church. 1 Hour**

Focus on the Second Vatican Council as a whole with specific consideration of the Council's teachings regarding liturgy, Scripture, hierarchy, laity, and the Church's relationship with the world. Prerequisite(s): REL 241.

**IPI 228. Mary Holy Possibility. 1 Hour****IPI 229. Introduction to Islam. 1 Hour**

The origin, development and spread of Islam is surveyed, followed by the study of the basics of this religion, including major practices and beliefs, the role of the Quran, perspectives on gender roles and how Islam views people of other faiths. Consideration will also be given to factors that give rise to either fundamentalist or democratic movements in the Muslim world. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 250. Church History I. 1 Hour**

Survey of the origin and development of the Roman Catholic Church from the apostolic era through the Protestant and Catholic Reformation, with a focus on key events and personalities. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 251. Church History II. 1 Hour**

Survey of the origin and development of the Roman Catholic Church from the Reformation era to the post-Vatican II era with a focus on key events and personalities. Prerequisite(s): (IPI 100, 250) or permission of instructor.

**IPI 253. History of Catholic Social Action. 1 Hour**

An introduction to official Catholic Church documents on social teaching and how Catholic activism around the world has influenced these teachings. Prerequisite(s): REL 262.

**IPI 254. United States & World Poverty. 1 Hour**

Analysis of conditions, causes, and trends of poverty in the U.S. and abroad and responses through the theological lens of Catholic social teaching. Prerequisite(s): REL 260B, 263.

**IPI 260. Introduction to Catechesis. 1 Hour**

Exploration and analysis of the purpose, methods, goals, tasks and essential content of catechesis.

**IPI 300. Christology. 1 Hour**

Survey of the origins and development of the foundational doctrines and theology concerning the identity, work, and mission of Jesus Christ. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 301. Mary. 1 Hour**

Survey of the place the Virgin Mary occupies in the history of salvation and in the Church's life. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 302. Sacraments. 1 Hour**

Survey of the history, theology, pastoral and liturgical practice of the sacraments of the Roman Catholic Church. Prerequisite(s): IPI 100 or permission of instructor.

**IPI 303. Sacraments of Initiation. 1 Hour**

The history, theology, pastoral and liturgical practice of the sacraments of Baptism, Confirmation, and Eucharist.

**IPI 304. Sacrament of Marriage. 1 Hour**

The history, theology, official teaching, pastoral and liturgical practice of the Sacrament of Matrimony according to the Roman Catholic Church. Prerequisite(s): IPI 100 or permission.

**IPI 400. Advanced Catholic Social Teaching. 1 Hour**

Detailed discussion of the principles and recurring themes of Catholic Social Teaching according to papal social encyclicals and other documents. Prerequisite(s): (IPI 100, 220) or permission of instructor.

**IPI 435. Scripture & Justice. 1 Hour**

Exploration of Old and New Testament foundations for Catholic social teaching and social action.

**IPI 450. Vocation Ministry. 1 Hour**

Basic principles of ministry in the Church are introduced, according to guidelines outlined in the United States Conference of Catholic Bishops' National Certification Standards for Lay Ecclesial Ministers. Prerequisite(s): IPI 477 or permission of instructor.

**IPI 451. Communication & Community. 1 Hour**

Explores principles and techniques for effective communication in varied kinds of parish and diocesan ministry. Prerequisite(s): (IPI 450, 477) or permission of instructor.

**IPI 452. Collaboration in Community. 1 Hour**

Study of techniques of effective collaboration with others in ministry and the identification and overcoming of obstacles to collaboration. Prerequisite(s): (IPI 450, IPI 451, IPI 477) or permission of instructor.

**IPI 453. Pastoral Culture. 1 Hour**

Survey of the theories and concepts related to culture, the ethnic groups that make up the Catholic Church in the United States of America, and the skills needed to begin to work effectively in a multicultural parish community or other Catholic ministry setting. Prerequisite(s): (IPI 450, IPI 451, IPI 452, IPI 477) or permission of instructor.

**IPI 454. Leadership Ministry. 1 Hour**

Survey of the principles, strategies, and best practices of the exercise of leadership and management within the context of Church ministry. Prerequisite(s): (IPI 450, IPI 451, IPI 452, IPI 453, IPI 477) or permission of instructor.

**IPI 455. Administrative Ministry. 1 Hour**

Survey of the essential skills of management and supervision in Church ministry, including the spiritual dimension necessary for the effective exercise of those skills. Prerequisite(s): (IPI 450, IPI 451, IPI 452, IPI 453, IPI 454, IPI 477) or permission of instructor.

**IPI 456. Church Living System. 1 Hour**

Integration of the principles, best practices, and skills needed for effective lay ministry leadership in the Church. Prerequisite(s): (IPI 450, IPI 451, IPI 452, IPI 453, IPI 454, IPI 455, IPI 477) or permission of instructor.

**IPI 460. Foundations & Vision for Adult Learning & Faith Formation. 1 Hour**

Exploration and analysis of the principles, tasks, and goals of adult faith formation within the larger context of lifelong catechesis. Prerequisite(s): IPI 477 or permission of instructor.

**IPI 461. Parish as a Learning Community. 1 Hour**

Examination of the parish as a learning community in order to facilitate adult faith formation. Content includes the study of the dynamics and stages of community and group development, the characteristics of a learning community, and the development of strategies for the formation of the parish as a learning community. Prerequisite(s): IPI 460 or permission of instructor.

**IPI 462. Many Faces of Adult Learners. 1 Hour**

Examination of the intellectual and spiritual capacities and experiences which constitute adult learning and faith formation. Prerequisite(s): IPI 461 or permission of instructor.

**IPI 463. Facilitating Adult Learning & Faith Formation. 1 Hour**

Examination of the foundations, principles, and strategies for effective adult learning and facilitation of adult learning and faith formation for all stages of adulthood. Prerequisite(s): IPI 462 or permission of instructor.

**IPI 464. Leadership Roles & Skills for Adult Learning & Faith Formation. 1 Hour**

Study and development of leadership and team development skills for adult learning and faith formation, including skills in collaboration, forming and empowering others for roles in adult learning and faith formation, learning how to facilitate effective meetings, learning effective methods of communication in groups, dealing with conflict, and developing ways for leaders to create a balanced approach to Christian life. Prerequisite(s): IPI 463 or permission of instructor.

**IPI 465. Spirituality in Adult Learning & Faith Formation. 1 Hour**

Exploration of the defining spirituality, and the principles, techniques, and goals required for an authentic spiritual life in the specific context of adult faith formation. Content also includes a survey of the different schools of spirituality within Catholic tradition. Prerequisite(s): IPI 464 or permission of instructor.

**IPI 466. Designing & Implementing Adult Learning & Faith Formation. 1 Hour**

Presentation and analysis of the principles, tasks, and goals of adult faith formation within the larger context of lifelong catechesis. Prerequisite(s): IPI 465 or permission of instructor.

**IPI 477. Vocation, Spirituality & Discipleship of Catechists. 1 Hour**

Exploration and analysis of the vocation, spirituality, and discipleship of catechesis. Prerequisite(s): IPI 260 or equivalent.

**IPI 480. A Vision for Catholic Youth Ministry. 1 Hour**

Introduction to the themes, principles, components, and goals to construct successful Catholic youth ministry programs according to guidelines outlined in the US Conference of Catholic Bishops pastoral plan, *Renewing the Vision*. Prerequisite(s): IPI 477 or permission of instructor.

**IPI 481. Relational Ministry with Youth. 1 Hour**

Exploration and analysis of the relationships youth have with their parents, youth ministers, and the parish community as a whole. Prerequisite(s): IPI 480 or permission of instructor.

**IPI 482. Prayer & Worship with Adolescents. 1 Hour**

Study of pedagogical practices to help young people make prayer a central and regular habit of their lives. Prerequisite(s): IPI 481 or permission of instructor.

**IPI 483. Principles for Addressing Diversity Issues in Youth Ministry. 1 Hour**

Survey of best practices for developing effective youth ministry programs for young people from plural backgrounds and environments. Prerequisite(s): IPI 482 or permission of instructor.

**IPI 484. Planning Youth Ministry. 1 Hour**

Survey of the common factors and best practices that contribute to effective planning for youth ministry. Prerequisite(s): IPI 483 or permission of instructor.

**IPI 496. Parish & Social Action. 1 Hour**

Exploration of the roots of the parish's social mission in Scripture and Catholic social teachings. Prerequisite(s): REL 260B, 263.

## Interdisciplinary Studies

All interdisciplinary and experimental studies at the University of Dayton must involve University students and faculty, must be commensurate with University resources or resources accessible to the University and must further the recognized goals and purposes of the University. When these studies involve disciplines within the College of Arts and Sciences or one of the Schools, they are administered by or through the offices of the respective deans. When they are University-wide, i.e., inter-school, they are usually administered by the Office of the Provost.

### Interdisciplinary-AS Courses

#### **ASI 100. Academic Reading & Dialogue. 3 Hours**

Academic Reading and Dialogue.

#### **ASI 110. Development of Western Culture in a Global Context. 7 Hours**

An introductory two-course sequence integrating the study of English, history, philosophy and religious studies. The first course, ASI 110 (7 sem. hrs), offered in the fall semester, covers ancient civilizations through early modern civilization. (Completion of ASI 110 counts as completion of HST 103 and REL 103.)

#### **ASI 120. Development of Western Culture in a Global Context. 8 Hours**

An introductory two-course sequence integrating the study of English, history, philosophy and religious studies. The second, course, ASI 120, (8 sem. hrs), offered in the spring semester, continues from the Enlightenment to the contemporary period. Restricted to first-year students in the Core Program. (Completion of ASI 120 counts as completion of second historical study course, PHL 103, and ENG 200H.) Prerequisite: ASI 110.

#### **ASI 150. Introduction to the University Experience. 1 Hour**

Examination of the values that inform academic progress in the College; discussion of strategies for taking full advantage of academic opportunities and integrating formal and experiential learning.

#### **ASI 160. First Year Seminar for Discovering Students. 1 Hour**

Examination of academic policies and procedures in the College; discussion of strategies for sustaining student success, selecting a major and incorporating experiential learning into the academic experience for Discovering (undecided major) students.

#### **ASI 201. Personal Value Development. 2 Hours**

Exploration of the conceptual framework of value development. Application of concepts in such personal decision making as educational and career planning, developing satisfying personal relationships, and using time productively.

#### **ASI 203. The Dayton Community. 3 Hours**

An interdisciplinary social science course describing and analyzing the nature of community issues and problems of the Dayton area; various approaches to addressing local concerns including public, private and citizens initiatives are explored.

#### **ASI 214. Dramatic Kinesics in a Foreign Language. 1 Hour**

Corrective work in foreign language sound and gesticulatory patterns accomplished by enacting scenes from a play in the language. May be repeated in one language in successive stages of difficulty up to three semester hours. Registration may be retroactive. Prerequisite(s): Basic instruction in language; permission of instructor.

#### **ASI 228. Focus on Women. 1 Hour**

Interdisciplinary seminar on the changing roles and status of women. Requirement for women's studies minors. May be repeated since topics change yearly.

#### **ASI 301. Democracy & Deliberation. 3 Hours**

Democracy & Deliberation explores competing theoretical approaches to and empirical assessments of democratic governance. Particular attention is paid to the role of deliberation and civic engagement in democracies. Students will help organize and execute a deliberative forum as part of the course.

#### **ASI 305. Appalachian Studies. 3 Hours**

Appalachian history and its influence on the present; problems of recent events; influence of local government and federal programs on the people; economic problems of underprivileged people and the future of industrial development; ecology of the region; literature, art, and music; psychology of social change and community development in the underdeveloped regions; health and mental health; problems of the Appalachian migrant.

#### **ASI 320. Cities & Energy. 3 Hours**

An interdisciplinary examination of the influence of energy on the urban environment since the Industrial Revolution, how this relationship has affected every aspect of city life from culture to infrastructure, and prospects for the future of this relationship.

#### **ASI 322. Cities & Suburbs: The Influence of Place (Social Science). 3 Hours**

This interdisciplinary course examines the changing social, political, economic, cultural, ethical, and religious factors that shape life in cities and suburbs. It examines the factors that influence where people choose to live and the conditions that both unite and divide people across urban/suburban regions. Particular consideration is given to issues of social injustice, privilege and oppression, and moral responsibility. The social science domain is emphasized. This course is cross-listed with ASI 323 and ASI 324. Students taking ASI 322 may not receive credit for ASI 323 or ASI 324.

#### **ASI 323. Cities & Suburbs: The Influence of Place (Philosophy). 3 Hours**

This interdisciplinary course examines the changing social, political, economic, cultural, ethical, and religious factors that shape life in cities and suburbs. It examines the factors that influence where people choose to live and the conditions that both unite and divide people across urban/suburban regions. Particular consideration is given to issues of social injustice, privilege and oppression, and moral responsibility. The philosophy domain is emphasized. This course is cross-listed with ASI 322 and ASI 324. Students taking ASI 323 may not receive credit for ASI 322 or ASI 324.

#### **ASI 324. Cities & Suburbs: The Influence of Place (Religious Studies). 3 Hours**

This interdisciplinary course examines the changing social, political, economic, cultural, ethical, and religious factors that shape life in cities and suburbs. It examines the factors that influence where people choose to live and the conditions that both unite and divide people across urban/suburban regions. Particular consideration is given to issues of social injustice, privilege and oppression, and moral responsibility. The religious studies domain is emphasized. This course is cross-listed with ASI 322 and ASI 323. Students taking ASI 324 may not receive credit for ASI 322 or ASI 323.

#### **ASI 325. Cities & Institutions. 3 Hours**

Examination of important urban institutions, including, but not limited to, city planning, economic development, public safety, and education.



**ASI 341. Special Topics in Arts Study. 1-3 Hours**

Examination of an interdisciplinary topic in arts study. Topics developed by faculty holding appointment in the Humanities Fellows Program or in an endowed chair. Specific topics may be used to meet thematic cluster general education requirements. May be repeated as topics change.

**ASI 342. Special Topics in Historical Study. 1-3 Hours**

Examination of an interdisciplinary topic in historical study. Topics developed by faculty holding appointment in the Humanities Fellows Program or in an endowed chair. Specific topics may be used to meet thematic cluster general education requirements. May be repeated as topics change.

**ASI 343. Special Topics in Philosophy Study. 1-3 Hours**

Examination of an interdisciplinary topic in philosophy. Topics developed by faculty holding appointment in the Humanities Fellows Program or in an endowed chair. Specific topics may be used to meet thematic cluster general education requirements. May be repeated as topics change.

**ASI 344. Topics in Religious Studies. 1-3 Hours**

Examination of an interdisciplinary topic in religious studies. Topics developed by faculty holding appointment in the Humanities Fellows Program or in an endowed chair. Specific topics may be used to meet thematic cluster general education requirements. May be repeated as topics change.

**ASI 345. Special Topics in Social Science. 1-3 Hours**

Examination of an interdisciplinary topic in social science. Topics developed by faculty holding appointment in the Humanities Fellows Program or in an endowed chair. Specific topics may be used to meet thematic cluster general education requirements. May be repeated as topics change.

**ASI 346. Special Topics in Physical & Life Science. 1-3 Hours**

Examination of an interdisciplinary topic in physical and life sciences. Topics developed by faculty holding appointment in the Humanities Fellows Program or in an endowed chair. Specific topics may be used to meet thematic cluster general education requirements. May be repeated as topics change.

**ASI 347. Physics & Literature. 3 Hours**

Examination of works of literature that are based on principles of physics. Basic physics experiments will be performed to reinforce theoretical principles. Prerequisite(s): ENG 102 or equivalent; SCI 190 or other PHY course.

**ASI 350. Interdisciplinary Film Study. 1 Hour**

A capstone course in the film studies minor. Interdisciplinary study of film from religious, philosophical, literary, creative, technological and institutional perspectives. Requirement for film studies minors. Prerequisite(s): Any combination of four courses (twelve semester hours): REL 372, PHL 324, ENG 331, ENG 332, CMM 345, other approved substitutes.

**ASI 357. Vocation & the Arts. 3 Hours**

Interdisciplinary arts study course that explores the impact of an artist's sense of vocation on art; use of autobiography for self-knowledge. Open to Chaminade Scholars. Prerequisite(s): REL 356 or permission of department chairperson.

**ASI 358. Christianity, Citizenship & Society. 3 Hours**

Interdisciplinary social science course, capstone for Chaminade Scholars. Presentation of historical-theological context of the church and its impact on society. Designed to help students think through their place and role in the society in which they live, work, and worship. Prerequisite(s): (ASI 357; REL 356) or permission of department chairperson.

**ASI 371. Professional Ethics in a Global Community - Business Administration. 3 Hours**

Virtues and responsibilities of professionals to self, clients, community, and world. Philosophical and religious approaches to ethical theory and decision-making. In-depth study of one of the following: business ethics (371), ethics and education (372), engineering ethics (373), philosophical (374) or religious (375) consideration of membership in a global community.

