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UNDERGRADUATE CATALOG

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

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 a Deserving Student or Student Group 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- Chemistry Faculty Research Award.

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 - The 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.

Chemistry- The Verhoff Award for Summer Research.

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.

Fitz Center- The Charles J. Ping Student Service 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 an Outstanding Senior.

Human Rights - Award of Excellence to an 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 Majoring in German.

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 - Award of Excellence in Support of Mathematics.

Mathematics - Senior Award of Excellence in Mathematics.

Mathematics - Sophomore Award of Excellence in 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 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 to an Outstanding Student with Majors in English and Adolescence to Young Adult 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 Student Research Activity in the School of 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 by a Student in the Area of 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 an Outstanding Student with a Concentration in Integrated 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 (i.e., 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 receive EM credit for ENG 100 - placed in ENG 200 . 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. 17) 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. 89) 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 spring 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 in class hours a week 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 - This mark indicates University of Dayton credit given to a student on the basis of the Advanced Placement Program of the CEEB University. The required level of achievement on these examinations is determined by the department in which the course is taught. This credit shall be assigned only on authorization of the registrar. No quality points are allowed. A student must be registered at the University of Dayton to obtain credit. AP credit is limited to 24 semester hours (exclusive of AP and CLEP General Examination credits).

Retake Policy (revised 2016)

Students may retake any courses taken at the University of Dayton for up to 12 semester credit hours.

- A student can retake any course. The higher of the grades earned will be used in the calculation of the student's cumulative GPA. The lower grade will remain on the transcript with an "E" (grade excluded) notation, and credits for the excluded course will apply against the student's allotment of 12 course retake credits.

- When a course is taken for the third time, Dean's approval is required. The lower of the first two grades will be excluded and the other attempted grades earned as a result of the retake will be factored into the calculation of the cumulative GPA.
- The student will only receive N credit hours toward his or her degree. The credits for the excluded course will apply against the student's allotment of 12 course retake credits.
- When a student reaches 12 semester credit hours, all further attempted course grades will be factored into the calculation of the cumulative GPA.

Credit can be earned only once for a course unless the course is specifically identified as allowing additional credit when retaken.

If students retake a course in which the topics vary, it must be demonstrated that the retaken course contains sufficiently similar content as the original course for which the students received a different grade.

Courses taken by students prior to the initiation of this revised policy, and before completion of an undergraduate degree, may be retaken within the guidelines of this revised policy.

Students and advisors should be aware that their UD calculated GPAs are UD GPAs and Graduate, Law, Medical, Dental, or Professional, or other undergraduate programs, as part of their admissions process may calculate students' GPAs from the recorded grades of the UD transcript separate from the UD calculation including retake courses.

No grade changes 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 total 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 total 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 student's diploma, on the student's permanent record and on the student's 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 (<https://www.udayton.edu/flyersfirst/registrar/policies/ferpa-basics.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.

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. Students may schedule this initial SBA internal transfer meeting in the Center for Academic Success in Miriam Hall 108. Minimum requirements: cumulative GPA of 2.7; successful completion of an appropriate UD Math course (i.e. Calculus); 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. 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 Bachelors + 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 (<https://www.udayton.edu/apply/undergraduate>).

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 November 1 and a regular decision deadline of February 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.

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

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

Applied Mathematical Economics, Computer Science, Mathematics, Physical Science, Physics, Physics- Computer Science	4	2	1	1	1	1	1	1	1	4
Computer Informatic Systems	4	2	1	1	1	1	1	1	1	4
Geology, Environmental Geology	4	2	1	1	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).
- 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 reading 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.

UD Sinclair Academy

The UD Sinclair Academy is a partnership between Sinclair Community College and the University of Dayton. Program details, including pathways from Sinclair to the University for courses leading to 22 majors, can be found in the articulation agreements.

As part of the UD Sinclair Academy, a student would have access to University of Dayton benefits while taking classes at Sinclair. Students receive support from UD advisors located on the Sinclair campus and are eligible for enhanced financial aid packages upon official transfer to UD. Access to UD student activities including clubs, fitness facilities and athletic events are also included for Academy students.

For more information visit the UD Sinclair Academy website (<https://www.udayton.edu/academy>).

Veteran Services Office

All departments at the University of Dayton have been approved by the State Approving Agency for Veterans' Training. Please contact the Flyer Student Services Office to inquire as to whether your major is listed among those approved by the State Approving Agency. The Flyer Student Services Office is located in St. Mary's Hall 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 Flyer Student Services Office of any changes made to major, enrollment or registration. Failure to follow this procedure may result in cancellation of benefits by the Department of Veterans Affairs. 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. 22)
- Faculty (p. 22)
- Governing and Advisory Boards (p. 46)

Administrators

Title	Name
President	Eric F. Spina, Ph.D.
Provost	Paul H. Benson, Ph.D.
Associate Provost for Academic Affairs and Learning Initiatives	Deborah J. Bickford, Ph.D.
Director, Government and Regional Relations	S. Ted Bucaro
Vice President for Diversity and Inclusion	Lawrence A. Burnley, Ph.D.
Interim Dean, School of Business Administration	E. James Dunne, Ph.D.
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
Vice President for University Advancement	Jennifer L. Howe
Dean, School of Education and Health Sciences	Kevin R. Kelly, Ph.D.
Vice President for Facilities Management and Campus Operations	Beth H. Keyes
Vice President for Research and Executive Director of UDRI	John E. Leland, Ph.D., P.E.
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.
Vice President for 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 L. Strauss, J.D.
Director, Campus Ministry	Crystal C. Sullivan
Vice President and Director of Athletics	Neil G. Sullivan
President, Academic Senate	Joseph M. Valenzano III, Ph.D.
Associate Provost for Graduate Academic Affairs	Paul M. Vanderburgh, Ph.D.
Associate Provost and Dean, UD China Institute	Weiping Wang, Ph.D.
Vice President for Human Resources	Troy W. Washington
Dean, University Libraries	Kathleen M. Webb
Associate Vice President of University Marketing and Strategies	Molly C. Wilson

Faculty

PAST PRESIDENTS

Curran, Daniel J. (2002), University of Dayton China Institute, Professor and Executive-in Residence for Asian Affairs - B.S., Saint Joseph's University, 1973; M.A., Temple University, 1978; Ph.D., University of Delaware, 1980.

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.

PRESIDENT EMERITUS

Curran, Daniel J. (2002), University of Dayton China Institute, Professor and Executive-in Residence for Asian Affairs - B.S., Saint Joseph's University, 1973; M.A., Temple University, 1978; Ph.D., University of Delaware, 1980.

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.