**ASI 372. Professional Ethics in a Global Community - Education. 3 Hours**

Virtues and responsibilities of professionals to self, clients, community, and world. Philosophical and religious approaches to ethical theory and decision-making. In-depth study of one of the following: business ethics (371), ethics and education (372), engineering ethics (373), philosophical (374) or religious (375) consideration of membership in a global community.

**ASI 373. Professional Ethics in a Global Community - Engineering. 3 Hours**

Virtues and responsibilities of professionals to self, clients, community, and world. Philosophical and religious approaches to ethical theory and decision-making. In-depth study of one of the following: business ethics (371), ethics and education (372), engineering ethics (373), philosophical (374) or religious (375) consideration of membership in a global community.

**ASI 374. Professional Ethics in a Global Community - Philosophical. 3 Hours**

Virtues and responsibilities of professionals to self, clients, community, and world. Philosophical and religious approaches to ethical theory and decision-making. In-depth study of one of the following: business ethics (371), ethics and education (372), engineering ethics (373), philosophical (374) or religious (375) consideration of membership in a global community.

**ASI 375. Professional Ethics in a Global Community - Religious. 3 Hours**

Virtues and responsibilities of professionals to self, clients, community, and world. Philosophical and religious approaches to ethical theory and decision-making. In-depth study of one of the following: business ethics (371), ethics and education (372), engineering ethics (373), philosophical (374) or religious (375) consideration of membership in a global community.

**ASI 390. Social Justice in Latin America. 3 Hours**

This course adopts an inter-disciplinary, highly experiential approach to the topic of social justice in Latin America by focusing on the social, theological, and ethical dimensions of justice. Taught on-site in Latin America. Prerequisite(s): SPN 201 or equivalent or permission of instructor.

**ASI 395. Integrative Capstone Project, India. 3 Hours**

Development and presentation of a major project which demonstrates integration of philosophical analysis and synthesis with at least two other disciplinary perspectives and which makes application of these disciplinary perspectives to an aspect of a life of ministry.

**ASI 397. Capstone Seminar on Human Rights Advocacy. 3 Hours**

This required capstone seminar enables seniors in the HRS program to (1) integrate their formal academic studies and internship or research experiences in light of the Marianist spirit of Christian Humanism that guides the University of Dayton, (2) discuss emerging human rights challenges that they are likely to confront as human rights professionals, and (3) consider possibilities for leadership and service in human rights or humanitarian assistance as a vocation. Seminar participants will read and discuss a set of readings concerning the moral foundations of the human rights idea, emerging human rights challenges, and new advocacy strategies. Students will write and present final papers in which they reflect on the study of human rights at the University of Dayton and their internship or research experiences, and consider the possibilities of pursuing human rights service as a vocation. Prerequisite(s): POL 333, POL 334 or permission of instructor.

**ASI 398. Special Topics in International Development. 3 Hours**

Study of political, philosophical, historical, and economic questions associated with developing countries. Topics determined by an interdisciplinary team.

**ASI 399. Interdisciplinary Topics. 3 Hours**

Study of special topics or themes of an interdisciplinary nature. Specific subtitles announced in composite. May be repeated as topics change.

**ASI 404. Applied Study in Community Issues. 3 Hours**

An advanced seminar that generates applied social science research related to contemporary social problems and public policy-making in the Dayton area. Students participate in research teams to assist government agencies in defining and analyzing critical social conditions (under supervision of faculty from various disciplines). Prerequisite(s): Permission of instructor.

**ASI 448. Seminar in Family Development. 1 Hour**

Interdisciplinary examination of issues relating to family relationships, changes in family life, and the social context of family life. Required of family development minors. Prerequisite(s): Twelve semester hours completed in the minor.

**ASI 495. Integrative Capstone Project, India Program. 3 Hours**

Development and presentation of a major project which demonstrates integration of philosophical analysis and synthesis with at least two other disciplinary perspectives and which makes application of these disciplinary perspectives to an aspect of a life of ministry.

**Mini Courses Courses****UDI 102. Plan for Financial Success. 1 Hour**

No description available.

**UDI 103. Financial Strategies For the Real World. 0.5 Hours**

Credit cards, car loans, 401Ks, retirement benefits, mortgages...As students, you may have never had to deal with any of these financial services. However, as soon-to-be college graduates, they are all just around the corner. This course is designed to teach students how to take care of their own finances by giving answers to all their financial questions. We will spend a great deal of time talking about healthy vs. unhealthy financial decisions and the rewards and consequences that come from these decisions.

**UDI 110. Maximizing Your International Experience - Explore. 1 Hour**

No description available.

**UDI 136. Does Anyone Date Anymore?. 1 Hour**

Dating, relationships and hooking up — it's complicated in college. This course draws from various readings — both medieval literature and contemporary research — to facilitate classroom dialogue on the romance culture at UD. Students will be challenged to go on a date and reflect on their personal experience.

**UDI 139. Alcohol in the Christian Tradition. 1 Hour**

When is it acceptable to feast? When is it better to fast? How much is too much? This course outlines the two poles of abstinence and over consumption in respect to alcohol consumption. Students will be encouraged to engage intellectually and personally with questions of communal temperance and celebration in the context of Catholic Sacramental and moral theology.

**UDI 141. New Evangelization. 1 Hour**

This course is a response to and implementation of Pope Francis' new direction for the Church as outlined in *Evangelii Gaudium*. Students will be encouraged to have a renewed spiritual encounter with Jesus Christ through a study of the communities of the early Church, modern examples of evangelization, as well as a look at Pope Francis' papacy and vision for the Church.

**UDI 144. Prayer Through Music. 1 Hour**

How often do we consider the ways in which we utilize music within our lives? Praying Through Music seeks to explore this question specifically in the ways that our making and taking of music informs our spirituality. The course will feature the experience of various methods of music prayer as well as the training of students to lead music prayer sessions.

**UDI 145. Life Skills for First-Year Student Athletes. 1 Hour**

This course focuses on the unique transitions student-athletes face upon entering college. Student-athletes will explore several aspects of college life such as time management, peer pressure, diversity and leadership. Enrollment is offered to first-year student-athletes only. Class limit: 20.

**UDI 146. Trans College Athlete Grad. 1 Hour**

No description available.

**UDI 149. Learning Connections. 2 Hours**

In this two-credit-hour course, we will explore the relationship between the research on learning, neuroscience, and your own experience of — and needs in — learning. The course will require you to make connections between the content of this course and your past and present learning experiences. The goal of the course is to further develop your approaches to studying and enhance your learning experiences in American college classes.

**UDI 152. Student Challenges. 0.5 Hours**

No description available.

**UDI 164. Faith, Vocation & Leadership. 1 Hour**

Students explore topics such as Christian identity, discipleship, and leadership (second semester: evangelization, service, and prayer) in an effort to understand Christian vocation and leadership.

**UDI 165. Chaminade Scholars. 0.5 Hours**

Students explore the topics of community, service and prayer in an effort to more fully understand Christian vocation.

**UDI 166. Choosing Your Career. 1 Hour**

This course is designed for first-year and sophomore students who have yet to decide on an academic major or career path. We will investigate personality type, interests, values and skills, and help students develop a more specific focus on their future career choices. Class limit: 24.

**UDI 169. Getting Down to "Business": Major and Career Exploration. 1 Hour**

This class assists students in examining the components of academic major and career choice. The focus is on career awareness, personal awareness and educational awareness as students relate to the process of selecting a business major and career. Planning skills and self-assessment instruments will help identify majors and tentative career options. Decision making strategies, resume writing, interviewing skills and job search techniques will be reviewed. Prerequisite(s): First-year student or sophomore; School of Business Administration major.

**UDI 172. Stargazing. 1 Hour**

Stargazing 101 is designed as an experiential and practical course to assist students in identifying stars, planets and constellations in the night sky. Students will also have the opportunity to use the research-grade telescope.

**UDI 175. The Art & Science of Learning. 2 Hours**

Students in this course will explore the intersection of research in neuroscience, psychology and educational psychology with their own experience of and needs in learning. The course will ask students to synthesize what they're learning about themselves. Topics will include self-efficacy, motivation, Marianist community, responsibility and a variety of learning and study skills. First-year students. Class limit: 15.

**UDI 176. Human Rights Week Committee. 1 Hour**

No description available.

**UDI 177. International Men's Basketball European Tour. 1 Hour**

No description available.

**UDI 182. Italy Tour Women's Basketball. 2 Hours**

With the goal of combining, enriching, and interweaving the women's basketball tour of Italy (August, 2013) and the educational and community building experience of being abroad, students will learn introductory as well as in-depth information and insights as they are guided in the process of thinking, reflecting, conversing, and writing about the history, society, culture, and art of Italy. (only to women basketball student athletes).

**UDI 185. Junior Achievement Economic Education Project. 1 Hour**

This minicourse provides a unique opportunity to undertake service learning in area elementary schools. UD students present six short modules covering basic economics topics using materials provided by the Junior Achievement organization (designed to complement the Ohio state curriculum requirements). UD students from any school or major are welcome. Participants, working in teams of three to four UD students, gain valuable experience in making presentations and, more importantly, the satisfaction of motivating young students to stay in school and envision a better future.

**UDI 188. Technology Certification. 1 Hour**

No description available.

**UDI 201. Catholic Spirituality and Prayer: It's All About Practice. 1 Hour**

What is prayer and how do I do it? Can prayers like the rosary really help me to grow spiritually? This course will explore different Catholic prayers by learning about a specific prayer style and practicing it as a class. Each session will be a formational, faith-sharing experience. Students will also have the opportunity to attend a half day retreat. This retreat is designed to help them to relax while taking intentional time to reflect upon and grow in their spirituality while exploring what it means to feel connected to the greater Catholic Church.

**UDI 202. Financial Strategies for the Real World. 1 Hour**

Credit cards, car loans, 401(k) plans, retirement benefits, mortgages: As students, you may have never had to deal with any of these financial services. However, as soon-to-be college graduates, they are all just around the corner. This course is designed to teach students how to take care of their own finances by giving answers to all their financial questions. We will spend a great deal of time talking about healthy vs. unhealthy financial decisions and the rewards and consequences that come from these decisions. Class limit: 25.

**UDI 203. Faith and Fitness. 1 Hour**

Christian theology holds true that humans are made in the image and likeness of God (imago Dei). This course will explore the relationship between healthy body image and Christian spirituality. Students afterwards will be confident to create reflections for our on campus faithFIT organization.

**UDI 205. Using Technology to Transform Learning. 1 Hour**

In this course, we will learn how to evaluate and use technologies for learning, with a special focus on mobile applications (e.g. Apps for iOS, Android, etc). This course includes class discussions and inquire-based activities and assignments to critically review various mobile applications for education and learning. Although not required, students are encouraged to provide their own mobile device.

**UDI 211. SAS Programming. 1 Hour**

The purpose of this course is to teach students SAS – a powerful software package used for data management, statistical analysis and optimization. Knowledge of this software is beneficial for students interested in either working in industry or continuing on to graduate school. Sophomore students will find this course useful. Class limit: 20.

**UDI 214. Peace Leadership. 1 Hour**

No description available.

**UDI 217. Writing in APA Style. 1 Hour**

In this course students will learn to write APA style research papers, including APA style citations and references. Assignments will include reading and writing research papers, critiquing the work of classmates, and revising their own work. Prerequisite(s): PSY217 or graduate student status.

**UDI 220. Maxie Prepare. 1 Hour**

No description available.

**UDI 223. Small Faith Community Leadership. 0.5 Hours**

This course provides spiritual and leadership development intended for the student leaders of small faith communities on campus, particularly those leading PORCH or Madeleine Groups through Campus Ministry. It will involve elements of prayer, reflection, and sharing on each leader's engagement in small faith communities. This course will engage Sophomores through Seniors, some of whom will repeat the course as they lead small faith communities for consecutive years.

**UDI 226. Creative Prayer and Spiritual Growth. 1 Hour**

This course will explore faith development through advanced contemplative prayer techniques including lectio divina, psalm prayer, visio divina, the Ignatius' examen, soul collage, etc. These spiritual practices will be experientially taught throughout the campus, including the newly renovated Immaculate Conception Chapel.

**UDI 233. Sophomore Year Experience. 1 Hour**

No description available.

**UDI 238. Liturgical Music Practicum. 1 Hour**

No description available.

**UDI 239. Liturgical Music Practicum. 1 Hour**

Students will advance their studies of Catholic liturgical music through both classroom learning and practical experiences providing music in a mentored environment for a variety of campus liturgies.

**UDI 241. Literature Peace Prize. 1 Hour**

No description available.

**UDI 247. Introduction to Principles of Liturgy for Christian Musicians. 1 Hour**

This course provides liturgical background and knowledge for the new undergraduate music ministers who will be chosen by auditioning in spring 2015 and will be leading/ directing music at liturgies on campus. Enrollment is limited to those students who have completed the application process, auditioned and been accepted as undergraduate music ministers (called UGMMs for short). Selection will be in spring 2015.

**UDI 250. Exploring Everyday Technology. 1 Hour**

No description available.

**UDI 251. U LD-Pear Academic Leadership. 1 Hour**

No description available.

**UDI 262. Exploring Sustainability, Energy and Environment. 1 Hour**

This minicourse provides an exploration of sustainability, energy and environment (SEE) themes, people and organizations through a series of field trips. The course is designed for students in the SEE integrated learning-living community. It is also open to other students interested in SEE issues.

**UDI 265. Christian Leadership Development. 1 Hour**

This course will prepare the Callings student leaders to be effective leaders for incoming students by providing lessons on leadership skills such as leading peers in small group discussion, handling conflict and working in diverse communities of faith and ethnicity. Students will also learn best practices for developing prayer experiences and reflection. The course will utilize best practices from campus ministry, pastoral ministry, service learning and other disciplines. The methodology of the course will include a retreat experience, classroom presentations and discussions readings from best practices documents, and development and applied practice of skills.

**UDI 267. Journey towards Global Citizenship. 1 Hour**

This course is offered only to GLLC residents in the fall 2015 semester. This course allows residents to engage in deeper intercultural experiences, learning more about themselves, each other, and how they can contribute more fully to the Global Learning Living Community experience and beyond. Students registered for this course will have the opportunity to explore culture in an experiential format and with other GLLC peers. Permission required.

**UDI 270. Premedical Community Health Experience. 1 Hour**

This one-credit pass/fail minicourse is intended to orient and train students to provide services as volunteers at Reach Out of Montgomery County. In addition to learning skills required to perform volunteer functions during the open clinic, students will learn about the complexities of providing health care to underserved populations and develop interpersonal skills to be empathic and informed advocates for patients. Class limit: 12.

**UDI 271. Vowed Women in Religion. 1 Hour**

This course will explore vowed religious life of women's communities in the Roman Catholic Church. It will include a brief historical overview and will then focus on the charisms of several women's religious communities today, paying particular attention to those that are active in the United States and especially on campus. The course will include a required live-in experience with a community of the student's choice.

**UDI 273. Introduction to Urban Poverty. 3 Hours**

No description available.

**UDI 277. Medical Documentation in the EMR Age and the Medical Scribe. 1 Hour**

This course is a one credit pass/fail mini course intended to provide the student with a glimpse into the complexities of documentation in an electronic medical record. In addition to learning the basics of documentation, the student will be provided an opportunity to practice scribing into a medical record. Additional training will be available to those interested in pursuing a position as a medical scribe with ABC Scribes.

**UDI 278. Health Careers Seminar. 1 Hour**

This career planning course will explore a variety of health careers and help students gain insight into which careers are good fits based on self-assessment activities. The course will include clinical observation and opportunities for service-learning.

**UDI 281. Business Ethics Case Competition. 1 Hour**

By coaching a team to enter into a business ethics case competition, this course sharpens our student understanding of the principles of ethics and of the complexity of situations encountered regularly by executives and other professionals.

**UDI 283. MOS Certification - EXCEL. 1 Hour**

No description available.

**UDI 284. MOS Certification - WORD. 1 Hour**

No description available.

**UDI 303. GRE/GMAT Preparation. 1 Hour**

The purpose of this course is to prepare students for taking graduate entrance exams and to help improve their scores. The GMAT and GRE exams test a student's knowledge on multiple areas. The focus of the class will be on solving past exam questions.

**UDI 310. Maxie: On-Site. 0-1 Hours**

No description available.

**UDI 312. Meet Dayton. 1 Hour**

The Fitz Center tour bus will be the classroom. (capacity 24) Open to 10 international students undergraduate or graduate and 10 American students of the University Honors Program. A certificate of participation will be issued by the Fitz Center to all participants who meet attendance requirements. Participants will be a community of learners and hopefully new friends. Participants will improve their awareness of Dayton's history, people, institutions, neighborhoods, natural environment, and cultural assets. Participants will increase their exposure to students of other cultures, nationalities, languages and customs from their own. Participants will improve their abilities to communicate with other students who speak a first language different from their own. Participants will have a basic understanding of community building and practice the leadership skills of people who build and sustain communities. Participants will enjoy themselves as they experience summer in Dayton with one another. her.



**UDI 315. The River Steward Experience I. 1 Hour**

This course is for the River Stewards ONLY, the student group of the Rivers Institute at the University of Dayton. River Steward Experience Year I will highlight aspects of leadership development and civic engagement through education, experience and action in an interdisciplinary setting. Students will begin to lead discussions and interact with community partners. The Great Miami River will serve as the focus for community engagement and meaningful learning. Class limit: 20.

**UDI 316. River Steward Experience. 1 Hour**

This course will be a seminar for the River Stewards, the student group of the Rivers Institute at the University of Dayton. The course will be available for only River Stewards. This course will highlight components of education, action and experience. Participants in the Year 1 mini-course will, under the supervision of the instructor, organize and teach many of the topics covered in the Year 1 course. The Great Miami River will serve as the focus for community engagement and meaningful learning.

**UDI 317. Gvng Prf Prsntn-PSY. 1 Hour**

This class is about how to organize and present psychological research at professional conferences. Students taking this class should already possess the basic skills required to develop the research questions, design the studies, collect the data, conduct the statistical analyses and interpret the findings that would comprise the content for these presentations. These skills are taught in the 100 and 200 level classes listed as pre-requisites.

**UDI 324. Live Simply Sustainability. 1 Hour**

No description available.

**UDI 325. Women in Community: The Benedictine Experience. 2 Hours**

This course will prepare students for a week long monastic experience at a women's Benedictine Community in Erie, PA. At Mount Saint Benedict students will experience the monastic rhythm of prayer and work; encounter the inextricable link between faith and justice; and discover sacred beauty in the ordinary aspects of life made holy. There is a break-out fee of \$250.00 for the required May breakout to the monastery.

**UDI 335. Being Together: A Workshop in Sexual Ethics. 0.5 Hours**

In this course, you will reflect on your past and current experiences, including on this campus, using this reflection as a base for developing your own sense of what you value and hope for in your romantic and sexual relationships. At the end of the five sessions, you will have thought and written about many aspects of your relationship life, shared some of your thoughts with the group participants, and reflected further on your own. This is an ethics course-one that we hope will stay with you in a special way as you grow, and live, and love.

**UDI 339. Global Brigades: Preparing for Nicaragua. 1 Hour**

Roughly 50% of the Nicaragua population lives in poverty. Currently, more than 43% of the population lives in isolated, rural areas of the country. Of this population, 85% struggle to live on more than \$1 daily. Communities are limited in their access to basic health services because of poor road infrastructure, also making transportation and trade extremely difficult. Historically, each step forward that Nicaragua has taken in the realm of development has been counteracted with a step back in the form of a revolution, natural disasters, repealing of funding for governmental projects or foreign aid. Prerequisite(s): Acceptance to the Global Brigade service trip.

**UDI 341. Sexual Diversity. 1 Hour**

This course explores the lives and development of lesbian, gay, and bisexual people in contemporary American society with particular attention to individual, relationship, and community issues and their intersections. Students will be encouraged to examine their fears and prejudices as a way of discovering that sexual minority individuals are both unlike and just like everyone else. In this way all students- straight or gay - can learn to be more sensitive to differences in sexuality that exist in the world around them.

**UDI 350. Wines of the World. 1 Hour**

This is a course for those who are convinced they will appreciate wines more if they learn more about wine and its history. This course will be a journey where we will share what we discover as we travel together over the wine roads of many nations. In addition to our reading and discussions we will share three experiences along the way. The first will be a component tasting where we will examine the individual tastes, aromas and sensations that come with both good and bad wines. Next we will have a formal wine tasting to explore the properties of red and white wines from several different countries. Finally we will share a dinner where the several courses have been matched to one or more wines.

**UDI 353. Project Letterpress. 0.5 Hours**

Students receive intensive instruction on setting letterpress type and work on the design, printing, and coating of a large edition of letterpress prints. Prerequisite(s): VAF253.

**UDI 357. Chaminade Scholars Practical Discernment and Servant Leadership. 1 Hour**

This course explores and utilizes topics related to discernment and servant leadership as a way to design a capstone project for the Chaminade Scholars Class of 2016 Cohort. This is a closed course for Chaminade Scholars. Prerequisite(s): REL 356.

**UDI 358. Christian Leadership. 1 Hour****UDI 359. Employment Readiness. 1 Hour**

Conducting your job search can be a daunting task, but breaking it down into manageable steps will help you be successful. You will acquire professionalism with ease and become more self assured in business interactions. You will also learn how to become a highly desirable employee by understanding career leadership skills most desired by employers, such as professionalism, problem solving, respecting workplace boundaries and diversity.

**UDI 361. Cross Cultural Immersion Preparation. 1 Hour**

The Cross-Cultural Immersion Preparation course offers students one credit hour as they prepare for their summer immersion through the Center for Social Concern. The course will introduce students to the intricacies of foreign travel and immersion and will discuss global issues. This is a requirement for all students participating in a summer immersion through the CSC and is only open to those students.

**UDI 363. ULEAD: Leadership Program Emerging Leaders. 2 Hours**

The Ulead course is carefully structured to explore concepts of leadership. Facilitated as an emerging leaders program, Ulead focuses on providing opportunities for students to develop a better understanding of self and others, strengthen leadership skills, and network.

**UDI 364. Vocation & Leadership. 1.5 Hour**

Students explore topics such as community, prayer, and Christian servant-leadership in an effort to understand and engage in communal faith development and vocational discernment. The class is limited to juniors and seniors living in the Faith, Vocation and Leadership house.

**UDI 365. Faith, Vocation and Leadership. 1.5 Hour**

Students explore topics such as community, prayer and Christian servant-leadership in an effort to understand and engage in communal faith development and vocation discernment.

**UDI 366. Challenging Faith. 1 Hour**

This course explores ways of balancing social life and faith on UD's campus. Students will reflect on life experiences and discuss alcohol, sexuality, and over commitment as challenges to their faith journeys.

**UDI 368. Marianist Studies in Community. 1.5 Hour**

Living in intentional community will guide the students participating in the Marianist Student Community program. Student will engage in formation and dialogue concerning the Catholic and Marianist mission and identity of UD through formation in-service, prayer, and community building.

**UDI 371. Art Street Experience. 1 Hour**

ArtStreet residents will work collaboratively and independently to provide experience and reflect on multifaceted arts programming, enhancing their creativity, cultural literacy and awareness of diversity, community building skills and expressive abilities no matter what their major course of study is.

**UDI 372. Applied Creativity in the Collaborative Community. 1 Hour**

Students will develop and demonstrate an understanding of communal living, experimental learning and radical collaboration between peers and mentors while executing original, radically creative works of art for the culminating White Box gallery exhibition. Students will explore what it means to be an artistic change agent with in a communal environment that provides a proper balance of challenge of support and enacts practices of social change. Prerequisite(s): UDI 371 and residency in ArtStreet Facility.

**UDI 376. Global Brigades: Preparing for Nicaragua. 1 Hour**

Using a combination of lectures, group activities, and guest speakers, we will illustrate the intimate linkages that exist between the aforementioned factors and discuss their roles in shaping health outcomes in Nicaragua. By the end of this course, students will be able to critically analyze health-related problems and suggest sustainable solutions that can potentially be implemented in marginalized, rural communities in Nicaragua. Furthermore, upon completion of the course, students will possess the knowledge and skill set necessary to participate in a medical service project with an international service organization focused on providing acute and preventative medical care to under served populations in rural Nicaragua. The trip will occur January 3 - 11, 2016. Students will complete an online application through the university of Dayton Center for International Programs to participate in this trip. Acceptance to the Global Brigade service trip required.

**UDI 377. Understanding, Respecting and Connecting II: Taking Action. 1 Hour**

This course is intended as a follow-up to UDI 380 Understanding, Respecting, and Connecting: Examining Privilege and Taking Action from last spring. This course will use applied academic concepts, reflective practices, and dialogue skills as students work on implementing a large scale project on campus; this course will focus on supporting students during their efforts to engage with the values and philosophy they observed at the White Privilege Conference. The goal of the course is to facilitate student initiatives in collaboration with faculty and staff on campus. Students are expected to apply their understanding of the role of diversity and privilege in creating injustices and boundaries on campus and in the community. Enrollment is limited to students who participated in UDI 380 last spring; they will be organized into self-selected groups that will pursue completing sustainable action for dismantle injustice in the UD community and beyond.

**UDI 378. Youth Economic Self-Sufficiency AmeriCorps. 1 Hour**

The YESS AmeriCorps Experience mini course is designed to provide support for students engaged in the YESS AmeriCorps program. Mini course students will be simultaneously participating in an experiential, community engaged learning experience, provide self-sufficiency support to young adults experiencing homelessness through placements at Daybreak Youth Shelter and St. Vincent de Paul Gateway Shelters.

**UDI 379. Prep for Rare Book Exhibit. 1 Hour**

This mini-course will support the preparations for the Stuart Rose rare book exhibit at the University of Dayton in the fall of 2014. Students will engage the texts selected for the exhibit and aid in the development of materials for the promotion of the exhibit as well as the exhibit itself. Students will learn about the selection texts in terms of their content, histories and as particular artifacts representing different forms of written materials. This course will also potentially bridge into the support of development of digital media for use in educational apps and a website being developed for the exhibit.

**UDI 380. Understanding Respecting and Connecting: Examining privilege and taking action. 2 Hours**

During the course students will explore historical and social implications of diversity and privilege, will examine their own privilege and dialogue with others about diversity and social justice, and will design sustainable actions to dismantle injustice in the UD community and beyond. Students in this course will travel with a group of UD faculty and staff to attend a conference on social justice and privilege in March.

**UDI 382. International Films. 1 Hour**

An advanced look at the multitude of significant films that are made around the world. Each film screened will be examined from historical, religious, philosophical, cultural, literary and artistic standpoints with the assistance of panel discussions led by faculty members from the Humanities.

**UDI 383. Servant Leadership: Hunger and Homelessness Awareness Week Leaders. 1 Hour**

This class is a great opportunity for students to educate our UD community and encourage us to take action on hunger and homelessness issues while helping to plan Hunger and this class will be leaders for Hunger and Homelessness Awareness Week. The students in this class will not only learn about the issues of hunger and homelessness, but will help plan and develop service projects, reflecting opportunities, advocacy events and will help with the fundraising and planning of the Thanksgiving Food Baskets.

**UDI 384. Social Justice Advocacy and Allies for Change. 1.5 Hour**

The Social Justice Advocates and Allies for Change course is a 1.5 credit course carefully structured to explore concepts of social justice, diversity, privilege and power. The course aims to help students develop the skills and knowledge needed to be an advocate and ally for social justice.

**UDI 385. Intergroup Dialogue: Religion. 1 Hour**

The Intergroup Dialogues course is carefully structured to explore social group identity, conflict, community and social justice. It involves an identity group defined by race and ethnicity. Each identity group is represented in the dialogue with two facilitators--one from each represented identity group--who encourage dialogue rather than debate. Facilitators and participants explore similarities and differences among and across groups and strive toward building a multicultural and democratic community.

**UDI 386. Inventing Identity. 1 Hour**

Making use of the 20th Annual Humanities Symposium, Inventing Identity, this interdisciplinary course addresses questions about women's identity formation in the midst of race, gender, abilities, class, and power differences.

**UDI 387. President's Diversity. 1 Hour**

No description available.

**UDI 389. Intergroup Dialogue: Ethnicity. 1.5 Hour**

The Intergroup Dialogues course is carefully structured to explore social group identity, conflict, community and social justice. It involves an identity group defined by race and ethnicity. Each identity group is represented in the dialogue with two facilitators - one from each represented identity group - who encourage dialogue rather than debate. Facilitators and participants explore similarities and difference among and across groups and strive toward building a multicultural and democratic community.

**UDI 390. Servant Leadership Seminar for REAL Dayton Leaders. 1 Hour**

In this minicourse for REAL Dayton leaders, students will explore the themes of servant leadership, community building, Catholic Social Teaching, the Marianist charism and mission, civic engagement and the assets and challenges of Dayton. REAL Dayton leaders will cultivate and apply servant leadership skills, working as a team to plan, implement and reflect on the 2014 REAL Dayton program.

**UDI 391. Civic Scholar Experience (Sophomores). 1 Hour**

This service learning minicourse fulfills the meeting requirements for the Dayton Civic Scholars program and combines classroom discussion, required reading and community speakers to help students integrate academic learning with service learning. Emphasis is on social justice and urban issues in the city of Dayton. Requirements include 60 hours of volunteer service and conference attendance OR an internship, a structured reflection journal, required readings, class participation and a senior capstone project.

**UDI 392. Dayton Civic Scholar (Juniors). 1 Hour**

This service learning minicourse fulfills the meeting requirements for the Dayton Civic Scholars program and combines classroom discussion, required reading and community speakers to help students integrate academic learning with service learning. Emphasis is on social justice and urban issues in the city of Dayton. Requirements include 60 hours of volunteer service and conference attendance OR an internship, a structured reflection journal, required readings, class participation and a senior capstone project.

**UDI 393. Community Service Internship. 3 Hours**

This service-learning mini course, which is only open to students in the Semester of Service program combines community service with reflection. Requirements include 450 hours of direct community service, an observation/reflection journal, required readings, a short story written from their community service experiences and class discussions on related issues. Only open to (5) students in the Semester of Service program.

**UDI 394. Civic Scholar Experience II. 1 Hour**

This mini-course will prepare students to get the greatest possible benefit from their participation in the study abroad offering, 'Investing a Great City: Integrated London ISSAP 2006'.

**UDI 395. Civic Scholar Experience IV. 1 Hour**

This service-learning minicourse fulfills the meeting requirements for the Dayton Civic Scholars program and combines classroom discussion, required reading and community speakers to help students integrate academic learning with service-learning. The emphasis is on social justice and urban issues in the city of Dayton. Requirements include 60 hours of volunteer service and conference attendance or an internship, structured reflection journal, required readings, class participation and a senior capstone project. Open only to Dayton Civic Scholars.

**UDI 396. Introduction to Medical Terminology. 1 Hour**

No description available.

**UDI 398. Civic Scholar Experience V. 1 Hour**

No description available.

**UDI 399. Civic Scholar Experience VI. 1 Hour**

This service-learning minicourse fulfills the meeting requirements for the Dayton Civic Scholars program and combines classroom discussion, required reading and community speakers to help students integrate academic learning with service-learning. The emphasis is on social justice and urban issues in the city of Dayton. Requirements include 60 hours of volunteer service and conference attendance or an internship, structured reflection journal, required readings, class participation and a senior capstone project. Open only to Dayton Civic Scholars.

**UDI 400. UD Interdisciplinary Experience II. 6 Hours**

No description available.

**UDI 410. Maxie: Integration. 1 Hour**

No description available.

**UDI 415. The River Steward Experience II. 1 Hour**

This course will be a seminar for the River Stewards, the student group of the Rivers Institute at the University of Dayton. The course will be available ONLY for River Stewards. Like the River Steward Experience Year I, this course will highlight aspects of leadership development and civic engagement through education, experience and action in an interdisciplinary setting. Furthermore, participants in the Year II minicourse will, under the supervision of the instructor, choose many of the topics and facilitate many of the discussions throughout the semester, as well as begin work on their senior service project. The Great Miami River Watershed will serve as the focus for community engagement and meaningful learning.

**UDI 416. The River Steward Experience II. 1 Hour**

This course will be a seminar for the River Stewards, the student group of the Rivers Institute at the University of Dayton. The course will be available for only River Stewards. Like the River Steward Experience Year I, this course will highlight components of education, action and experience. Further, participants in the Year II mini-course will, under the supervision of the instructor, organize and teach many of the topics covered in the Year 1 course. The Great Miami River will serve as the focus for community engagement and meaningful learning. The course will have primarily junior enrollment. It will require commitments beyond the classroom and readings.

**UDI 419. Forum for-Young Catechetical Learners. 1 Hour**

This minicourse addresses the key themes of the National Directory for Catechesis regarding discipleship (Catholic moral life), Catholic social teachings and catechetical planning. Themes include: developing a pastoral catechetical plan; call and challenge of discipleship; Catholic social teachings; and communications technology and catechesis.

**UDI 421. UD Post-Undergraduate Mini Course. 1 Hour**

This mini-course is designed for graduating seniors who are considering participating in service after graduation. Students will explore opportunities to live out their vocation as well as come to a better understanding of spirituality, community living and discerning God's call.

**UDI 499. Continuing Education. 1 Hour**

No description available.

**Interdisciplinary-Bus Courses****BAI 103L. Business Computing Laboratory. 1 Hour**

Introduction to business software skills including spreadsheets, relational databases, and integration of computer applications. Overview of UD computer ethics policies.

**Mini Courses**

Mini-courses are special, short-term, interdisciplinary credit courses developed by University faculty (or sometimes by students with the advice and consent of a faculty member) to meet specific, highly current needs or interests not covered in the regular curricula. They are free of charge to all full-time students, even if the course puts them over the full-time limit, and are open to part-time and non-UD students for credit or audit. The typical mini-course carries one semester hour of credit, or fifteen class hours. Classes can be in various sequences, extending over several weeks or concentrated within a few days. Some mini-courses take the form of workshops. Occurring at various times in the year, mini-courses are publicized throughout campus. They can be added to students schedules during the term. For a sample listing of mini-courses, click here (p. 60).