Saliba, Tony E. (1986), Chemical and Materials Engineering, Professor - B.Cm.E., University of Dayton, 1981; M.S., 1982; Ph.D., 1986.

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, Darrell F. (1974), Communication - B.A., University of Dayton, 1969; M.F.A., Ohio State University, 1991.

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.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.

Blatt, Stephen J. (1971), Communication - B.A., Morehead State University, 1964; M.A., Ohio University, 1967; Ph.D., 1969.

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.

Brady, Thomas J. (1981), Accounting - B.S., New York University, 1966; M.B.A., Adelphi University, 1968; Ph.D., St. Louis University, 1981.

Buby, Rev. Bertrand A., S.M. (1967), Religious Studies - B.A., University of Dayton, 1955; S.T.L., Pontifical Biblicum Institute, 1964; S.S.L., University of Fribourg, 1966; S.T.D., Pontifical University of the Marianum, 1980.

Buckley, David M. (1968), Library - B.A., Miami University, 1966; M.A.L.S., Western Michigan University, 1968; M.A., University of Dayton, 1975.

Burns, Rev. Norbert C., S.M. (1959), Religious Studies - B.A., University of Dayton, 1945; S.T.L., University of Fribourg, 1954; S.T.D., The Angelicum, 1955.

Burrows, Ron J. (1981), Accounting - B.S., Northern Illinois University, 1965; M.S., 1968; Ph.D., Pennsylvania State University, 1980.

Butter, Eliot J. (1971), Psychology - B.A., Brooklyn College, 1965; M.A., 1969; Ph.D., University of Massachusetts, 1971.

Chenoweth, Richard K. (1983), Music - B.M., Manhattan School of Music, 1970; M.M., University of Cincinnati, 1984; D.M.A., 1988.

Chiodo, Andria J. (1968), Global Languages and Cultures - B.A., University of Oregon, 1966; M.A., 1968.

Chuang, Henry N. (1965), Mechanical and Aerospace Engineering - B.S., National Taiwan University, 1958; M.S., University of Maryland, 1962; Ph.D., Carnegie Institute of Technology, 1966; Reg. Prof. Engr.

Clark, Willard C., Jr. (1963), Accounting - B.S., University of Dayton, 1959; M.B.A., Miami University, 1960; C.P.A., Ohio, 1962.

Cochran, Rebecca A. (1991), Law - B.A., Colorado College, 1974; M.A., Northwestern University, 1975; J.D., John Marshall Law School, 1984.

Conard, Robert C. (1967), Global Languages and Cultures - B.B.A., University of Cincinnati, 1956; M.A., 1962; Ph.D., 1969.

Craver, Bruce A. (1978), Physics - B.S., Purdue University, 1969; M.S., 1971; Ph.D., 1976.

- Crist, Maria Perez (1989), Law- B.A., Northwestern University, 1978; J.D., University of Michigan, 1981.
- DaPolito, Frank J. (1970), Psychology - B.A., Bowling Green State University, 1959; Ph.D., Indiana University, 1966.
- 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.
- Dickinson, Kelvin H. (1979), Law - B.A., Western Michigan University, 1965; LL.B., Harvard University, 1968.
- Doepker, Philip E. (1984), Mechanical and Aerospace Engineering - B.M.E., University of Dayton, 1967; M.S.M.E., The Ohio State University, 1968; Reg. Prof. Engr.
- Doyle, George R., Jr. (1982), Mechanical and Aerospace Engineering - B.S.A.E., Purdue University, 1965; M.S.A.E., 1967; Ph.D., University of Akron, 1973; Reg. Prof. Engr.
- 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.
- Eastep, Franklin E. (1980), Mechanical and Aerospace Engineering - B.S., The Ohio State University, 1958; M.S., Air Force Institute of Technology, 1963; Ph.D., Stanford University, 1968.
- Ebeling, Charles E. (1988), Engineering Management and Systems - B.S., University of Pittsburgh, 1965; M.S., Air Force Institute of Technology, 1969; Ph.D., The Ohio State University, 1973; Reg. Prof. Engr.
- Eggemeier, F. Thomas (1986), Psychology - B.A., University of Dayton, 1967; M.A., The Ohio State University, 1969; Ph.D., 1971.
- Eid, Leroy V. (1961), History - B.S.Ed., University of Dayton, 1953; M.A., St. John's University, 1958; Ph.D., 1961; M.A., University of Toronto, 1968.
- 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.
- Eley, Marion J. (1961), Accounting - B.S., University of Dayton, 1959; M.B.A., Xavier University, 1964; C.P.A., Ohio, 1966.
- Evans, James H. (1981), Counselor Education and Human Services - B.A., Ohio Wesleyan University, 1961; M.A., Kent State University, 1964; Ed.D., Indiana University, 1971.
- Eveslage, Sylvester L. (1948), Chemistry - B.S., University of Notre Dame, 1944; M.S., 1945; Ph.D., 1953.
- Eylon, Daniel (1986), Chemical and Materials Engineering - B.S., Israel Institute of Technology, 1966; M.Sc., 1968; D.Sc., 1972.
- Farren, Joseph M. (1966), Engineering Technology - B.S., Bluffton College, 1959; B.E.E., University of Dayton, 1961; M.S., 1966; M.B.A., 1977; Reg. Prof. Engr.
- Fioriti, Andrew A. (1965), Accounting - B.S., University of Scranton, 1956; M.B.A., University of Detroit, 1958; C.P.A., New Jersey, 1964.
- Fischer, Marilyn R. (1992), Philosophy - B.A., Wheaton College, 1971; M.A., Boston University, 1975; Ph.D., 1978.
- Flach, Lawrence (1989), Chemical and Materials Engineering- B.S., University of Cape Town, 1980; M.Sc., 1982; Ph.D., University of Colorado, 1989.
- Flockerzie, Lawrence J. (1987), History - B.A., University of Massachusetts, 1976; M.A., Indiana University, 1982; Ph.D., 1987.
- Fogel, Norman J. (1971), Political Science - B.S., Millersville State College, 1960; M.A., University of Delaware, 1968; Ph.D., The Ohio State University, 1975.
- Fost, Roberta S. (1969), History - B.A., University of California, 1964; M.A., University of Chicago, 1966; Ph.D., 1974.
- Frasca, Ralph R. (1972), Economics and Finance - B.A., C.W. Post College, 1967; M.A. Indiana University, 1971; Ph.D., 1975.
- Fratini, Albert V. (1967), Chemistry - B.S., University of Rhode Island, 1960; Ph.D., Yale University, 1966.
- Friedland, Eric L. (1968), Religious Studies - B.A., Boston University, 1960; M.A., Brandeis University, 1962; Ph.D., 1967.
- Friel, J. William (1963), Mathematics - B.S., Loras College, 1959; M.A., Duquesne University, 1962.
- Frye, Helen B. (1967), Teacher Education - B.A., Ohio Wesleyan University, 1944; M.Ed., Wittenberg University, 1962; Ph.D., The Ohio State University, 1967.
- Fuchs, Gordon E. (1967), Teacher Education - B.S., University of Wisconsin, 1958; M.S., 1961; Ph.D., The Ohio State University, 1974.
- Gantner, Thomas E. (1966), Mathematics - B.S., University of Dayton, 1962; M.S., Purdue University, 1964; Ph.D., 1966.
- Geiger, Donald R., S.M. (1964), Biology - B.S., University of Dayton, 1955; M.S., The Ohio State University, 1960; Ph.D., 1963.
- Geiger, John D. (1970), Teacher Education - B.A., Marquette University, 1966; Ph.D., 1972.
- George, Norman (1962), Law - The Ohio State University, 1950; M.B.A., University of Pittsburgh, 1954; Ph.D., The Ohio State University, 1962; J.D., Salmon Chase College, 1967.
- Gerla, Harry S. (1979), Law - B.A., Queens College, 1970; M.A., University of Florida, 1972; J.D., The Ohio State University, 1975.
- Gorton, Robert B. (1969), Mathematics - B.S., Illinois Institute of Technology, 1964; M.S., 1966; Ph.D., 1970.
- Graham, Thomas P. (1964), Physics - B.S., Providence College, 1956; Ph.D., Iowa State University, 1967.
- Greenlee, Janet S. (1999), Accounting - B.S., The Ohio State University, 1967; M.S.W., West Virginia University, 1973; M.B.A., University of California, Los Angeles, 1978; Ph.D., University of Kentucky, 1993.
- Gustafson, Elizabeth F. (1983), Economics and Finance - B.A., Duke University, 1970; Ph.D., University of North Carolina, 1974.
- Hagel, Thomas L. (1982), Law - B.S., University of Nebraska, 1972; J.D., 1976; LL.M., Temple University, 1982.

- Hanley, Thomas L. (1982), Law Library- A.B., Earlham College, 1970; J.D., Indiana University, 1973; M.S.L.S., Western Michigan University, 1975.
- Hanneman, Douglas A. (1956), Engineering Technology - B.E.E., University of Dayton, 1956; Reg. Prof. Engr.
- Hart, Patricia M. (1988), Teacher Education - B.S., University of Dayton, 1973; M.S., 1983; Ph.D., The Ohio State University, 1989.
- Hater, Robert J. (1981), Religious Studies - B.A., Athenaeum of Ohio, 1957; M.A., 1959; Ph.D., St. John's University, 1967.
- Hecht, Norman L. (1974), Materials Engineering - B.S., Alfred University, 1960; M.S., 1968; Ph.D., 1972.
- Henninger, Francis J. (1965), English - B.A., St. John's University, 1956; A.M., University of Notre Dame, 1958; M.A., University of Pennsylvania, 1962; Ph.D., 1965.
- Hoffer, Jeffrey A. (1995), Management Information Systems, Operations Management, and Decision Sciences - B.A., Miami University, 1969; M.S., Cornell University, 1972; Ph.D., 1975.
- Hopfengardner, Jerrold (1978), Educational Administration - B.A., University of Dayton, 1959; M.Ed., Miami University, 1961; Ph.D., The Ohio State University, 1970.
- Howarth, Cooley R. (1976), Law - B.A., Michigan State University, 1971; J.D., University of Denver, 1976
- Ilg, Timothy (1998), Educational Leadership – B.A., Malone College, 1968; M.A., The Ohio State University, 1972; Ph.D., 1982.
- Inscho, Frederick R. (1976), Political Science - A.B., University of Detroit, 1968; M.A., State University of New York at Buffalo, 1972; Ph.D., 1976. Johnson, Patricia A. (1979), Philosophy- B.A., Eckerd College, 1967; M.A., Columbia University, 1969; M.A., University of Toronto, 1974; Ph.D., 1979.
- Karns, Margaret (1976), Political Science - B.A., Dennison University, 1965; M.S., University of Michigan, 1966; Ph.D., 1975.
- Kauflin, John E. (1966), Mathematics – B.S., University of Dayton, 1962; M.S., Michigan State University, 1964; Ph.D., Georgetown University, 1970.
- Kearns, Robert J. (1984), Biology - B.S., Washington State University, 1968; M.S., 1975; Ph.D., 1978; M.T. (ASCP), 1971.
- Kee, Richard J. (1985), Electrical and Computer Engineering - B.S., University of Tampa, 1971; M.S.E.E., Air Force Institute of Technology, 1976; D.E., University of Dayton, 1989; Reg. Prof. Engr.
- Keil, R. Gerald, (1969), Chemistry - B.S., Villanova University, 1963; Ph.D., Temple University, 1967.
- Kepes, Joseph J. (1962), Physics - B.S., Case Institute of Technology, 1953; Ph.D., University of Notre Dame, 1958.
- Kester, Jack E. (1966), Computer Science - B.S., University of Dayton, 1952; M.S., The Ohio State University, 1958. King, Wesley C., Jr. (1996), Management and Marketing - B.B.A., Valdosta State College, 1975; J.D., University of Georgia, 1983; Ph.D., 1988.
- Knachel, Howard C. (1972), Chemistry - B.S., University of Dayton, 1963; M.S., The Ohio State University, 1969; Ph.D., 1971.
- Korte, John R. (1973), Psychology - A.B., University of California, 1967; M.S., Purdue University, 1970; Ph.D., 1973. Kowalski, Theodore J. (2000), Educational Leadership - B.S., Indiana State University, 1965; M.S., 1968; Ph.D., 1971.
- Kreiss, Robert A. (1989), Law - B.A., Reed College, 1963; M.A., University of Oregon, 1965; Ph.D., 1968; J.D., Stanford University, 1977.
- Kunkel, Joseph C. (1964), Philosophy - A.B., Loyola University, 1958; A.M., 1962; Ph.D., St. Bonaventure University, 1968.
- Kuntz, Kenneth J. (1969), Psychology - B.A., Washington University, 1956; M.A., University of Cincinnati, 1963.
- Labadie, Patricia B. (1959), English - B.A., University of Washington, 1946; M.A., Miami University, 1961; Ph.D., University of Cincinnati, 1974.
- Lain, Laurence B. (1976), Communication - B.S., Indiana State University, 1969; M.A.E., Ball State University, 1973; Ph.D., The Ohio State University, 1984.
- Lang, Joseph E. (1981), Computer Science - A.B., Thomas More College, 1964; M.S., University of Illinois, 1965; Ph.D., 1970; M.S., Wright State University, 1988.
- Lapitan, Antonio E. (1969), Political Science - A.B., University of the Philippines, 1954; M.A., Lehigh University, 1957; Ph.D., University of Oregon, 1968.
- Lasley, Thomas J., II (1983), Teacher Education - B.S., The Ohio State University, 1969; M.A., 1972; Ph.D., 1978.
- Laubach, Lloyd L. (1980), Health and Sport Science - B.S., Central State University, 1961; M.S., University of Oregon, 1962; Ph.D., The Ohio State University, 1970.
- Lee, David R. (1982), Management and Marketing - B.S., U.S. Air Force Academy, 1962; M.S.I.E., Purdue University, 1966; Ph.D., 1972; Reg. Prof. Engr.
- Leonard, Mary T. (1956), Health and Sport Science - A.B., Radcliffe College, 1948; M.S., MacMurray College, 1951; Ed.D., Boston University, 1960.
- Lestingi, Joseph (1992), Mechanical and Aerospace Engineering - B.C.E., Manhattan College, 1957; M.S., Virginia Polytechnic Institute, 1959; D.Eng., Yale University, 1966.
- Lewis, William F. (1980), Management and Marketing - B.A., Spring Arbor College, 1967; M.B.A., Michigan State University, 1969; Ph.D., University of Cincinnati, 1976.
- Loomis, John S. (2002), Electrical and Computer Engineering - B.S., Case Institute of Technology, 1966; M.S., University of Illinois, 1968; M.S., University of Arizona, 1977; Ph.D., 1980.
- 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.
- Marre, Louis A. (1965), English - A.B., University of Notre Dame, 1961; M.A., 1963; Ph.D., 1972.