**Prelaw**

The Prelaw Program, designed to serve students from all areas of the University, provides undergraduates and alumni interested in law school with opportunities to acquire the knowledge and skills necessary for a successful legal career. While students interested in careers in law should choose their undergraduate majors to match their interests and abilities, they should also contact the Prelaw Program as early in their undergraduate careers as possible so they can receive effective prelaw advice.

Students can take advantage of one or both paths through the Prelaw Program. The interdisciplinary Prelaw Studies Minor enhances the preparation of students planning to seek admission to law school by promoting both the development of skills considered essential by both law schools and legal professionals -- critical reasoning, writing and analytical skills -- and professional skills. The Prelaw Program, i.e., the Director together with fifteen additional prelaw faculty advisors, provides students with curriculum guidance for developing the skills set needed for success in their future legal education and career, with law school admissions fairs, with aid in preparing for the Law School Admission Test (LSAT), including simulated tests and prep workshops, and with individual assistance in law school selection and law school applications. Moreover, the Program has a legal internship program and a Mock Trial team, both of which offer students valuable experiential learning, an undergraduate chapter of Phi Alpha Delta, a Prelaw Club and other opportunities for development based on the individual student's talents, interests and goals.

For further information concerning the Prelaw Program at the University of Dayton, students should contact the Prelaw Program in Alumni Hall, Room 117; phone (937) 229-4229.

**Reserve Officers Training Corps (ROTC)**

The Department of Military Science offers the Army ROTC training program on campus, leading to a commission as a second lieutenant in the U.S. Army at the time of graduation. For more information, visit the Department of Military Science.

In coordination with Wright State University, the Department of Aerospace Studies offers the Air Force ROTC training program on campus and at Wright State University. Successful completion of the program provides the opportunity to become a commissioned officer in the United States Air Force.

**Special Programs and Continuing Education**

To serve adults in the Dayton community, the University provides a variety of noncredit courses, many in the form of workshops, seminars, study tours and conferences. These are planned to meet the educational and training needs of organizations and of the community and are held both on and off campus. This office also administers Elderhostel, Road Scholar, OSHER Lifelong Learning Institute, Senior Fellows and New Horizons Music, for persons fifty and over. Continuing Education Units (CEU) are awarded for a charge for some offerings.

**University Honors Program**

The University Honors Program provides curricular offerings, programming and benefits to undergraduates who achieve and maintain superior academic records. Students earn the designation "University Honors student" in one of two ways. Entering first-year students with outstanding academic credentials are accepted into the Honors Program upon admission to the University. Students may also enter the Honors Program after their first year with a minimum 3.5 grade-point average. All University Honors students are expected to maintain at least a 3.5 GPA.

Membership in the University Honors Program requires continued progress towards one of the Honors Program-designated diplomas. Honors students complete the requirements for an Honors diploma in one of two ways: by earning 15 Honors credits and completing a six-credit Honors thesis project or by earning 21 Honors credits without a thesis. To receive the Honors with Distinction diploma, Honors students earn 21 Honors credits and also complete the six-credit Honors thesis project for a total of 27 Honors credits. Complete details on maintaining membership and benefits are spelled out on the UHP website ([www.udayton.edu/honors](http://www.udayton.edu/honors)). Students who meet the University Honors Program graduation requirements will earn an Honors Program-designated diploma.

Students are offered a selection of Honors courses each term. In most instances, first-year University Honors students will enroll in either an exclusive first-year Honors seminar (ENG 200H) or first-year Core courses. Both of these options include designated honors housing. In line with the Common Academic Program (CAP), Honors students are encouraged to complete no more than 6 Honors credits in 100-level courses and 6 Honors credits in 200-level courses. A limited number of upper class Honors courses that complete either CAP or major course of study requirements are also available each semester. Students who have completed more than 75 hours may also earn Honors credits by



arranging contract Honors courses with individual professors, provided that the contract is agreed upon and approved by the department Chair prior to the start of class. Complete directions are on the UHP website and students should initiate the process with the UHP. All honors courses will be designated as such on the student's academic transcript.

Student may also earn Honors credits through coursework associated with the Chaminade Scholars Program, Dayton Civic Scholars Program, River Stewards Program, Core Program, study abroad programs and by complete graduate level courses for undergraduate credit. The Honors credits earned are not necessarily one for one and these Honors credits do not appear on the student transcript. Honors students must earn a grade of B or better for any Honors courses or other Honors credit-eligible coursework to earn Honors credits towards the Honors diploma requirements.

Students may also earn Honors credits via approved non-academic credit experiences such as internships and co-ops, through successful completion of the Berry Summer Thesis Institute, the D.C. Flyers Program, and/or by completing the application process for a national fellowship through the Office of Fellowship Advising led by the UHP Associate Director. Specific ways of earning Honors credits can be found on the Honors Program website or at [www.udayton.edu/honors](http://www.udayton.edu/honors).

Numerous benefits are available to members of the University Honors Program. The University Honors Program sponsors speakers, cultural events, the Honors Art Exhibition and the Honors Students Symposium each year. First-year Honors students can participate in the Honors Student Welcome prior to the start of classes, and have the option of being housed with their first-year seminar or Core cohort. Upper class Honors students may request Honors housing through the Special Interest housing process. University Honors students benefit from early registration. They also receive graduate-level library benefits and enjoy the use of a special Honors study room in the library and access to the Honors Students Center in Alumni Hall. To receive benefits, students must be UHP members in good standing; the GPA must be 3.5 or above and they may not be in violation of the University code of conduct.

University Honors students undertaking Honors thesis projects may apply for thesis grants; outstanding projects may be eligible for funding through the Palermo Honors Program Founders Fund. Grants may also be available for Honors students who present their academic research at professional conferences. University Honors students completing at least sixty semester credit hours are eligible to apply to the Cordell W. Hull International Fellows Fund for University Honors students. Established in 1997-98, this fund awards grants to support international learning, leadership, and service projects. Finally, a limited number of upper-class awards may be made to Honors students who demonstrate academic excellence and financial need. Upper class scholarships are also given to students who successfully complete the Berry Summer Thesis Institute and elect to complete an Honors thesis project.

## Libraries and Research Services

The University Libraries include:

- Marian Library (p. 70)
- Roesch Library (p. 70)
- School of Law Library (p. 70)

Also in this section:

- Access to Other Resources (p. 69)
- International Marian Research Institute (IMRI) (p. 69)
- Literature Searching (p. 70)

- Research Institute (UDRI) (p. 70)
- School of Education and Health Sciences Curriculum Materials Center (p. 70)

## Access to Other Resources

**OhioLINK:** The University Libraries are a member of OhioLINK, a consortium of 90 Ohio college and university libraries and the State Library of Ohio, providing access to more than \$40 million in digital content and 50 million print items.

**Interlibrary loan:** For materials not available at the University of Dayton or through OhioLINK, the University Libraries provides an interlibrary loan service to faculty, staff, and registered students. Types of materials borrowed may include books; videos and DVDs; music CDs; copies of journal, magazine, and newspaper articles; microfilms; and dissertations.

**Uncommon materials:** As an associate member of the Center for Research Libraries, University Libraries provide access to the CRL's 5 million newspapers, journals, books, pamphlets, dissertations, archives, government publications, and other resources from Sub-Saharan Africa, Eastern Europe, Latin America, the Middle East, South Asia, Southeast Asia, North America, and Europe. Collections focus on news; law and government; finance; the history of science, technology and engineering; and the history and economics of agriculture.

**Privileges at other libraries:** Membership in the Library Division of the Southwestern Ohio Council for Higher Education provides students, staff, and faculty with access to materials in SOCHE member libraries. Graduate students have direct onsite borrowing privileges at all OhioLINK libraries and at nearly all SOCHE libraries.

## International Marian Research Institute (IMRI)

Francois Rossier, S.M., Program Director

The Marian Library/International Marian Research Institute is recognized as the largest and most comprehensive collection of materials on the Virgin Mary and as a leading center for Marian studies. Established in 1943 by the Marianists at the University of Dayton, the Marian Library comprises over 100,000 books and pamphlets which include theological, Scriptural and ecclesial documents and commentaries, biographies of Marian devotees, sermons and Marian art. It also has collections of postcards, religious images, postage stamps, medals, rosaries, Christmas crèches and recordings of Marian music.

A principal mission of the Marian Library is to promote research in Marian studies. The International Marian Research Institute was founded in 1975 (in affiliation with the Pontifical Theological Faculty Marianum in Rome) offering an academic program leading to the licentiate (S.T.L.) and the doctorate (S.T.D.) in theology; the master's degree in religious studies with a Marian concentration (in conjunction with the Department of Religious Studies of the University of Dayton); a certificate in Marian studies; and a guided program of studies. The academic program is organized in a three-year cycle and serves a diverse, international student population: laity (men and women), priests and religious. The S.T. L., S.T.D. and certificate are awarded by the Marian and are not degree-seeking programs from UD. While most students seek the degree in theology with specialization in Mariology, others simply wish to satisfy personal interests in Marian studies.

The Marian Library provides exhibits of Marian art, reference services, circulation of books and videos, conferences and workshops. Four

publications originate at the Marian Library: Marian Library Studies, a scholarly journal of original research; Marian Studies, the journal of the Mariological Society of America; the Marian Library Newsletter, which covers current books and topics of interests; and Art and Spirituality, a series of monographs promoting personal meditation through religious art.

The Marian Library maintains the Mary Page ([catalog.udayton.edu/undergraduate/generalinformation/librariesandresearchservices/internationalmarianresearchinstitute/%20http://www.udayton.edu/mary](http://catalog.udayton.edu/undergraduate/generalinformation/librariesandresearchservices/internationalmarianresearchinstitute/%20http://www.udayton.edu/mary)) with extensive resources: information on art exhibits and classes, Marian ecclesial documents, FAQs and seasonal meditations.

## Literature Searching

Roesch Library subscribes to more than 200 databases for all areas of study offered by the University. Most are available both on and off campus. The library also has access to hundreds of additional databases from commercial database providers. Librarians work with graduate students and faculty free of charge to search these resources when appropriate.

## Marian Library

The Marian Library, located on the seventh floor of the Roesch Library, houses the world's largest collection of published materials on the Virgin Mary. Its comprehensive collection is devoted to information about and references to the Virgin Mary found in works of Scripture, doctrine, history, tradition, art, culture, spirituality and devotion. The multi-language collection includes over 95,000 books and pamphlets (6,000 of which were printed before 1800), 165 periodicals, a clipping file of over 60,000 items and a growing number of microforms. These works are supplemented by a Marian stamp collection, Christmas crèche collection, statues, medals, postcards and other works of art. Publications include Marian Studies (papers given at the annual meeting of the Mariological Society of America), Marian Library Studies (original research on Marian topics) and the twice-yearly Marian Library Newsletter. The Marian Library's collections can be accessed via the University Libraries' online catalog. Hours, an explanatory video and information on current art exhibits can be found on the Mary Page (<http://www.udayton.edu/mary/library>).

## Research Institute (UDRI)

The University includes research as one of its stated purposes. In addition to faculty members in academic departments, a large staff of research scientists, engineers and technicians conduct basic and applied research. Most of these activities are externally funded and are conducted in the laboratories of the University of Dayton Research Institute.

Several hundred students are employed in research programs in accord with the University's emphasis on integration of research and instruction. In addition to financial benefits, this research participation provides students with valuable experience and an exposure to issues at the forefront of contemporary science and engineering.

## Roesch Library

Roesch Library has more than 1 million print and electronic books, subscribes to more than 200 databases, and provides access to more than 68,000 print and electronic journals. Through OhioLINK, a statewide consortium of college and university libraries, students, faculty, and staff

can access more than 50 million additional items at member institutions, delivered on demand within a few days. A Federal Depository Library since 1969, the University also provides access to government records in physical and electronic forms.

With limited exception, Roesch Library is open every day, normally until 5 a.m. during regular weeks of the term and 24 hours during exam weeks. Research and writing assistance is available in person or via email, telephone, or online chat.

Computers, printers, copiers, and scanners are available, as well as cameras, phone chargers, e-readers, tech-enabled team tables, and study rooms for individuals and groups. Wi-Fi is available throughout the building.

The Libraries also provide all University of Dayton students, faculty, and staff with an online subscription to (<https://myaccount.nytimes.com/grouppass/access>) *The New York Times* free of charge. The first-floor gallery features several exhibitions each year, and community programs address a variety of curricular topics and current issues. An open-access institutional repository, eCommons (<http://ecommons.udayton.edu>), provides a permanent and discoverable electronic archive of University scholarship, culture, and documents. For more information or to browse the catalog, see the website (<https://www.udayton.edu/libraries>).

## School of Education and Health Sciences Curriculum Materials Center

The Brother Louis J. Faerber, S.M., Curriculum Materials Center (CMC) houses the SEHS's specialized education collections and is located on the sixth floor of Brother Ray Fitz Hall. Its collection includes professional education books and journals, literature for children and young adults, elementary, middle and secondary textbooks, standardized assessments, teaching aids (games & manipulatives), DVD's, CD's, etexts, charts, material kits and other resources. A copier, four networked computer workstations, a comb binder, Ellison and Accu-Cut die cutting machines, and an assortment of letter and shape dies are available for student use.

## School of Law Library

The University of Dayton School of Law's Zimmerman Law Library (<https://www.udayton.edu/law/library>) in Joseph E. Keller Hall provides access to 300,000 printed materials, microfilms, and legal databases on Anglo-American, foreign, comparative, and international law. Its open-stack arrangement permits easy access to all materials, and library faculty and staff are readily available to provide assistance to law students, undergraduates, graduate students, lawyers, judges, faculty, and the public. The Library also has a host of bar exam preparation materials and academic support resources.

Open until midnight Sunday through Thursday and until 10 p.m. Friday and Saturday during the academic terms, the Zimmerman Law Library provides 500 seats for study and research, an abundance of electrical outlets, and several computers with Internet access for public use. Group study rooms are available to faculty, staff and enrolled students in the School of Law, and wireless access is available with a UD login name and password.

## Student Life and Services

At the University of Dayton, you're not alone. And not just because you'll make friends at every turn, but because our faculty, staff and community are eager to help you along your path. To guide you, advise you and even help you land a job after graduation.

As a Catholic, Marianist institution, our educational philosophy addresses the needs of the whole person: mind, body and spirit. And you'll find a plethora of offices are here to support you every step of the way.

## Affirmative Action Office

The Compliance and Affirmative Action Office aids in the implementation of the University's commitment to equal opportunity, affirmative action and diversity. This office ensures campus compliance with Federal, State and Local laws pertaining to non-discrimination and affirmative action.

## Athletics

Many people throughout the country have come to know the University of Dayton through the accomplishments of its intercollegiate athletic teams. The mission of the Division of Intercollegiate Athletics at the University of Dayton reflects the mission of the University. That mission is embodied in the following core purposes:

- To educate the total person by integrating the primary academic purposes with educational possibilities and opportunities for young people beyond the classroom
- To teach the value of community and family through collaboration and teamwork
- To instill the fundamentals of sportsmanship, adhering to the values of respect, fairness, civility, honesty and responsibility
- To teach the tools of achievement, including self-discipline, personal responsibility and the setting of high standards
- To develop the individual talents of our student-athletes within the context of shared team goals
- To enhance diversity and minority opportunity at the University of Dayton
- To advance the University of Dayton locally, regionally and nationally through the more highly visible sports, particularly the men's basketball program

There are seven men's intercollegiate sports:

### Fall

- Football
- Soccer
- Cross Country

### Winter

- Basketball

### Spring

- Baseball
- Golf
- Tennis

There are ten women's intercollegiate sports:

### Fall

- Volleyball

- Soccer
- Cross Country

### Winter

- Basketball
- Indoor Track

### Spring

- Softball
- Rowing
- Golf
- Tennis
- Outdoor Track

Cheerleading tryouts, open to all students, are held each year.

Any student, male or female, who plans to participate in a varsity sport, must be certified through the NCAA Initial-Eligibility Clearinghouse. Additionally, student-athletes are required to complete a physical examination and provide documentation of their medical history and current insurance coverage.

The University of Dayton and its Division of Athletics are committed to abiding by the rules of the NCAA and the Atlantic 10 Conference. The volume and complexity of the NCAA rules prohibits addressing all the possible scenarios that may impact athletic eligibility. Therefore, you are encouraged to visit the Dayton Flyers website and NCAA to access the various rules and policies which assist our University in continuing to operate with honor and dignity.

Contact the Compliance Staff if you should have any questions. Visit our website (<http://www.daytonflyers.com>).