- Martin, Herbert W. (1970), English - B.A., University of Toledo, 1964; M.A., State University of New York at Buffalo, 1967; M.I., Middlebury College, 1972; D.A., Carnegie-Mellon University, 1979.
- Martin, Judith G., S.S.J. (1980), Religious Studies - B.A., Medaille College, 1969; M.A., Union Theological Seminary, 1972; M.A., McMaster University, 1975; Ph.D., 1983.
- Massucci, Rev. Joseph D. (1987), Educational Leadership - M.A., Catholic University of America, 1977; Ed.S., University of Dayton, 1988; Ph.D., 1993.
- McCloskey, John W. (1965), Mathematics - B.S., University of Dayton, 1960; M.S., Michigan State University, 1962; Ph.D., 1965.
- Merenski, J. Paul (1976), Management and Marketing - B.S., Wright State University, 1971; M.B.A., 1972; Ph.D., University of Cincinnati, 1982.
- Miller, Dan E. (1978), Sociology, Anthropology, and Social Work - B.S., University of Iowa, 1970; M.A., 1972; Ph.D., 1979.
- 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.
- Morlan, Don B. (1977), Communication - B.S., Indiana State University, 1962; M.S., 1965; Ph.D., Purdue University, 1969.
- 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.
- Mosher, Arthur D. (1994), Global Languages and Cultures - B.A., Wheaton College, 1971; M.A., Syracuse University, 1975; Ph.D., University of Massachusetts, 1979.
- Mott, Robert L. (1966), Engineering Technology - B.M.E., General Motors Institute, 1963; M.S.M.E., Purdue University, 1965; Reg. Prof. Engr.
- Mushenheim, Cecilia A. (1991), Library - B.A., St. Mary's University, 1965; M.A., 1972.
- Niles, Fred (1985), Art and Design - B.S., Edinboro State College, 1964; M.A., University of Northern Colorado, 1974; M.F.A., Syracuse University, 1987.
- O'Hare, J. Michael (1966), Physics - B.S., Loras College, 1960; M.S., Purdue University, 1962; Ph.D., State University of New York at Buffalo, 1966.
- O'Meara, Maureen F. (1986), Global Languages and Cultures - B.A., Trinity College, 1971; Ph.D., Cornell University, 1976.
- Palermo, Patrick F. (1971), History - B.A., Fordham College, 1966; M.A., State University of New York at Stony Brook, 1967; Ph.D., 1974.
- Palumbo, Suzanne D. (1965), English - B.A., Northwestern University, 1957; M.A., University of Dayton, 1965.
- Patrouch, Joseph F. (1964), English - A.B., University of Cincinnati, 1958; M.A., 1960; Ph.D., University of Wisconsin, 1965.
- Patyk, Josef (1963), Political Science - Certificate, School of Public Administration, Poland, 1935; LL.M., Jagiellonski University, 1945; Ph.D., University of Colorado, 1965.
- Polzella, Donald J. (1972), Psychology - B.A., University of Rochester, 1967; M.A., Bucknell University, 1969; Ph.D., University of Michigan, 1974.
- Raisch, C. Daniel (1991), Educational Leadership - B.S., Wilmington College, 1961; M.A., Wittenberg University, 1966; Ph.D., Miami University, 1973.
- Ramsey, James M., (1964), Biology - B.S., Wilmington College, 1948; M.S., Miami University, 1951.
- Randall, Vernellia R. (1990), Law - B.S., University of Texas, 1972; M.S., University of Washington, 1978; J.D., Lewis and Clark Northwestern School of Law, 1987.
- Ray, Alden E. (1961), Mechanical and Aerospace Engineering - B.A., Southern Illinois University, 1953; Ph.D., Iowa State University, 1959.
- Rice, Bernard J. (1960), Mathematics - B.S., St. Louis University, 1955; M.S., The Ohio State University, 1961.
- Richards, William M. (1970), Philosophy - B.A., LeMoyne College, 1966; Ph.D., Georgetown University, 1970.
- Ridenour, Carolyn R. (1990), Educational Leadership - B.A., Indiana University, 1964; M.A.T., 1967; Ed.D., University of Akron, 1980.
- Ritter, Charles J. (1967), Geology - B.S., University of Dayton, 1959; M.S., Massachusetts Institute of Technology, 1962; Ph.D., University of Michigan, 1971.
- Roberts, Carole L. (1968), Health and Sport Science - B.S.Ed., The Ohio State University, 1964; M.A., 1968.
- Roberts, William P. (1980), Religious Studies- B.A., Fordham University, 1955; M.A., 1957; Ph.L., Loyola Seminary, 1956; S.T.L., Weston School of Theology, 1963; Ph.D., Marquette University, 1968.
- Roehm, Harper A. (1992), Accounting - B.A., DePauw University, 1957; M.B.A., Indiana University, 1963; D.B.A., Florida State University, 1972.
- Rogers, Dana B. (1982), Electrical and Computer Engineering - B.S.E.E., Arizona State University, 1962; M.S.E.E., Air Force Institute of Technology, 1969; Ph.D., University of Dayton, 1978.
- Romaguera, Enrique (1969), Global Languages and Cultures - B.A., University of Dayton, 1965; M.A., Ohio University, 1966.
- Rosenzweig, Kenneth Y. (1981), Accounting - B.A., University of Texas, 1965; M.B.A., University of Houston, 1968; Ph.D., Michigan State University, 1977.
- Rueth, Thomas W. (1987), Counselor Education and Human Services - B.S., University of Dayton, 1963; M.A., 1969; Ph.D., Loyola University, 1973.