University of Dayton  
Athletics Division Compliance Office  
300 College Park  
Dayton, OH 45469-1230  
Phone: (937) 229-1285  
Fax: (937) 229-4969

## Bookstore

The University of Dayton Bookstore is a service facility owned and operated by the University. Its primary purpose is to provide for the intellectual needs of the University community by making available all required textbooks and by providing a source for essential engineering, art and academic supplies which students need in their areas of study. The UD Bookstore offers new, used, rental, and digital options for most titles.

Methods of payment include cash, American Express, Discover, MasterCard, Visa, Flyer Express, Textbook Scholarship, along with personal checks are accepted with proper I.D.

The UD Bookstore also offers a variety of merchandise including apparel, gift items, school & office supplies, health & beauty items, over the counter medication, technology supplies and accessories, gift cards and more.

For your convenience, the UD Bookstore offers laundry and dry cleaning services, bus passes, book buyback, graduation services and special order services.

In addition to the UD Bookstore, University Retail Operations also operates Flyer Spirit on Brown Street and the Law Bookstore in Keller Hall.

## Campus Ministry

Faith formation and reflective religious dialogue play important roles in the education and development of the whole person at the University of Dayton. As a primary agent in faith formation at UD, Campus Ministry, inspired by the University's Marianist tradition, forms persons and communities in a lived faith, expressed in worship, in challenging and compassionate relationships and in commitment to justice and service.

With thirty staff persons and a wide variety of programs, UD has one of the largest and most active campus ministry programs anywhere.

Informed by the Roman Catholic Tradition, the vast majority of our programs appeal to students from different Christian backgrounds and those of other faiths. A full-time protestant campus minister serves as a part of the campus ministry team. Campus Ministry also connects students from other faith traditions to their respective faith communities off campus. A number of independent, religiously based student organizations exist on campus. Together, these provide a range of options and opportunities for students to be a part of a faith community during their time at UD.

Our primary activities for students are outlined below.

### Residence Life Ministry

Each residential area has campus ministers who actively engage students in faith based activities. Student leaders guide participation in activities such as faith sharing groups, bible studies, retreats, Mass, service and social opportunities and other prayer experiences. In these and other ways, campus ministry is able to accompany, encourage and support students in areas of leadership, personal growth and spiritual development.

### Center for Social Concern

Campus Ministry's Center for Social Concern is committed to faith-based social justice education, including direct service to the poor and marginalized, work on behalf of social justice and changing unjust structures in society that oppress and marginalize human beings. The Center for Social Concern provide regular BreakOut Trips, Summer Immersion Trips and the Summer Appalachia Program, offer opportunities for service and justice education in domestic and international settings. Guest speakers and a number of other activities also contribute to these goals. At the heart of it all is a wide array of opportunities to reflect on the service and justice work in the context of faith.

### Retreats and Faith Communities

Over twenty retreats are offered each year for UD students. The retreats vary in size, style, theme and focus to provide opportunities for faith development in many ways. There are quiet relaxing guided retreats, wilderness retreats, retreats specifically for first-year students and graduate students, large community focused retreats, interdenominational retreats and more that foster faith development through activities, discussion and prayer. Most retreats are led by student teams who prepare through weekly meetings.

Students also join small Christian communities called PORCH. These student led groups meet regularly and focus in unique ways including faith sharing, scripture study and theological reflection.

Campus Ministry's Program for Christian Leadership offers Callings, a pre-orientation experience for incoming first year students focused on fostering faith, vocation and leadership for new UD students as well as PORCH communities, retreat and leadership experiences.

### Liturgies and Prayer

Students, faculty, and staff are active in the liturgical life of the University as lectors, Eucharistic ministers, music ministers, Mass coordinators and hospitality ministers at both daily and Sunday celebrations of the Eucharist. The sacrament of Reconciliation and Eucharistic adoration are scheduled regularly, and during the seasons of Advent and Lent, sung weekly Vespers are offered along with communal Reconciliation services. An interdenominational Christian worship service is held every Sunday during the academic year. Other opportunities for worship are available in the local community.

## Campus Recreation

The Department of Campus Recreation is located on the "M" level of the RecPlex. The RecPlex, which opened in January 2006, houses a state of the art recreation facility. Full time undergraduate students are eligible to use the RecPlex with their UD student ID. The facility may be used by graduate students who purchase a RecPlex Membership. Highlights of the building include:

- Main Gym with four full sized wood court basketball courts and three racquetball courts, one of which can be converted for squash.
- MAC Gym with two rubberized courts surrounded by a professional grade dasher board system adequately sized to play a variety of sports including tennis, indoor soccer, basketball, volleyball and floor hockey.
- Aquatic Center with a 25 yard eight lane lap pool, four foot deep vortex leisure pool, diving well and an eight-person spa.
- Fitness Studios A, B, and C which are used for a variety of instructional and group fitness classes.
- 10,000 sq. ft. Fitness Floor is home to 80 cardio machines and 70 strength training stations.
- Wellness Assessment Lab from which services such as athletic training, massage and personal training consultation are offered.
- Four lane 1/8 of a mile rubberized jogging track.

Campus Recreation is excited to feature a new 5+ acre outdoor facility due to the installation of an infill turf surface. This new resource matches the quality of the RecPlex and provides year round access and a consistent surface for sports programming.

Campus Recreation offers many programs and facilities for students, including:

- Intramural Sports
- Sport Clubs
- Aquatics
- Fitness Programs
- Climbing Wall
- Strength and Cardio Equipment

Campus Recreation provides a variety of intramural activities in which anyone can find exercise surrounded by a spirit of fun and competition which is uniquely enhanced by our Marianist values. Activities include:

- Softball
- Flag Football
- Indoor and Outdoor Soccer
- Volleyball



- Basketball
- Dodge-ball
- Bowling
- Racquetball
- Golf meet
- Wallyball
- Floor Hockey

All students are invited to participate; ability is not important, just the desire to play. Please contact us at [udintramurals@udayton.edu](mailto:udintramurals@udayton.edu).

Another popular feature of the Department of Campus Recreation is the Sports Club Program. Currently, there are 36 recognized sports clubs on campus. The Sports Club Program offers students the opportunity to participate in a highly organized activity, while at the same time learning and developing new skills. Anyone interested in joining a sport club or starting a new one is encouraged to come in and speak with the Assistant Director of Sport Clubs.

Schedules concerning open recreation hours and scheduled events may be secured from the Campus Recreation Office. For more information please visit the website ([https://www.udayton.edu/studev/health\\_wellness/campusrec](https://www.udayton.edu/studev/health_wellness/campusrec)) or call 229-2731.

## Career Services

The University of Dayton Office of Career Services (<https://www.udayton.edu/careerservices>) is a team of dedicated, caring professionals committed to providing excellent career related-resources, programs, services and opportunities that build confidence and job search skills. We serve as a connecting point between students, faculty, alumni and employers in an increasingly diverse and globally influenced job market. We are a leader in career planning and preparation, balancing the latest technology with personal guidance in the Marianist tradition.

### Career Advising

The Career Services staff is happy to help with your career-related needs at every step of your college career. We can assist you with choosing a major, finding an internship or co-op job, or finding your first full-time position. Students are encouraged to make an appointment with a career advisor, who can also assist you with résumés, interviewing tips, job search strategy, and other aspects of the job search. Workshops are offered each fall and spring semester on topics ranging from choosing a major, to utilization of social media in a job search, to acing the top 10 interview questions and much more. Mini courses are offered on Career Readiness and Choosing a Major.

### Student Employment

All University of Dayton students, regardless of financial need, may apply for University-funded employment opportunities on campus. Positions are available in many campus departments, and hourly wage is based on experience and job description. Federal Work Study is awarded to undergraduates who demonstrate financial need and have FAFSA results on file by May 1. Federal Work Study opportunities are available for qualified students both on-campus and with off-campus organizations. All Student Employment positions are posted in Hire a Flyer.

### Career-Related Experiences

The goal of any career-related experience is to provide practical work experience associated with a student's course of study and/or life experience. All University of Dayton students are encouraged to participate in an internship, cooperative education and/or community

service learning. These positions are posted in Hire a Flyer and Career Services can assist students in the pursuit of such positions, including program registration, when necessary.

### Opportunities to Connect with Employers

Career Services offers resources and programming throughout the academic year for students to network with organizations from the local area, the Midwest region and beyond. Positions are posted in Hire a Flyer for internship, cooperative education and full-time jobs. Career fairs are held each fall and spring semester attracting employers from diverse industries, sizes and regions. Additional opportunities for networking include company information sessions, resume review days and on-campus interviews.

### Flyer First Destination Surveys

Our office, in collaboration with academic units, surveys graduating students to determine their first destinations upon leaving the university. After attempting to contact each student personally, knowledge rates, success rates and average salaries are reported annually. Want to know where our students go to work, study or serve upon graduation? We have that information for you.

## Center for International Programs

The Center for International Programs at the University of Dayton provides leadership, strategic planning, coordination and administrative support for the internationalization of campus. In cooperation with other University departments and external organizations, the CIP operates programs and provides services which enhance intercultural education at the University of Dayton and prepares our students as distinctive global citizens ready to learn, lead and serve in the world. The CIP is part of Academic Affairs and Learning Initiatives, under the Office of the Provost. Our areas include:

### Campus Engagement

Campus Engagement directs and supports the coordination of programs and initiatives, infrastructure development, and campus partnerships that foster intercultural engagement and development for faculty, staff and students. In addition, campus engagement, through planning and collaboration, guides the communication strategy for the center.

### Education Abroad

Education Abroad provides guidance and expertise for education abroad advising, faculty-led program design and delivery, exchange opportunities and risk management. Education abroad focuses on increasing access to and quality of global experiences for undergraduate and graduate students, and faculty by engaging them in study, research, work and service experiences abroad.

### International Student and Scholar Services

International Student and Scholar Services provides students and exchange visitors with immigration advising, workshops and orientation, as well as social and extracurricular activities. ISSS extends its services and support to international faculty and research scholars and their dependents. Through collaboration with other departments and organizations, ISSS advocates on behalf of international students to ensure their academic, personal and career goals.

### Intensive English Program

The Intensive English Program welcomes a diverse community of international learners to prepare them for success in their academic careers by providing English language instruction rooted in best practices. IEP's diverse team of TESOL professionals guides students

toward autonomy as they learn, explore and practice the habits necessary for success in U.S. higher education. Together with University academic departments, IEP creates and facilitates opportunities for intercultural exchange.

### **Partnerships and Exchanges**

Partnerships and Exchanges seeks, builds and maintains relationships with institutions and organizations all over the world for the purpose of increasing direct global opportunities for UD faculty, staff, students and partners abroad. Partnerships and Exchanges supports activities that include education abroad programs, joint international research, dual degree agreements, faculty mobility to teach and achieve professional development and other special enrollment programs.

## **Center for Student Involvement - Kennedy Union**

A variety of cultural, educational, social and recreational activities are presented in Kennedy Union to enrich and enhance campus life and foster a spirit of community. In addition, the Center for Student Involvement provides support, direction and programming opportunities for students and recognized student organizations. Activities in the union include game shows, trivia contests, movie nights, concerts, theatrical productions, lectures, dance ensembles, performances and recitals by students and faculty members. Meeting rooms, the Ballroom, Boll Theatre and University vans are available for use and can be reserved by calling 937-229-3333 (Kennedy Union Room 241). Information about student organizations can be found at [go.udayton.edu/involvement](http://go.udayton.edu/involvement) or by calling 937-229-3333 (Kennedy Union 241).

The John F. Kennedy Memorial Union, centrally located on the campus, offers comfortable surroundings and a variety of services for the University community. Lounges provide space for discussion, studying, and socializing. A lounge for commuter students is located on the first floor, with lockers available for rent. The Hangar games room on the ground floor includes bowling lanes, pool tables, lounge space, and the Galley cafe. The food court, automatic teller machines, charging stations, display cases and vending machines are housed in the Union, as are student offices for the Student Government Association, Campus Activities Board, Christmas on Campus, Daytonian Yearbook, three values-based Greek Councils, Flyer News and Orpheus literary magazine. Also in the Union are the Information Center, Box Office, the Office for Student Leadership Programs, the Copy Center, Flyer TV, Dining Services, Catering Services and the Travel Office.

The Center for Student Involvement is responsible for registering all student organization-sponsored events, granting recognition to student organizations, providing resources and support for organization leaders and advisers, publicity approval and late night programming for students (#UDLateNight). The office works directly with commuter students, Student Government Association, IFC, NPC, NPHC, Flyer News, Flyer Radio, Daytonian Yearbook, Orpheus, Campus Activities Board, Christmas on Campus, the Campus Concert Committee and all additional recognized student organizations.

## **Community Wellness Services**

Community Wellness Services supports and enhances the mission of the University of Dayton by promoting learning and personal development in the seven dimensions of wellness, providing alcohol and other drug interventions for students and consultation to faculty and staff in these areas.

Through prevention and intervention, the student is guided to create a balanced lifestyle to contribute to their optimal personal development. Community Wellness Services utilizes science based wellness promotion strategies to support the Marianist principles of community living and contribute to the educational mission of the University.

Community Wellness Services is located on the first floor of Gosiger Hall and in the McGinnis Center. Phone (937) 229-1233. Hours are 8:30 a.m. - 4:30 p.m. Monday - Friday. The main mailing address is Community Wellness Services, 300 College Park, Dayton, OH 45469-2610.

## **Commuter Student Services**

Commuter Student Services provides an essential aspect to the University of Dayton campus. Commuter students knowledge and pride of the Dayton area help make out-of-town students feel more comfortable and at home while at the University. A lounge for commuter students is located in Kennedy Union 118 which is used for study, relaxation and meeting friends. A telephone, microwave and refrigerator are provided for the convenience of commuter students. Lockers are also available in the lounge and can be rented on a yearly basis.

The commuter advisor (Brandy Clifford, 229-3333) provides services and facilities to meet the educational, developmental and physical needs of these students and maintains contact with the academic and nonacademic areas of the University to increase understanding of these specific needs.

## **Counseling Center**

The main purpose of the Counseling Center is to assist students in self-development, including personal adjustment, career planning and social skills building. All students in need of objective insights or merely "a listening ear" are encouraged to make use of the Center's services. No student's concern is too minor to explore. This is usually accomplished through one-to-one and group counseling, although there are opportunities for workshops on certain topics, consultation and outreach programming for student, faculty and staff groups. The Center also provides career and personality testing services. Because counseling often involves sensitive personal matters, discussions between counselors and students are strictly confidential. An exception occurs when students' problems become life threatening. The University and the student may enter into a contract to establish conditions regarding required treatment/assessment, if there is imminent danger. The student may decide to use the services offered by the University or to receive treatment elsewhere. In the latter case, periodic review by the University is required to confirm that contract conditions are met. For the welfare of the student, problems warranting treatment more intensive than the University can offer may require temporary medical withdrawal from the University. The student may be readmitted to the University upon acceptable completion of contract conditions. In life threatening circumstances, the University assumes the position that the parents or guardians of the student generally should be notified, and it will initiate such notification if the student has not done so within an appropriate time, refuses to do so, or is unable to do so. Other exceptions to confidentiality include a) receiving a court order, and b) when evidence suggests abuse or endangerment to a person under the age of 18 or over 60.

Matriculating undergraduates, graduate assistants and law students are eligible for services at no charge. Other graduate students, Intensive English Program participants and non-matriculated undergraduate students pay on a fee-for-service basis. Contact us for information about

charges and services. The Center is accredited by The International Association of Counseling Services, Inc.

## Dining Services

The University of Dayton Dining Services operates two full-service a la carte student dining facilities located in Kennedy Union and Marycrest Complex, and two restaurants, Passports and The Grainary, located in the V.W. Kettering Residence Hall. The Brown St. Bistro, located in Fitz Hall, offers made to order sandwiches and salads, The Emporium, a mini grocery store with a full service deli, is located in the Marianist Residence Hall, and Stuart's Landing, a convenience store, is located in Stuart Hall Complex. Dining Services also operates The Galley, a pretzel/ ice cream/ gourmet coffee shop located in Kennedy Union, and The Chill, a juice bar with healthy snack options, located in The RecPlex. All students living in Marycrest, Stuart, Founders, Marianist and Virginia Kettering Residence Halls are required to purchase a meal plan. Meal plan options are as follows:

- Standard Plan – This structured meal plan has a spending allowance associated with it during specific meal periods. If you don't spend the entire allowance for that meal, you lose it. This plan starts with breakfast the first day of classes.

Note: Only one block of funds may be used during each meal period. For example, two blocks may not be used during the lunch meal period on the same day.

- The Flexible Plan- This is a debit style meal plan and provides complete flexibility, with no specific meal periods and no spending allowances.

Note: There are no refunds on debit plan balances however, 100% of balances remaining at the end of fall semester will roll over to the spring semester. Plan participation charge applies.

All students living in residence halls must have one of the following:

- Standard Plan (3 blocks per day, 7 days) \$2,440.00/ semester
- Flexible Plan (debit account) \$2,440.00/ semester

For complete information on meal plans, please visit website (<http://dining.udayton.edu>).

When a student does not choose a meal plan the default plan is the Flexible Plan.

Non-resident students may purchase a Neighborhood meal plan (debit account).