- Sandness, Marilyn I. (1974), Music - B.M., Eastman School of Music, 1958; M.M., New England Conservatory of Music, 1960; Music Therapist, Board Certified.
- Saphire, Richard B. (1976), Law - B.A., The Ohio State University, 1967; J.D., Salmon P. Chase College of Law, 1971; LL.M., Harvard University, 1975.
- Scarpino, Frank A. (1987), Electrical and Computer Engineering - B.S.E.E., University of Cincinnati, 1963; M.S.E.E., 1970; Ph.D., University of Dayton, 1987.
- Schauer, John J. (1968), Mechanical and Aerospace Engineering - B.S., University of Dayton, 1958; M.S., 1959; Ph.D., 1964.
- Schenk, Joseph A. (1980), Management and Marketing - B.B.A., University of Kentucky, 1970; M.B.A., Kent State University, 1972; D.B.A., 1976.
- Schleppi, Carroll M. (1984), Mathematics - B.S., Chestnut Hill College, 1963; M.S., The Ohio State University, 1965.
- Schleppi, John R. (1963), Health and Sport Science - B.S., The Ohio State University, 1961; M.A., 1963; Ph.D., 1972.
- Searcy, E. Dale (1976), Law - B.S., General Motors Institute, 1959; J.D., Indiana University, 1963; LL.M., New York University, 1966.
- Shaughnessy, Gerald J. (1967), Mathematics - B.S., University of Dayton, 1963; M.S., Florida State University, 1964.
- Shaw, Carol M. (1968), Engineering Technology - B.S., Ohio University, 1963; M.S.Ed., University of Dayton, 1968; M.S., 1973.
- Siciliano, Carol J. (1964), Health and Sport Science - B.S.Ed., Bowling Green State University, 1959; M.A.Ed., Western Reserve University, 1962.
- Simon, Marvin D. (1987), Engineering Technology - B.S.M.E., University of Cincinnati, 1956; M.B.A., University of Dayton, 1978.
- Singer, Sanford S. (1972), Chemistry - B.S., Brooklyn College, 1962; M.S., University of Michigan, 1964; Ph.D., 1967.
- Smith, Barbara A. (1989), Computer Science - B.A., St. Louis University, 1976; M.S., University of Missouri, 1980; Ph.D., 1988.
- Snide, James A. (1974), Chemical and Materials Engineering - B.S., Ohio University, 1959; M.S., Air Force Institute of Technology, 1965; Ph.D., The Ohio State University, 1975.
- Snyder, Linda J. (1989), Music - B.M., Miami University, 1970; M.M., University of Illinois, 1972; D.M.A., 1982.
- Staub, Albert E. (1956), Engineering Technology - A.B., University of Missouri, 1951; M.A., Miami University, 1963.
- Steinlage, Ralph C. (1966), Mathematics - B.S., University of Dayton, 1962; M.S., The Ohio State University, 1963; Ph.D., 1966.
- Stockum, Eleanore K. (1957), English - B.A., College of St. Teresa, 1950; M.A., Marquette University, 1953.
- Strange, Jerry D. (1958), Engineering Technology - B.S., Otterbein College, 1958; M.S., Xavier University, 1964.
- Sudzina, Mary R. (1988), Teacher Education - B.S., Virginia Commonwealth University, 1970; M.A., Villanova University, 1974; Ph.D., Temple University, 1987.
- Sultan, Allen (1978), Law - A.B., Syracuse University, 1952; J.D., Columbia University, 1958; A.M., University of Chicago, 1961; LL.M., New York University, 1965.
- Sweeney, Patrick J. (1978), Engineering Management and Systems - B.S., University of Notre Dame, 1957; M.S., University of Missouri, 1967; Ph.D., University of Dayton, 1977; Reg. Prof. Engr.
- Talbert-Johnson, Carolyn (1991), Teacher Education - B.A., Ohio Dominican College, 1976; M.A., The Ohio State University, 1978; Ph.D., 1991.
- Taylor, Amie L. (1981), Counselor Education and Human Services - B.S., Central State University, 1957; M.Ed., Miami University, 1970; M.S.Ed., University of Dayton, 1985; Ph.D., Miami University, 1985.
- Taylor, Bruce M. (1967), History - B.A., Dartmouth College, 1957; M.A., Columbia University, 1962; Ph.D., Fordham University, 1973.
- Thiele, Gary A. (1979), Electrical and Computer Engineering - B.S.E.E., Purdue University, 1977; M.S., The Ohio State University, 1964; Ph.D., 1968; Reg. Prof. Engr.; Fellow IEEE, 1982.
- Tiller, Kathleen (1983), Library - B.S., University of Wisconsin, 1971; B.A., University of Wisconsin-Milwaukee, 1981; M.L.S., 1983; M.A., University of Dayton, 1990.
- Tsui, Susan L. (1965), Library - B.A., National Taiwan University, 1961; M.S.L.S., University of Illinois, 1954.
- Turner, Dennis J. (1974), Law - B.A., Georgetown University, 1967; J.D., 1970.
- Ulrich, Lawrence P. (1964), Philosophy - B.A., Catholic University of America, 1961; M.A., 1962; M.Ed., Xavier University, 1964; Ph.D., University of Toronto, 1972; M.S., University of Dayton, 1985.
- Vines, Alice G. (1969), History - B.A., B.S.Ed., University of Cincinnati, 1960; M.A., 1961; Ph.D., 1975.
- Walker, Mary Ann (1970), Library - B.S.Ed., Kent State University, 1966; M.L.S., 1968; M.B.A., University of Dayton, 1981.
- Weaver, Roberta (1969), Teacher Education - B.S., The Ohio State University, 1960; M.S.Ed., University of Cincinnati, 1966; Ed.D., 1982.
- Weiler, John E. (1967), Economics and Finance - B.A., University of Cincinnati, 1960; M.A., 1961; Ph.D., 1973.
- Whitney, James M. (1989), Civil and Environmental Engineering and Engineering Mechanics - B.A., Illinois College, 1959; B.S.T.E., Georgia Institute of Technology, 1959; M.S.T.E., 1961; M.S., The Ohio State University, 1964; Ph.D., 1968.
- Wilkinson, Sean (1973), Art and Design - B.A., Antioch College, 1970; M.F.A., Rhode Island School of Design, 1972.
- Williamson, Tommy L. (1981), Electrical and Computer Engineering - B.S.E.E., Ohio University, 1962; M.S.E.E., The Ohio State University, 1965; Ph.D., 1975.