## FlyerCard

The FlyerCard is the official photo identification card at the University of Dayton. Your FlyerCard must be presented for purchases using your FlyerCard account(s), admission to the RecPlex, library services and building access.

Your FlyerCard can be used as a form of payment for food, textbooks, supplies, laundry, printing and other essential services. It is safe, fast and convenient to use. You can view your transactions and the balance of your accounts by choosing the "My Account" link ([catalog.udayton.edu/undergraduate/generalinformation/studentlifeandservices/flyercard/%20https://flyerexpress.udayton.edu](http://catalog.udayton.edu/undergraduate/generalinformation/studentlifeandservices/flyercard/%20https://flyerexpress.udayton.edu)).

To get your FlyerCard, stop by the Campus Card Services office located in room 102 of the Powerhouse. The first FlyerCard received is issued at no charge. All students must be registered for classes before receiving

their card. Visit the FlyerCard website (<http://FlyerCard.udayton.edu>) for a detailed view of the FlyerCard program.

### Flyer Express

Flyer Express is a declining-balance prepaid account accessed with your FlyerCard. It is the convenient way to pay for products and services on and off campus. Your Flyer Express account eliminates the need to carry cash and saves you the hassle of searching for correct change. Flyer Express has you covered with whatever you need, 24 hours a day, 365 days a year. It is safe, fast, and convenient to use. The money in your Flyer Express account is carried over from one semester to the next and from year to year.

The Card Services office offers you multiple options to deposit funds into your account.

- Online ([catalog.udayton.edu/undergraduate/generalinformation/studentlifeandservices/flyercard/%20https://flyerexpress.udayton.edu/AddFlyer.aspx](http://catalog.udayton.edu/undergraduate/generalinformation/studentlifeandservices/flyercard/%20https://flyerexpress.udayton.edu/AddFlyer.aspx))
- Phone: (937) 229-2456 or 1-800-259-8864 (option 4)
- In person at the Campus Card Services office in the Powerhouse or the Bursar's office in St. Mary's Hall
- At kiosks located in all Dining Services locations and the Roesch Library.

Flyer Express is accepted at:

- All Dining Service locations
- Art Street Cafe
- UD Bookstore
- Residence Hall laundry
- Campus Copy Center
- Selected vending areas
- The Hangar
- The Galley
- Stuart's Landing
- Campus Computer Store
- Roesch Library
- Post Office
- The Chill
- KU Box Office
- The Blend
- The Blend Express
- Selected off campus businesses.

Flyer Express is used to pay for printing in the Library and many computer labs. Visit the FlyerCard website (<http://FlyerCard.udayton.edu>) for a current listing of off campus vendors that accept Flyer Express.

## Health Center

Medical care is available at the Health Center to all full-time and part-time undergraduate, graduate and law students. During the academic year, the Health Center is open from 8:30 a.m. to 5:30 p.m. on weekdays, except University holidays. A physician is available for consultation every weekday morning and afternoon throughout the year, except University holidays. Summer hours are 8:30 a.m. to 4:30 p.m. with limited physician hours. Students should call the Health Center to schedule an appointment at (937) 229-3131, or can schedule or cancel appointments through our portal at [myhealth.udayton.edu](http://myhealth.udayton.edu). In case of emergency, call Public Safety, (937) 229-2121.

Pre-admission physical examinations are not required, but students with chronic health problems are advised to have their physicians send records or recommendations to the medical director. Every student born after 1956 is required to show evidence of immunity to measles, mumps, and rubella. All students are required to fill out a tuberculosis screening questionnaire. Students living in on-campus housing also have specific requirements for meningitis and hepatitis B vaccines, specified by Ohio law. A link to the Health Requirements form is located on the Health Center website (<http://www.udayton.edu/studev/healthcenter>).

Undergraduate and law students are eligible for Health Center services at no extra charge. Graduate and IEP students pay on a fee for service basis at the Health Center. The charge for a physician visit ranges from \$45 to \$65, depending on the length of the visit and the type of services provided. Charges for medicines dispensed, allergy injections, laboratory tests and x-ray examinations are billed to ALL STUDENTS.

The University believes it is the responsibility of each student to have health insurance and therefore expects students will have it for the entire time they are enrolled. Having health insurance protects both the student and the community. International students are required to provide evidence that they have health insurance that will cover them the entire time they are a student at the University of Dayton. The University is not responsible for covering health care costs. All charges incurred at the Student Health Center are reported to the Office of Student Accounts with the University. Inquiries regarding bills should be made at the Health Center between 9:00 a.m. and 3:00 p.m. weekdays. Itemized statements can be provided upon patient request. These are not automatic and the Health Center does not bill outside insurance companies directly, however, students should bring a copy of their health insurance/pharmacy cards to each visit.

## Housing and Residence Life

One of the most challenging and growth-oriented experiences available to students is residential living. The University strives to provide a co-curricular environment that both supports and challenges students to reach their full potential. Understanding, mutual respect and openness to diversity foster the development of a positive community.

In order to attain this goal, professional, graduate and undergraduate staffs in the Department of Housing and Residence Life are creating living and learning environments within University residence halls, suites, apartments and houses. A student elected governance board or council represents residential student opinions and assists the residence life staff in providing programmatic initiatives for each on-campus living area.

All first-year and second-year students are required to live in UD housing unless they are married, are twenty-one years of age or older, or are local residents living with their legal guardian at their permanent residence within 40 miles of the University of Dayton campus. Junior and senior students have the opportunity to live in UD apartments and houses or to choose to live in non-University housing.

Upon official acceptance to the University of Dayton, the Office of Enrollment Management provides students with information and instructions for securing residential living accommodations. Questions regarding housing can be directed to Housing and Residence Life at (937) 229-3317 or email [housing@udayton.edu](mailto:housing@udayton.edu) or visit the Housing and Residence Life website (<http://housing.udayton.edu>).

## International Student and Scholar Services Office

The International Student and Scholar Services Office provides students and exchange visitors with immigration advising, workshops, orientation, academic and non-academic advising, as well as social and extracurricular activities. ISSS extends its services and support to international faculty and research scholars and their dependents. The ISSS works collaboratively with other departments and organizations to advance the University's commitment to building a global community.

ISSS also presents Bridges, the international student orientation, every August, January and May. All international students new to the University of Dayton must attend. During Bridges, ISSS assigns immigration check-in times to students. Completing immigration check-in is vital to maintaining F-1/J-1 status. All new undergraduate international students are also required to attend the University's New Student Orientation, for all new undergraduate students.

## Office of Community Standards and Civility

Mission:

The purpose of the Student Conduct System and the Code of Conduct are to maintain a campus environment that is conducive to learning, protects the university's educational mission, maintains reasonable order, protects the community and assists in the character development of each student or student organization. The Standards of Behavior and Code of Conduct are applicable to all students and student organizations regardless of where a violation may occur.

For additional information:

[go.udayton.edu/civility](http://go.udayton.edu/civility)

[go.udayton.edu/studenthandbook](http://go.udayton.edu/studenthandbook)

## Office of Learning Resources

The Ryan C. Harris Learning Teaching Center (LTC) Office of Learning Resources is Your Partner in Learning. We offer a wide variety of services designed to meet individual learning needs. Services offered through OLR are free of charge for all students.

### Academic Coaching and Consultations

Discuss goals, motivation, transition to college and study skills. Obtain referrals to campus and community resources. Request an informal disability screening.

### Courses offered

DEV 055	Learning Enrichment Workshop	1
UDI 175	The Art & Science of Learning	2
UDI 149	Learning Connections	2

### International Student Learning Support

Meet with staff or peer coaches, individually or in groups, or attend a seminar to develop skills for learning in a diverse community.

### Tutoring

Take advantage of tutoring with trained peer tutors for selected courses. Available to all students. Check the Learning Support Guide on the OLR website for hours: [go.udayton.edu/learning](http://go.udayton.edu/learning).



## Services for Students with Disabilities

Meet with disability specialists for individual consultations, disability management, and services including academic and testing accommodations, alternative formats, and assistive technology with training.

### Supplemental Instruction

Attend regular group study sessions led by trained leaders who help students master course material. Available in selected courses.

### Online Resources

Check out the OLR website for study tips, self-assessments, apps, learning technologies and other resources including the full Learning Support Guide: [go.udayton.edu/learning](http://go.udayton.edu/learning)

### The Write Place

Offers peer-to-peer writing consultations in the Knowledge Hub on the first floor of Roesch Library. Online feedback on writing is also available. Visit the Write Place website for hours and other info: [go.udayton.edu/writeplace](http://go.udayton.edu/writeplace)

## Office of Learning Resources: Students with Disabilities

The Ryan C. Harris Learning Teaching Center's Office of Learning Resources (OLR) focus is to provide all students with disabilities an equitable opportunity to participate freely and actively in all areas of university life. OLR provides access to programs and services through academic, housing and testing accommodations; individual consultations; on-going disability management; and production of alternative format course materials.

For students with disabilities, OLR:

- Encourages the development of self-advocacy and self-determination skills.
- Assists in the interactive process between students and faculty for determining and implementing reasonable accommodations.
- Ensures registered students with Ensures access to university programs and services through reasonable accommodations to students with disabilities registered with OLR.
- Assists the university community in understanding the concept and the realities of disability and in working to eliminate barriers that limit the opportunities for students with disabilities at the University of Dayton.
- Assists the university in complying with the provisions of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Acts (ADAAA) of 2008.

OLR does not provide special, structured programs specifically for students with disabilities.

For more information about OLR services for students with disabilities, please visit the OLR website (<http://www.udayton.edu/lrc/learningresources/#3>). (<http://www.udayton.edu/lrc/learningresources/#3>)

### The Academic Accommodation Process

The LTC's Office of Learning Resources (OLR) asks students who wish to make an official request for disability accommodations to contact OLR and set up an appointment with our disability staff. During this appointment we will discuss the barriers/difficulties the student anticipates, or is facing, and the kinds of accommodations that may be appropriate while attending classes and participating in community life

at the University of Dayton. It is the responsibility of the student to make their request for accommodations known in a timely manner.

Students who are interested in discussing academic accommodations for the first time can complete the Initial Accommodation Request form online ([https://udayton-accommodate.symplicity.com/public\\_accommodation](https://udayton-accommodate.symplicity.com/public_accommodation)). This form allows OLR to gather information about your potential needs in the academic, housing, dietary and parking areas. Once completed, the student will meet with OLR staff to discuss accommodation needs and, when applicable, an accommodation letter which outlines specific needs will be created. This accommodation letter will be used by the student to aid in discussion of accommodations with their professors.

### Please contact OLR for assistance.

Phone: (937) 229-2066

TTY: (937) 229-2059

Fax Number: (937) 229-3270

Email: [disabilityservices@udayton.edu](mailto:disabilityservices@udayton.edu)

Mail:

University of Dayton  
Office of Learning Resources  
Attn: Disability Services  
300 College Park  
Dayton, OH 45469-1302

For additional information on OLR services see the section in this Bulletin entitled "Office of Learning Resources" or visit the OLR website (<http://www.udayton.edu/lrc/learningresources>).

## Office of Multicultural Affairs

The University of Dayton is committed to creating an environment that celebrates cultural diversity while focusing on the Marianist philosophy of service, leadership and community. The Office of Multicultural Affairs, in the division of Student Development, provides facilities and services to support the academic achievement, social and cultural involvement of multicultural students and assists in enhancing the understanding that all UD students have of themselves and others through co-curricular experiences. Staff members in the Office of Multicultural Affairs collaborate with campus and community partners to provide a supportive community that promotes academic success.

Major programs and services offered by the Office of Multicultural Affairs (OMA) are listed below:

**Academic Excellence** - Support is offered to students through academic consultations, tutoring and workshops. OMA works in collaboration with other academic and student service offices to assist students in achieving their academic goals.

**Cultural Programming** - Cultural programming offered by OMA and in collaboration with other departments supports the University of Dayton's academic mission by providing educational opportunities that assist students in exploring new experiences while also enhancing their understanding of their cultural identity. Some of the ways to get involved are through Culture Fest, at one of the Culture Heritage Month programs celebrated on campus and nationally or the Intercultural Talent Showcase.

**Leadership Development** - A variety of leadership initiatives are offered, including the annual OMA Retreat, Kindred Presidents, Program to Engage and Exchange Resources for Students (PEERS) and Colors of Leadership Conference. The leadership skills of students involved

with multicultural student organizations are enhanced through group and individual meetings that occur on a monthly basis.

**Social Justice and Inclusion** - The Office of Multicultural Affairs provides opportunities for students, faculty and staff to participate in critical dialogue around difference and social justice. Participants can attend presentations, brown bag discussions, mini-conferences and other events to gain skills and resources on how to lead and participate in difficult conversations. Students can interested in actively promoting dialogue and/or facilitating workshops and conversations can participate in the Diversity Peer Educators (DPE) program and engage others as community change agents.

**Office of Multicultural Affairs Staff & Facility** - Staff members who work with OMA are excellent resources. Stop by the office to speak to a staff member, to use the facility to study, to socialize, or attend an event. Ample study and programming space is available in OMA, which is located on the first floor of Alumni Hall. Contact OMA at 937-229-3634 or oma@udayton.edu to reserve space or to inquire about after-hours access.

## Privacy Rights of Parents and Students

In compliance with Section 438 of the General Education Provisions Act, the University of Dayton has published regulations designed to protect the privacy of parents and students as to the access and to the release of records maintained by the institution.

## Public Safety

The Department of Public Safety seeks to provide a safe and secure environment for the entire University of Dayton community, which includes the students, faculty, staff and visitors. The department provides police, parking and emergency medical services to the U.D. campus community. The Student Cadet program is also operated by Public Safety. Public Safety offices are located on the first floor of Fitz Hall. For additional information about Public Safety services, please visit our website: [udayton.edu/publicsafety](http://udayton.edu/publicsafety).

### Police

Police operations include enforcement of laws and campus regulations, criminal investigation, crime prevention and providing for the physical security of University of Dayton property and interests. The department has primary jurisdiction for law enforcement and criminal investigation on all University of Dayton owned or controlled property, and all public property within the defined campus boundaries according to the mutual aid agreement with the City of Dayton Police Department. Police officers are all graduates of the Basic Police Academy and are sworn law enforcement officers, the same as their municipal counterparts.

Emergency assistance is available 24 hours per day, seven days a week. Call 911 in the event of an emergency, or 229-2121 for all other assistance. (Non UD Network Phones will call the City of Dayton Police and Fire Departments when dialing 911.)

### Parking Services

Parking Services is responsible for management of the University's more than 5,500 parking spaces located in over 50 parking lots, and with enforcement of parking regulations. Lots are patrolled daily by Parking Services Representatives, who issue citations to violators. The following information applies to student parking.

- Campus parking facilities are extremely limited. We recommend you determine parking availability before bringing a vehicle to campus, as on street parking is also severely restricted in the vicinity of campus.
- All vehicles parked on University of Dayton property must have a valid parking permit displayed, except during open parking hours.
- First-Year residential students will NOT be permitted to bring vehicles to campus.
- Graduate/law students and graduate assistants will be sold student parking permits.
- Commuting students will be sold permits for Lot S1.
- Students living in landlord housing within one mile of campus will be sold resident student permits.
- Resident student parking priority will be given to upper class students with the highest priority being given to students with disabilities.
- Information concerning permit sales will be disseminated to students annually.
- All students are required to apply online at [parking.udayton.edu](http://parking.udayton.edu)
- Evening students are sold N (night) permits, which are valid in Lots A, B, C, P, and S1 at 4:00 p.m. and anytime during weekends in any campus parking lot except those marked with a double letter. Student permits will be honored in any student parking lot during the summer sessions.
- Students may contact Parking Services at (937) 229-2128, M-F 8:00 a.m.-4:30 p.m. or at [parking@udayton.edu](mailto:parking@udayton.edu).

### Rescue Squad

The Department of Public Safety also provides around the clock emergency medical services, primarily through the support of the University of Dayton Student Volunteer Rescue Squad. The Student Volunteer Rescue Squad is comprised of full-time undergraduate students who receive their training and equipment from the Department of Public Safety. All UD Student Rescue Squad members are nationally registered EMTs and volunteer their time to serve the community.

### Student Cadet Program

The Student Cadet Program consists of part-time student employees who operate the Student Escort Service through the Department of Public Safety. The Student Escort Service is a program that provides free transportation for students within the campus community with a focus on crime prevention.

## Student Handbook

Each student at the University of Dayton is responsible for knowing and observing the policies, regulations and procedures contained in the official student handbook. This publication also provides useful information on such subjects as University services, student organizations and resource numbers.

The entire Student Handbook is available here (<http://www.udayton.edu/studev>).

All Student Handbook information provided on the website may be printed from personal computers and printers.

The "University of Dayton Student Standards of Behavior" section of the the Student Handbook is printed in booklet form and distributed to all residents of UD owned housing facilities. The handbook is also available at the Kennedy Union Information Desk for students living in other residences.