Winger, Bernard J. (1966), Economics and Finance - B.S., Xavier University, 1959; M.A., University of Cincinnati, 1960; C.P.A., Ohio, 1965.

Winslow, Leon E. (1981), Computer Science - B.S., Marquette University, 1956; M.S., 1960; Ph.D., Duke University, 1965.

Wolff, Robert L. (1958), Engineering Technology - B.S., University of Dayton, 1959; M.B.A., Xavier University, 1967.

Youngkin, Betty R. (1991), English - B.A., High Point College, 1965; M.A., Northwestern University, 1969; Ph.D., Texas A & M University, 1989.

Zahner, Mary A. (1971), Art and Design - B.F.A., Ohio University, 1960; M.A., 1969; Ph.D., The Ohio State University, 1987.

Zembaty, Jane S. (1975), Philosophy - B.A., State University of New York at Buffalo, 1971; M.A., Georgetown University, 1975; Ph.D., 1976.

DIRECTOR OF ADMISSION EMERITUS

Achbach, Myron H. (1970), Office of Admission - B.A., University of Dayton, 1958; M.A., Western Reserve University, 1966.

REGISTRAR EMERITUS

Westendorf, Thomas J. (1982), Office of the Registrar, Administrative - B.S., University of Dayton, 1978; M.B.A., 1986.

DISTINGUISHED SERVICE PROFESSORS

Alexander, Roberta S. (1969), History - B.A., University of California, 1964; M.A., University of Chicago, 1966; Ph.D., 1974

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.

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.

Eggemeier, F. Thomas (1986), Psychology - B.A., University of Dayton, 1967; M.A., The Ohio State University, 1969; Ph.D., 1971.

Geiger, John O. (1970), Teacher Education - B.A., Marquette University, 1966; Ph.D., 1972.

George, Norman (1962), Law - The Ohio State University, 1950; M.B.A., University of Pittsburgh, 1954; Ph.D., The Ohio State University, 1962; J.D., Salmon Chase College, 1967.

Hary, Nicoletta Mattioli (1964), Library - Litt.D., Istituto Universitario Orientale, Naples, 1951; Diploma in Library Science, Vatican Library School, Rome, 1952; Ph.D., Indiana University, 1991.

Johnson, Patricia A. (1979), Philosophy - B.A., Eckerd College, 1967; M.A., Columbia University, 1969; M.A., University of Toronto, 1974; Ph.D., 1979.

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.

Noland, George B. (1955), Biology - B.S., University of Detroit, 1950; M.S., 1952; Ph.D., Michigan State University, 1955.

O'Hare, J. Michael (1966), Physics - B.S., Loras College, 1960; M.S., Purdue University, 1962; Ph.D., State University of New York at Buffalo, 1966.

Palermo, Patrick F. (1971), History - B.A., Fordham College, 1966; M.A., State University of New York at Stony Brook, 1967; Ph.D., 1974.

Peterson, Richard E. (1957), Mathematics - B.A., Hiram College, 1955; M.S., Purdue University, 1957.

Springer, George H. (1946), Geology - A.B., Brown University, 1938; S.M., 1940.

Wilkinson, Sean (1973), Art and Design - B.A., Antioch College, 1970; M.F.A., Rhode Island School of Design, 1972.

DISTINGUISHED TEACHING PROFESSOR

Burns, Rev. Norbert C., S.M. (1959), Religious Studies - B.A., University of Dayton, 1945; S.T.L., University of Fribourg, 1954; S.T.D., The Angelicum, 1955.

RANKED FACULTY AND INSTRUCTIONAL STAFF

Aaron, Philip T., S.M. (1979), Campus Ministry, Administrative - B.S., University of Dayton, 1954; M.S., St. Louis University, 1964; Ph.D., Case Western Reserve University, 1973.

Abalodo, Bakpenam, S.M. (2014), Roesch Library Marian Initiatives, Lecturer - B.S., University of Fribourg, 1998; M.A., Pontifical Gregorian University, 2004; Ph.D., 2014.

Abitbol, Alan (2016), Communication, Assistant Professor - B.S., University of Florida, 2004; M.A., University of South Florida, 2012; Ph.D., Texas Tech University, anticipated 2016.

Abueida, Atif A. (2000), Mathematics, Professor - B.S., United Arab Emirates University, 1987; M.S., East Tennessee State University, 1995; Ph.D., Auburn University, 2000.

Adams, Nicole (2007), English, Lecturer - B.A., Miami University, 1988; M.A., Wright State University, 1992.

Adams, Shauna M. (1993), Teacher Education, Associate Professor - B.S., University of Dayton, 1979; M.S., 1986; Ed.D., University of Cincinnati, 1996.

Agha, Imad H. (2013), Physics, Assistant Professor - B.E., American University of Beirut, 2002; M.S., Cornell University, 2006; Ph.D., 2008.

Agnew, Christopher (2006), History, Associate Professor - B.A., Linfield College, 1998; M.A., University of Washington, 2000.

Aguilar-Sánchez, Jorge (2015), Global Languages and Cultures, Assistant Professor - B.A., Universidad Nacional, 1995; M.A., Indiana University, 2003, 2006, Ph.D., 2009.

Ahoujja, Mohamed (2001), Physics, Associate Professor - B.A., Kenyon College, 1990; M.S., University of Cincinnati, 1993; Ph.D., 1996.

Al-Akkad, Riad S. (1986), Civil and Environmental Engineering and Engineering Mechanics, Administrative - B.C.E., University of Dayton, 1980; M.S.C.E., 1981.

- Altman, Aaron (2002), Mechanical and Aerospace Engineering, Professor - B.S.E., Tulane University, 1990; M.S.E., University of Texas, 1994; Ph.D., Cranfield University, 2001.
- Ambrosius, Joshua D. (2012), Political Science, Assistant Professor – B.A., York College of Pennsylvania, 2007; M.A., Johns Hopkins University, 2007; Ph.D., University of Louisville, 2010.
- Amin, Julius A. (1989), History, Professor - B.A., University of Cameroon, 1979; M.A., West Texas State University, 1983; Ph.D., Texas Tech University, 1988.
- Anderson, Maureen (2004), Law Library, Associate Professor - B.B.B., Marymount University, 1990; L.L.M., Pace University, 1995; J.D., Thomas M. Cooley Law School, 1994; M.L.S., Kent State University, 2001.
- Anloague, Philip A. (2006), Physical Therapy, Associate Professor - B.A., Cleveland State University, 1994; M.P.T., Andrews University, 1996; D.H.Sc., University of St. Augustine, 2004.
- Apolito, Timothy (1998), Sociology, Anthropology, and Social Work, Coordinator, Community Relations - B.A., University of Dayton, 1967; M.Ed., Xavier University, 1969.
- Appiah-Kubi, Philip (2015), Engineering Management Systems and Technology, Assistant Professor – B.S., Kwame Nkrumah University of Science and Technology, 2005; M.Sc., University of Tennessee, 2011; Ph.D., Ohio University, 2015.
- Archambeault, Deborah (2009), Accounting, Associate Professor - B.B.A., Siena College, 1989; M.S., University of Albany, 1994; Ph.D., University of Alabama, 2000.
- Arnold, Jacqueline (2012), Teacher Education, Assistant Professor – B.S., University of Dayton, 1993; M.S., University of Dayton, 1997; Ph.D., The Ohio State University, 2006.
- Arnow, Charles (2016), Music, Assistant Professor - BM, University of Cincinnati, 1997; MM, 1999; DMA, 2014
- 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.
- Atlas, Dustin N. (2016), Religious Studies, Assistant Professor – B.A., York University, 2003; M.A., University of Western Ontario, 2005; M.A., Rice University, 2010; Ph.D., 2013.
- Avila-John, Karin (1993), Intensive English Program, Administrative - B.A., Instituto Nacional Superior del Profesorado Joaquin v Gongalez, 1979; M.A., Southern Illinois University, 1982.
- Baldwin, Joni (2005), Teacher Education, Associate Professor - B.A., University of Kentucky, 1978; M.A., St. Joseph College, 1986; Ed.D., University of South Dakota, 2004.
- Ballard, Barry (2010) Physics, Lab Instructor - B.S. University of Washington, 1969; M.S. The Ohio State University, 1978.
- Balster, Eric J. (2008), Electrical and Computer Engineering, Associate Professor - B.S., University of Dayton, 1998; M.S., 2000; Ph.D., The Ohio State University, 2004.
- Banerjee, Partha P. (2000), Electro-Optics and Photonics, Professor - B.Tech., Indian Institute of Technology, 1979; M.S., University of Iowa, 1980; Ph.D., 1983.
- Bardine, Bryan A. (2001), English, Associate Professor - B.A., University of Dayton, 1990; M.A., 1993; Ph.D., Kent State University, 2001.
- Barnes, Michael H. (1968), Religious Studies, Professor - A.B., St. Louis University, 1961; Ph.L., 1962; Ph.D., Marquette University, 1976.
- Barrios, Joaquin (2009), Physical Therapy, Associate Professor- B.S., Creighton University, 2000; Ph.D., Duke University, 2003; Ph.D., University of Delaware, 2008.
- Bartley, Karen (2005), History, Lecturer - B.A., University of Akron, 1990; M.A., Kent State University, 1993; Ph.D., 1999.
- Bashias, Norman J. (2013), Computer Science, Lecturer – B.A., New York University, 1984; M.S., 1988; M.Ph., City University of New York, 1995; Ph.D., 1997.
- Bauer, Jack J. (2006), Psychology, Professor - B.A., College of the Holy Cross, 1989; Ph.D., Catholic University of America, 1999.
- Beagle, Judit (2014), Chemistry, Assistant Professor – M.S., Eotvos Lorand University of Science, 2007; M.S., University of Florida, 2010; Ph.D., 2012.
- Becker, Paul J. (2002), Sociology, Anthropology, and Social Work, Associate Professor - B.S., Indiana State University, 1987; M.S., 1989; Ph.D., Bowling Green State University, 1996.
- Bedaso, Zelalem K. (2013), Geology, Lecturer – B.S., Addis Ababa University, 2000; M.Sc., 2005; Ph.D., University of South Florida, 2011.
- Bednarek, Janet R. (1992), History, Associate Professor - B.A., Creighton University, 1981; M.A., 1983; Ph.D., University of Pittsburgh, 1987.
- Bein, Stephen (2015), Philosophy, Assistant Professor – B.A., Eastern Illinois University, 1995; M.A., University of Hawaii, 1997; Ph.D., 2005.
- Benin, Vladimir A. (2001), Chemistry, Associate Professor - B.S., University of Sofia, 1990; M.S., Vanderbilt University, 1993; Ph.D., 1995.
- Benjamin, John A. (2000), Music, Artist-in-Residence - B.S., B.M., University of Akron, 1985; M.M., University of Cincinnati, 1987.
- Bennett, Jana (2008), Religious Studies, Associate Professor - B.A., Colorado College, 1998; Ph.D., Duke University, 2005.
- Benson, Paul H. (1985), Office of the Provost, Professor - B.A., St. Olaf College, 1979; Ph.D., Princeton University, 1984.
- Beran, Donna L. (2012), Communication, Theatre, Lecturer – B.A., Eastern Kentucky University; M.F.A., University of Cincinnati.
- Bernstein, Elana R. (2011), Counselor Education and Human Services, Clinical Faculty – B.A., University of Michigan, 2003; M.S., University of Wisconsin, 2006; Ph.D., 2010.
- Berry, Melissa A. (2000), Psychology, Visiting Assistant Professor - B.S., Indiana University, 1991; M.A., University of Cincinnati, 1994; Ph.D., 1998.
- Bickford, Deborah J. (1988), Management and Marketing, Professor - B.A., State University of New York, Cortland, 1974; M.S.B.A., University of Massachusetts, 1976; Ph.D., 1980.