Changes in disciplinary policies and procedures made during an academic year will be announced to the student population via campus e-

mail. Informing students of policy and procedure changes via campus e-mail is considered official notification. The website version of the Student Handbook will be updated upon implementation of said change.

## Women's Center

The Women's Center at the University of Dayton is an educational space which serves to enhance the climate for women and men on campus. Located on the second floor of Alumni Hall the Center, which includes a Resource Center, gallery space and several reservable rooms, fosters a diverse and equitable community by advocating for social and gender justice, assessing and addressing campus climate, and providing resources and support for all. Guided by commitments to justice, inclusivity and innovation, the Center: serves all students, faculty and staff; provides a safe space to support, educate and empower; promotes balanced and fulfilled professional and personal lives. The Women's Center's staff, resources and physical spaces are available to all UD students via e-mail ([womenscenter@udayton.edu](mailto:womenscenter@udayton.edu)), online ([womenscenter.udayton.edu](http://womenscenter.udayton.edu)), phone (937-229-5390), on Facebook ([UDaytonWomensCenter](https://www.facebook.com/UDaytonWomensCenter)) and Twitter ([UDwomenscenter](https://twitter.com/UDwomenscenter)).

## The University of Dayton

In the summer of 1849, Father Leo Meyer and Brother Charles Schultz, the first Marianist missionaries to America, journeyed from Alsace in France to Cincinnati, Ohio, where they intended to establish a base for the order in this country. They arrived, however, during a cholera epidemic, so Bishop John Purcell of Cincinnati soon sent Father Meyer to Dayton to minister to the sick of Emmanuel Parish. Here he met John Stuart, whose little daughter died of cholera the year before. Mr. Stuart wanted to sell his Dayton property and return with his wife to Europe. On March 19, 1850, the feast of St. Joseph, Father Meyer purchased Dewberry Farm from him and renamed it Nazareth. Mr. Stuart accepted a medal of St. Joseph and a promise of \$12,000 at 6% interest in return for 125 acres, including vineyards, orchards, a mansion and various farm buildings. Meanwhile, more Marianists arrived, and Nazareth became the first permanent foundation of the Society of Mary in the Western Hemisphere.

The University of Dayton had its earliest beginnings on July 1, 1850, when St. Mary's School for Boys, a frame building that not long before had housed farm hands, opened its door to fourteen primary students from Dayton. In September, the classes moved to the mansion, and the first boarding students arrived. Father Meyer served as administrator, Brother Maximin Zehler taught, Brother Schultz cooked, and Brother Andrew Edel worked as farmer-gardener.

Five years later the school burned to the ground, but within a year classes resumed. By 1860, when Brother Zehler became president, enrollment approached one hundred. The Civil War had little direct effect on the school because most of the students were too young to serve. St. Mary's grew as college preparatory courses were started in 1861. Then came a novitiate and a normal school for Marianist candidates. An old history refers to the period of 1860-75 as "the brick-and-mortar years." The Chapel of the Immaculate Conception was completed in 1869. In 1870, visitors marveled at new St. Mary Hall, the largest building in Dayton, and called it "Zehler's Folly." The new "college department" moved into it in 1871. (St. Mary Hall is now listed in the National Register of Historic Places.)

In 1882, the institution was incorporated and empowered to confer collegiate degrees under the laws of the State of Ohio. In 1883, another devastating fire visited the campus, but this time some of the buildings were saved. The statue now known as Our Lady of the Pines was

erected in gratitude, and the following year St. Joseph Hall was built, symbolizing the renewed confidence of the Dayton Marianists. In a more famous emergency, the school was spared by water as it had not been by fire. Because of its hillside location, it survived the Great Flood of 1913 untouched and was able to give shelter to 600 refugees.

St. Mary's had reorganized in 1902 into four departments-classical, scientific, academic and preparatory. In 1905, it added the Commercial Department, which would become the Department of Commerce and Finance in 1921, the Division of Business Organization in 1924 and ultimately the School of Business Administration. Four engineering departments, appearing from 1909 to 1920, were to become the Engineering Division. In 1915, the Marianist training program (novitiate and normal school) was moved to Mount St. John's.

Known at various times as St. Mary's School, St. Mary's Institute and St. Mary's College, the school assumed its present identity in 1920, when it was incorporated as the University of Dayton. The same year, the elementary division was closed, the Division of Education was organized, and the University started its tradition of evening and Saturday classes to serve adults in the surrounding community. In 1922, the College of Law opened, also with evening classes. Other graduate programs followed, to augment the professional degree programs which distinguished the University from many of Ohio's other independent institutions of higher learning. In 1923, the first summer session was held; its classes, like those of the law college, were open to women as well as men.

The 1930s, with the Great Depression, were in many ways a time of retrenchment for the University of Dayton as for most other American schools. The Dayton Marianists had survived cholera, smallpox and influenza, wars, fire and flood and (in 1924) a Ku-Klux-Klan cross-burning on the campus. In 1935, even as the University turned its preparatory school functions over to Chaminade High School and graduated what was to be its last class in law for almost forty years, it inaugurated a college for women, with sisters of Notre Dame in charge of twenty-seven entering female students. Two years later, the college for women closed; all divisions opened to women, and the University became fully coeducational.

Enrollment had passed a thousand when World War II broke out. By 1950, with the return of the veterans, it reached more than 3,500. In 1967, it topped 10,000. But then, with the expansion of a community college and the establishment of a state university nearby, enrollment declined, and the resulting retrenchment was exacerbated by rising inflation and the energy crisis. Nor did the social turbulence and activism of the late 1960s and early 1970s bypass the University of Dayton. Some students and faculty protested against the Vietnam War, compulsory ROTC, and defense-related research activities. They campaigned also for changes in the curriculum, seeking more opportunities for meeting personal needs and goals. In response, the University gave greater responsibility to students for their own academic decisions, and it initiated interdisciplinary programs, self-directed learning and various experimental courses and methods. Meanwhile, the profile of the student body changed. The 1960s saw significant increases in female and minority students. In the 1970s, there was a shift to a largely residential student body, and at the same time, many more "nontraditional" (older) students matriculated. By the mid-1970s, total enrollment steadied at more than 10,000, with about 6,000 full-time undergraduates.

The University held its first general public fund-raising campaign in order to erect Wohlleben Hall in 1958 and Sherman Hall in 1960. Both campus and off-campus residences, residence halls, apartments and houses were added and improved as such emergency accommodations as

surplus Army barracks and an adapted Army hospital (renamed the West Campus) were phased out.

Long-range planning has helped integrate new buildings and old and made the campus more livable by increasing its beauty as well as its efficiency. In 1986, old and new combined in the design of the Anderson Center between Rike Hall and Miriam Hall. When fire ravaged St. Joseph Hall in 1987, the University was able to rebuild and restore it without harming the architectural integrity of that historic corner of campus. Keeping pace with the needs of the University, the Jesse Philips Humanities Center opened in 1993, and Joseph E. Keller Hall was built for the School of Law in 1997. In addition, the University has renovated Miriam Hall, converted its child care center into an early childhood demonstration school called the Bombeck Family Learning Center and completed the first phases of a modern Science Center. In 2002, the University of Dayton Arena underwent a modernization, placing it among the best venues for basketball in the country. The Donohoe Basketball Center, a major addition to the UD Arena giving UD a premier basketball facility for both playing and training, was dedicated in 1998.

As the University of Dayton entered the 21st century, it built modern student facilities, including ArtStreet and Marianist Hall (2004) and RecPlex (2006).

The edifices are not the only changes on campus. In 1960, the University reorganized academically and administratively. Administrative changes saw the formation of the College of Arts and Sciences from what had been two separate units. Other divisions became the Schools of Business Administration, Education and Engineering. In 1970, the University charter was amended and lay members now joined the Marianists on the Board of Trustees. In 1974, the School of Law reopened.

Academically, the University has continued to expand and enrich its offerings and support services, especially since mid-century. Graduate studies, abandoned during World War II, resumed in 1960, with the School of Education leading the way. In 1969, the Department of Biology inaugurated the first doctoral program since 1928. The School of Engineering introduced two doctoral programs in 1973, and in 1992, the first doctoral degrees in educational leadership were awarded. In 1997, the Board of Trustees approved a doctoral program in theology with a focus on the Catholic experience in the United States. It was the first such doctoral program on a Catholic campus nationally.

In 1975, the Marian Library, which had grown to international renown since its inception in 1943, founded the International Marian Research Institute (IMRI), which was incorporated in 1984 as a branch of the Marianum in Rome. IMRI is empowered to confer licentiate and doctoral degrees in theology, with a specialization in Mariology. The Marian Library now holds the world's largest collection of print materials on Mary, the mother of Jesus.

For all undergraduates, a general education plan was adopted in 1983 to foster integration of the liberal arts in a professional education. In 1990, the Academic Senate approved a revision of the general education requirements that called for an integrated base of four humanities courses complemented by clusters of other courses, requiring various disciplines to focus on a single theme. The Academic Senate revised and renamed the general education requirements again in 2010 to emphasize seven mission-related student learning outcomes: scholarship, faith traditions, diversity, community, practical wisdom, critical evaluation of our times, and vocation. The Common Academic Program (CAP), taken by all undergraduates, integrates all aspects of students' University experiences beginning with courses in the Humanities Commons and culminating in a Capstone experience. The University has always maintained a tradition of innovation. In 1874, St. Mary's Institute's new

Play House gymnasium was the only one of its kind in Ohio, and it is probable that the first organized basketball game in the state took place there. A system of elective studies was inaugurated in 1901. In 1924, the University was the first school to be granted a charter by the National Aeronautical Association. It was one of the first in the nation to offer a course in biophysics (1935). In 1948, it was a pioneer in student ratings of professors, and in 1952, it invited persons over 60 to attend its evening classes as guests. Its graduate program in laser optics was one of the earliest in the country. It was one of the first educational institutions to adopt electronic data-processing equipment and to offer degrees in computer science. In 1999, the University of Dayton was the first in the nation to offer an undergraduate degree program in human rights. The University is currently developing partnerships with top universities in China, including Nanjing University, one of that nation's leading research institutions.

More than just a breeding ground for academic excellence, the University also responds to the needs of society and the region.

Sponsored research at the University began in 1949 with a few faculty members and student assistants doing part-time research for industry and government agencies. In 1956, the University of Dayton Research Institute (UDRI) was formed to consolidate the administration of the growing research activities. Annual research volume has increased from \$3,821 in 1949, to more than \$85 million today. The University of Dayton ranks second in the nation in funding for materials research.

Named for Brother Raymond L. Fitz, S.M., the University's longest-serving president, the Fitz Center for Leadership in Community, founded in 2002, connects students and faculty to the community through service learning, social justice and ongoing involvement.

Among the University's other community collaborations is the Dayton Early College Academy, a public high school founded in partnership with the Dayton Public Schools. DECA, whose first class graduated in 2007, is the only charter school in the country operated by a Catholic university.

The University long-range plans include incorporating nearly 50 acres purchased from NCR in 2005. The land, lying between the academic core of campus and the Arena Sports Complex, increased the size of campus by nearly a quarter.

From its humble roots as a private boarding school for boys, the University of Dayton today ranks among the best Catholic universities in the country. It is the largest independent university in Ohio and draws students from around the country and the world.

## Academic Calendar 2015-2016

The University of Dayton operates under an early semester, split third-term calendar. The academic year begins with the fifteen-week fall term, which ends before Christmas. The spring term, also fifteen weeks, begins in January and ends early in May. The third, or summer term, is split into two complete sessions of six weeks each.

Students may enroll for the traditional fall and spring semesters and have a four-month summer vacation; or they may add half terms or full terms to enrich their programs or speed the completion of their degree requirements. The University issues diplomas at the end of each term and holds ceremonies in May and December. Students who must earn their own money can have extra time for employment in spring and summer; or they may enroll for the third term and work during the fall or the spring term, when the employment market is not crowded with other college students.

### Fall 2015



Date	Description
Mon, Aug 3	Degrees conferred--no ceremony
Tue, Aug 18	New Graduate Assistant Orientation
Thu, Aug 20	New Faculty Orientation
Sat, Aug 22	Incoming First Year students move into UD Housing
Sat-Tue, Aug 22-25	New Student Orientation
Sun, Aug 23	Upperclass students move into UD Housing
Tue, Aug 25	New Student Convocation
Tue, Aug 25	Last day to complete registration
Wed, Aug 26	Classes begin at 8:00 a.m.
Tue, Sep 1	Last day for late registration, change of grading options and schedules
Mon, Sep 7	Labor Day--no classes
Tue, Sep 8	Last day to change Second Session and full Summer Term grades
Fri, Sep 11	Faculty Meeting at 3:30 p.m.
Wed, Sep 16	Last day to drop classes without record
Fri, Sep 18	Academic Senate Meeting at 3:30 p.m. (KU Ballroom)
Fri-Sun, Sep 18-20	Family Weekend
Wed, Oct 7	Mid-Term Break begins after last class
Mon, Oct 12	Classes resume at 8:00 a.m.
Thu, Oct 15	Last day for Graduate and Doctoral students to apply for December 2015 graduation
Fri, Oct 16	Academic Senate Meeting at 3:30 p.m. (KU Ballroom)
Wed, Oct 21	First-Year students' midterm progress grades due by 4:00 p.m.
Sun, Nov 1	Last day for Undergraduate students to apply for May 2016 graduation
Fri, Nov 13	Academic Senate Meeting at 3:30 p.m.
Mon, Nov 16	Last day to drop classes with record of W
Tue, Nov 24	Thanksgiving recess begins after last class
Sat, Nov 28	Saturday classes meet
Mon, Nov 30	Classes resume at 8:00 a.m.
Tue, Dec 8	Feast of the Immaculate Conception/Christmas on Campus-- no classes
Fri, Dec 11	Last day of classes
Fri, Dec 11	Academic Senate Meeting at 3:30 p.m. (KU Ballroom)
Sat, Dec 12	Study Day
Sun, Dec 13	Study Day
Mon-Fri, Dec 14-18	Exams--Fall Term ends after final examinations
Fri, Dec 18	University Housing closes for Christmas Break at 6:00 p.m.
Sat, Dec 19	Diploma Exercises at 9:45 a.m.
Tue, Dec 22	Grades due by 9:00 a.m.
Wed, Dec 23	End of term processing officially complete
Mon, Jan 25	Last day to change Fall Term grades

**Christmas Break**

Date	Description
Sun, Dec 20	Christmas Break begins
Mon, Jan 18	Christmas Break ends

**Spring 2016**

Date	Description
Fri, Jan 15	Last day to complete registration
Sun, Jan 17	University Housing reopens for Spring Term at 8:00 a.m.
Tue, Jan 19	Classes begin at 8:00 a.m.
Fri, Jan 22	Academic Senate Meeting at 3:30 p.m. (KU Ballroom)
Mon, Jan 25	Last day for late registration, change of grading options and schedules
Mon, Jan 25	Last day to change Fall Term grades
Mon, Feb 1	Last day for Graduate and Doctoral students to apply for May 2016 graduation
Mon, Feb 8	Last day to drop classes without record
Fri, Feb 12	Faculty Meeting/Academic Senate Meeting at 3:30 p.m.
Fri, Feb 19	Academic Senate Meeting at 3:30 p.m. (KU Ballroom)
Wed, Feb 24	Spring Break begins after last class
Thu, Feb 25	Thursday only Graduate classes meet
Mon, Feb 29	Classes resume at 8:00 a.m.
Fri, Mar 11	Academic Senate Meeting at 3:30 p.m.
Tue, Mar 15	Last day for Undergraduate students to apply for August 2016 graduation
Wed, Mar 16	First-Year students' midterm progress grades due by 4:00 p.m.
Wed, Mar 23	Easter Recess begins after last class
Mon, Mar 28	Easter Monday--no day classes-- classes resume at 4:30 p.m.
Fri, Apr 1	Last day for Undergraduate students to apply for December 2016 graduation
Mon, Apr 11	Last day to drop classes with record of W
Fri, Apr 15	Academic Senate Meeting at 3:30 p.m. (KU Ballroom)
Wed, Apr 20	Bro. Joseph W. Stander Symposium-Alternate Day of Learning
Fri, Apr 29	Last day of classes
Sat, Apr 30	Study Day
Sun, May 1	Study Day
Mon-Fri, May 2- May 6	Exams--Spring Term ends after final examinations
Fri, May 6	University Housing closes for Spring Term at 6:00 p.m.
Sat, May 7	Doctoral/Graduate Commencement Exercises at 12:45 p.m.
Sun, May 8	Undergraduate Commencement Exercises at 9:45 a.m.
Tue, May 10	Grades due by 9:00 a.m.
Thu, May 12	End of term processing officially complete
Fri, May 13	Last day to change Spring Term grades

**Summer 2016-- First Session**

Date	Description
Fri, May 13	Last day to complete registration
Sat, May 14	Saturday classes begin
Mon, May 16	Classes begin at 8:00 a.m.

Tue, May 17	Last day for late Summer Term- First Session registration, change of grading options and schedules
Thu, May 19	Last day for late full Summer Term registration, change of grading options and schedules
Wed, May 25	Last day to drop without record from First Session classes
Mon, May 30	Memorial Day--no classes
Mon, Jun 6	Last day to drop without record from full Summer Term classes
Mon, Jun 13	Last day to drop with record of W from First Session classes
Mon, Jun 13	Last day to change Spring Term grades
Fri-Sat, Jun 24-25	Exams--full Summer Term classes do not meet First Session ends after final examinations
Tue, Jun 28	Grades due by 9:00 a.m.
Thu, June 30	End of term processing officially complete
Fri, Jul 1	Last day for Graduate and Doctoral students to apply for August 2016 graduation
Thu, Jul 28	Last day to change First Session grades

### Summer 2016--Second Session

Date	Description
Fri, Jun 24	Last day to complete registration
Sat, Jun 25	Saturday classes begin
Mon, Jun 27	Second Session classes begin
Tue, Jun 28	Last day for late Summer Term-Second Session registration, change of grading options and schedules
Fri, Jul 1	Last day for Graduate and Doctoral students to apply for August 2016 graduation
Mon, Jul 4	Independence Day--no classes
Thu, Jul 7	Last day to drop without record from Second Session classes Term classes
Mon, Jul 18	Last day to drop with record of W from Second Session and full Summer Term classes
Thu, Jul 28	Last day to change First Session grades
Fri-Sat, August 5-6	Exams--Second Session and full Summer Term end after final examinations
Mon, Aug 8	Degrees conferred--no ceremony
Tue, Aug 9	Grades due by 9:00 a.m.
Thu, Aug 11	End of term processing officially complete
Mon, Sep 12	Last day to change Second Session and full Summer Term grades

## Accreditation

The University of Dayton is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools. <http://www.ncahlc.com/HLC> phone: (312) 263-0456

The University of Dayton is also officially accredited by the following agencies:

- Accreditation Council for Education, Nutrition and Dietetics (ACEND) for the didactic program in dietetics
- American Bar Association (ABA) for the School of Law

- Association to Advance Collegiate Schools of Business (AACSB International) for the baccalaureate, accounting and Master of Business Administration programs of the School of Business Administration
- Accreditation review Commission on Education for the Physician Assistant (ARC-PA)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Council for Accreditation of Counseling and Related Educational Programs (CACREP)
- Engineering Accreditation Commission of ABET, <http://www.abet.org>, for programs in chemical engineering, civil engineering, computer engineering, electrical engineering and mechanical engineering
- Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>, for programs in electronic and computer engineering technology, industrial engineering technology, manufacturing engineering technology and mechanical engineering technology
- Masters in Psychology Accreditation Council (MPAC) for the Master of Arts program in Clinical Psychology
- National Association of Schools of Art and Design (NASAD)
- National Association of Schools of Music (NASM)
- National Association of Schools of Public Affairs and Administration (NASPAA)
- National Council for Accreditation of Teacher Education (NCATE)

The University has the approval of the following:

- American Chemical Society
- American Music Therapy Association
- Association of American Law Schools
- Counselor, Social Worker and Marriage and Family Therapist Board
- Ohio Board of Regents
- State of Ohio Department of Education

## Degrees and Credentials Offered

The University of Dayton offers the following baccalaureate, professional, and graduate degrees:

- Bachelor of Arts
- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Fine Arts
- Bachelor of General Studies
- Bachelor of Mechanical Engineering
- Bachelor of Music
- Bachelor of Science
- Bachelor of Science in Business Administration
- Bachelor of Science in Computer Engineering
- Bachelor of Science in Education
- Bachelor of Science in Engineering Technology
- Master of Arts
- Master of Business Administration
- Master of Computer Science
- Master of Financial Mathematics
- Master of Laws
- Master of Mathematics Education

- Master of Physician Assistant Practice
- Master of Public Administration
- Master of Science
- Master of Science in Aerospace Engineering
- Master of Science in Applied Mathematics
- Master of Science in Chemical Engineering
- Master of Science in Civil Engineering
- Master of Science in Computer Engineering
- Master of Science in Education
- Master of Science in Electrical Engineering
- Master of Science in Electro-Optics
- Master of Science in Engineering
- Master of Science in Engineering Management
- Master of Science in Engineering Mechanics
- Master of Science in Management Science
- Master of Science in Materials Engineering
- Master of Science in Mechanical Engineering
- Master of Science in Renewable and Clean Energy
- Master in the Study of Law
- Educational Specialist
- Juris Doctor
- Doctor of Engineering
- Doctor of Philosophy in Biology
- Doctor of Philosophy in Educational Leadership
- Doctor of Philosophy in Electro-Optics
- Doctor of Philosophy in Engineering
- Doctor of Philosophy in Theology
- Doctor of Physical Therapy

The University also offers the following certificates, endorsements and licensures:

- Business Systems Analysis and Design Certificate
- Business Analytics Certificate
- Business Intelligence Certificate
- Catholic Education Certificate
- Catholic School Administration Certificate
- Church Music Certificate
- Cyber-Security Certificate
- Design of Experiments Certificate
- Dyslexia Certificate
- Early Childhood Leadership and Advocacy Certificate
- Early Childhood Intervention Specialist Certificate
- Geographic Information Systems Certificate
- Non-Profit and Community Leadership Certificate
- Pastoral Care Certificate
- Pastoral Counseling for Enhancement Certificate
- Project Management Certificate
- Six Sigma Certificate
- Systems Engineering Certificate
- Teaching English to Speakers of Other Languages Certificate
- Technology-Enhanced Learning Certificate
- Urban Teacher Certificate
- Computer Technology Endorsement

- Early Childhood Generalist Endorsement
- Middle Childhood Generalist Endorsement
- Prekindergarten Special Needs Endorsement
- Reading Endorsement
- Teacher Leader Endorsement
- Teaching English to Speakers of Other Languages Endorsement
- Adolescence to Young Adult Education Licensure
- Curriculum, Instruction and Professional Development Licensure
- Early Childhood Education Licensure
- Early Childhood Intervention Specialist Licensure
- Intervention Specialist Mild/Moderate Licensure
- Middle Childhood Education Licensure
- Multi-Age Education Licensure
- Principal Licensure
- Superintendent Licensure

## Institutional Memberships

The University holds institutional membership in the following:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American College Personnel Association
- American Council on Education
- American Society for Engineering Education
- Association of American Colleges and Universities
- Association of American Law Schools
- Association of Catholic Colleges and Universities
- Association of College and University Housing Officers
- Association of Governing Boards of Universities and Colleges
- Association of Independent Colleges and Universities of Ohio
- Association to Advance Collegiate Schools of Business
- College and University Professional Association for Human Resources
- College Board
- Cooperative Education and Internship Association
- Council for Advancement and Support of Education
- Council of Graduate Schools
- Dayton Area Chamber of Commerce
- Dayton Art Institute (sponsoring)
- Institute of International Education
- National Association of College and University Food Services
- National Association of Independent Colleges and Universities
- National Association of Student Personnel Administrators
- National Catholic Education Association
- North Central Association of Colleges and Schools Higher Learning Commission\*
- Ohio Academy of Science
- Ohio Association of Colleges for Teacher Education
- Ohio Association of Private Colleges for Teacher Education
- Ohio Campus Compact
- Ohio Continuing Higher Education Association
- Southwestern Ohio Council for Higher Education

\* North Central Association  
30 N. LaSalle Street, Suite 2400, Chicago, IL 60602  
(800) 621-7440  
<http://ncahigherlearningcommission.org>

## Libraries

The University Libraries are comprised of:

- Roesch Library
- The Marian Library
- The University Archives and Special Collections
- The International Marian Research Institute

Roesch Library houses books, journals, videos, DVDs, CDs, government documents and microforms for both graduate and undergraduate students. Roesch Library is open 114 hours a week throughout much of the academic year and 24 hours per day during finals. Reference assistance is provided in a variety of forms including in person, email, IM, telephone and private consultations. Roesch Library subscribes to over 280 databases on a variety of subjects and provides access to more than 69,000 journals in print and electronic formats. Its book (print and electronic) and microform collections include over 1.4 million volumes.

The Libraries also provide comfortable study areas, photocopiers and individual and group study rooms. Roesch Library has 20 computer workstations located on the first floor and 37 computer workstations located on the second floor. All workstations provide access to the campus network, OhioLINK resources and the Internet. These computers run Microsoft Office applications, SPSS, and audio and video editing software. Group Project Space, also located on the second floor, has ten workstations equipped with double monitors that allow for group collaboration. All floors have data ports and wireless network access that allow students to access campus and information networks through notebook computers.

The Libraries are members of OhioLINK, a cooperative venture of university and college libraries and the Ohio Board of Regents. OhioLINK partners have created a common information network providing rapid access to and delivery of over 49 million items available at college and university libraries across the state. All of the libraries affiliated with OhioLINK provide on-site borrowing privileges to students and faculty associated with the University. Access to the Libraries' Web page, databases, and online catalog (<http://www.udayton.edu/libraries>).

The Marian Library (seventh floor of the Roesch Library) is recognized as the world's largest collection of published materials on the Virgin Mary. Its comprehensive collection embraces the works treating the Virgin Mary as found in Scripture, tradition, doctrine, history, art, popular culture, spirituality, and devotion. The multi-language collection includes over 95,000 books (6,000 printed before 1800), 200 periodicals, a clipping file of over 60,000 items, a Marian stamp collection, a Christmas creche collection, statues, medals, postcards, and works of art.

Publications include:

- Marian Studies (papers given at the annual meeting of the Mariological Society of America)
- Marian Library Studies (original research on Marian topics)
- The twice-yearly Marian Library Newsletter

United with the Marian Library is the International Marian Research Institute (IMRI), affiliated with the Pontifical Theological Faculty Marianum in Rome. IMRI offers courses in Marian studies as well as pontifical academic degrees (Licentiate and doctorate) in theology

with specialization in Mariology. The Marian Library's collections can be accessed via the University Libraries' online catalog. Hours, an explanatory video, and information on current art exhibits can be found on the Mary Page (<http://campus.udayton.edu/mary>).

The University of Dayton School of Law Library is located in Joseph E. Keller Hall. Its collection contains over 190,000 volumes and over 676,000 physical units of microforms. The open-stack arrangement of the Law Library permits easy access to all materials. For additional information visit the webpage (<http://community.udayton.edu/law/library>).

The Brother Louis J. Faerber, S.M., Curriculum Materials Center (CMC) houses the SOEHS's specialized education collections and is located in Fitz Hall. Its collection includes:

- Professional education books and journals
- Children and young adult literature
- Elementary and secondary textbooks
- Standardized assessments
- Teaching aids (games and manipulatives)
- DVDs
- CDs
- Charts
- Material kits
- Other resources

The CMC also houses research projects, theses and dissertations completed for the SOEHS's respective graduate programs. A copier, four networked computer workstations, the Ellison Press, Accu-Cut Machine and an assortment of letter and shape dies are available for student use.

## Mission

The University of Dayton is a comprehensive Catholic university, a diverse community committed, in the Marianist tradition, to educating the whole person and to linking learning and scholarship with leadership and service.

The University of Dayton is a comprehensive university committed to offering a broad range of programs in liberal arts, the sciences and the professions at the undergraduate level, to providing selected programs on the graduate level to meet the needs of the community and region, to sponsoring timely continuing education programs. As comprehensive, the University views learning and scholarship as a shared task of discovering, integrating, applying and communicating knowledge at the intersections of liberal and professional education, across the disciplines and through combining theory with practice.

As Catholic, the University commits itself to a distinctive vision of learning and scholarship that includes: a common search for truth based on the belief that truth can be more fully known and is ultimately one; a respect for the dignity of each human person created in the image and likeness of God; and an appreciation that God is manifested sacramentally through creation and the ordinary things in life. Ultimately, a Catholic vision of the intellectual life is based upon the acceptance of the revelation of God in Jesus Christ as it has been received and handed on by the Church. This challenge calls for integration of the human and the divine, reason and faith, and promotes true understanding through a person's head and heart. The University welcomes persons of all faiths and persuasions to participate in open and reflective dialogue concerning truth and the ultimate meaning of life.

Founded in the Marianist tradition, the University is committed to a vision of a distinctive educational community. As Marianist, the University



focuses on educating the whole person in and through a community that supports and challenges all who become a part of it. The University forms an educational community thriving on collaboration by people from diverse backgrounds with different skills who come together for common purposes. The University as Marianist challenges all its members to become servant-leaders who connect scholarship and learning with leadership and service.

This university community-comprehensive, Catholic and Marianist-exists not for itself, but to render service. The University creates an environment in which its members, working in a scholarly manner, are free to evaluate the strengths and weaknesses of their own work and the work of others. In partnership, through the Research Institute, Campus Ministry, as well as numerous student organizations, the University works with others to improve the human community.

## Related University Services

Besides the regular day sessions, the University conducts special as well as regular evening and summer sessions and offers short-term workshops, institutes and conferences. All credited courses, whenever offered or in whatever form, conform to the same standards and are governed by the same policies and regulations prevailing during the regular day sessions.

As part of a comprehensive strategy for adult education through Graduate, Professional and Continuing Education, Special Programs and Continuing Education especially serves the part-time students of the Dayton community to make the University and its course offerings, both credit and noncredit, more easily available to them. Similarly, the Office of International Student and Scholar Services and the Intensive English Program, located in the Center for International Programs, serves students, faculty, staff and visiting scholars from other countries who are studying or working at the University.

To foster interdisciplinary efforts, the Office of the Provost can administer courses designated UDI (University of Dayton Interdisciplinary) to accommodate interschool offerings and experimental programs.

## Southwestern Ohio Council for Higher Education (SOCHE)

Students at the University of Dayton may register for courses for credit at Southwestern Ohio Council for Higher Education institutions (see below for a complete list) at the University of Dayton's rate per credit hour. Students will pay any applicable lab or related fees at the host institution. This policy applies only if the course is not available at the University of Dayton, space in the course is available, and pertains only to regular sessions of the academic year. The student also is required to have advisor's permission, must satisfy all course prerequisites and must meet the host institution's admissions requirements. For more information go to [www.soche.org](http://www.soche.org). (<http://www.soche.org>)

The consortium of 22 colleges and universities was established to promote inter-institutional cooperation and community service. SOCHE holds regular conferences for faculty and staff, serves as a clearinghouse for the exchange of information and promotes projects of educational research and experimentation. Many cooperation programs exist in:

- Teaching
- Research
- Publishing

- College finance and administration
- Other areas

Consortium member schools include:

- Air Force Institute of Technology
- Antioch College
- Antioch University Midwest
- Cedarville University
- Central Michigan University
- Central State University
- Clark State Community College
- Edison State Community College
- Kettering College of Medical Arts
- The Kettering Foundation
- Miami-Jacobs College
- Miami University-Middletown
- Miami University Regionals
- Sinclair Community College
- Southern State Community College
- United Theological Seminary
- Union Institute & University
- University of Dayton
- Urbana University
- Wilberforce University
- Wilmington College
- Wittenberg University
- Wright State University

## Statement of Purpose

Approved by the Board of Trustees, May 14, 1969.

The University of Dayton, by tradition, by legal charter and by resolute intent, is a church-related institution of higher learning. As such, it seeks, in an environment of academic freedom, to foster principles and values consonant with Catholicism and with the living traditions of the Society of Mary. Operating in a pluralistic environment, it deliberately chooses the Christian world-view as its distinctive orientation in carrying out what it regards as four essential tasks: teaching, research, serving as a critic of society and rendering public service.

The University of Dayton has as its primary task to teach—that is, to transmit the heritage of the past, to direct attention to the achievements of the present and to alert students to the changes and challenges of the future. It regards teaching, however, as more than the mere imparting of knowledge; it attempts to develop in its students the ability to integrate knowledge gained from a variety of disciplines into a meaningful and viable synthesis.

The University of Dayton holds that there is harmony and unity between rationally discovered and divinely revealed truths. Accordingly, it commits its entire academic community to the pursuit of such truths. It provides a milieu favorable to scholarly research in all academic disciplines, while giving priority to studies which deal with problems of a fundamentally human and Christian concern. It upholds the principle of responsible freedom of inquiry, offers appropriate assistance to its scholars and endeavors to provide the proper media for the dissemination of their discoveries.

The University of Dayton exercises its role as critic of society by creating an environment in which faculty and students are free to evaluate, in a scholarly manner, the strengths and weaknesses found in human institutions. While, as an organization, it remains politically neutral, objective and dispassionate, it encourages its members to judge for themselves how these institutions are performing their proper tasks; to expose deficiencies in their structure and operation; to propose and actively promote improvements when these are deemed necessary.

The University of Dayton recognizes its responsibility to support, with means appropriate to its purposes, the legitimate goals and aspirations of the civic community and to cooperate with other agencies in striving to attain them. It assists in promoting the intellectual and cultural enrichment of the community; it makes available not only the resources of knowledge that it possesses, but also the skills and techniques used in the accumulation and dissemination of knowledge; and, above all, it strives to inspire persons with a sense of community and to encourage men and women of vision who can and will participate effectively in the quest for a more perfect human society.