- Bigelow, Kimberly E. (2009), Mechanical and Aerospace Engineering, Associate Professor - B.S., Michigan State University, 2003; M.S., The Ohio State University, 2005; Ph.D., 2008.
- Bilgin, Omer (2009), Civil Engineering, Associate Professor - B.S., Middle East Technical University, 1991; M.S., Oklahoma State University, 1995; Ph.D., Cornell University, 1999.
- Bilocerkowycz, Jaro M. (1985), Political Science, Associate Professor - B.A., Eastern Illinois University, 1973; M.A., University of Washington, 1975; Ph.D., 1983.
- Birdsong, Daniel R. (2010), Political Science, Lecturer—B.A., University of Cincinnati, 1999; B.A., 2004; Ph.D., 2009.
- Biswas, Ann E. (2008), English, Lecturer - B.A., Wright State University, 1990; M.A., University of Dayton, 1994.
- Bloom- Pojar, Rachel (2015), English, Assistant Professor – B.A., Creighton University, 2010; Ph.D., University of Kansas, 2015.
- Blust, Rebecca P. (1998), Engineering Management Systems and Technology, Associate Professor - B.T., University of Dayton, 1987; M.B.A., Wright State University, 1997; M.S., University of Dayton, 2004.
- Boehnlein, James M. (1992), English, Associate Professor - B.A., University of Dayton, 1973; M.S.Ed., 1978; M.A., 1988; Ph.D., Miami University, 1992.
- Bogard, Treavor L. (2011), Teacher Education, Assistant Professor – B.S., McMurry University, 1997; M.A., University of Texas, 2005; Ph.D., University of Texas, 2010.
- Borbonus, Dorian (2006), History, Associate Professor - M.A., University of Pennsylvania, 2003; Ph.D., 2006.
- Bourgeois, Jason P. (2012), Marian Library, Assistant Professor – B.A., Aquinas College, 1993; M.A., Marquette University, 1995; Ph.D., 2001; M.S., University of Illinois, May 2012.
- 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.
- Bradshaw, R. Darden (2013), Art and Design, Assistant Professor – B.F.A., Iowa State University, 1995; M.F.A., University of Arizona, 2001; Ph.D., 2013
- Brahler, C. Jayne (2000), Physical Therapy, Associate Professor - B.S., Montana State University, 1980; M.S., Washington State University, 1993; Ph.D., 1998.
- Brancato, Jennifer M. (2013) Library, Lecturer – B.A., Stephen F. Austin State University, 2005; M.A., 2008.
- Branick, Vincent P. (1979), Religious Studies, Professor - B.A., Chaminade College of Honolulu, 1963; M.A., Catholic University of America, 1964; S.T.B., University of Fribourg, 1966; S.T.L., 1969; D.Phil., 1971; S.S.B., Pontifical Biblical Institute, 1972; S.S.L., 1973; S.S.D., 1975; M.B.A., University of Dayton, 1983.
- Brecha, Robert J. (1993), Physics, Professor - B.S., Wright State University, 1983; Ph.D., University of Texas, 1990.
- 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.
- Buckley, James P. (1993), Computer Science, Associate Professor - B.A., State University of New York at Oswego, 1981; M.E., Tulane University, 1990; Ph.D., 1994.
- Bunta, Silviu (2007), Religious Studies, Associate Professor - B.A., University of Sibiu, 1997; M.A., University of Oradea, 1998; Ph.D., Marquette University, 2005.
- Burky, Albert J. (1973), Biology, Professor - B.A., Hartwick College, 1964; Ph.D., Syracuse University, 1969.
- Burmeister, Jacob (2015), Psychology, Assistant Professor – B.S., University of Wisconsin-Parkside, 2010; M.A., Bowling Green State University, 2012; Ph.D., 2015.
- Burnside, Christopher (2009), English, Lecturer - B.A., Kent State University, 2001.
- Busch, Arthur (2006), Mathematics, Associate Professor - B.A., University of Washington, 1997; Ph.D., University of Colorado, 2006.
- Butler, Tracy R. (2014), Psychology, Assistant Professor – B.A., Wittenberg University, 2006; M.S., University of Kentucky, 2008, Ph.D., 2011.
- Cadegan, Una M. (1987), History, Associate Professor - B.A., University of Dayton, 1982; A.M., University of Pennsylvania, 1983; Ph.D., 1987.
- Cahalan, Sarah (2016), Marian Library, Associate Professor – B.A., Harvard University, 2005; M.A., Courtauld Institute of Art, 2007; M.L.S., Simmons College, 2010.
- Caporale, Tony (2007), Economics and Finance, Professor - B.A., New York University, 1986; M.A., 1988; Ph.D., George Mason University, 1992.
- Carlson, Marybeth (1993), History, Associate Professor - B.A., University of Maryland, 1979; M.A., University of Wisconsin, 1986; Ph.D., 1992.
- Carrillo, Albino (2003), English, Associate Professor - B.A., University of New Mexico, 1986; M.F.A., Arizona State University, 1993.
- Carter, Michael (2006), History, Associate Professor - B.A., University of Southern California, 1999; M.A., 2003; Ph.D., 2006.
- Carter, Richard (2015), Biology, Lecturer – B.S., Ohio University, 2004, M.S., 2008; Ph.D., University of Northern Colorado, 2013.
- Castellano, Joseph F. (1999), Accounting, Professor - B.S., St. Louis University, 1964; M.S., 1965; Ph.D., 1971.

- Castro, Carmen (2014), Global Languages and Cultures, Lecturer – M.A., Universidad de Cordoba, 1996; M.A., 1999; M.A., Universidad Antonio de Nebrija, 2004; M.A., Pennsylvania State University, 2007.
- Castro, Percio B. de, Jr. (1994), Global Languages and Cultures, Professor - Law, Fluminense Federal University, Rio de Janeiro, 1984; M.A., Temple University, 1989, Ph.D., 1991.
- Chang, Sanders S. (2010), Economics and Finance, Associate Professor - B.A., University of California, Berkeley, 1997; M.A., Michigan State University, 2004; Ph.D., 2010.
- Chase, Donald V. (1993), Civil and Environmental Engineering and Engineering Mechanics, Visiting Professor - B.S.C.E., University of Kentucky, 1985; M.S.C.E., 1989; Ph.D., 1993.
- Chatterjee, Monish R. (2002), Electrical and Computer Engineering, Professor - B. Tech, Indian Institute of Technology, 1979; M.S.E.E., University of Iowa, 1981; Ph.D., 1985.
- Chaudhuri, Malika (2015), Management and Marketing, Assistant Professor – B.S., University of Calcutta, 1997; M.S., Indian Statistical Institute, 1999; M.S., Michigan State University, 2005; Ph.D., 2009; Ph.D., 2015.
- Chen, Lijian (2014), Management Information Systems, Operations Management, & Decision Sciences, Assistant Professor – B.A., Tianjin University, 1997; M.A., 1999; Ph.D., The Ohio State University, 2006.
- Chen, Rong-chin Carl (1977), Economics and Finance, Professor, William J. Hoben Research Scholar in International Business - B.A., National Taiwan University, 1969; M.S., Auburn University, 1973; Ph.D., University of Georgia, 1977.
- Cheung, Kwok Tung (2014), Philosophy, Assistant Professor – B.B.A., Hong Kong University of Science and Technology, 1994; M.A., 1998; M.Phil, Hong Kong Baptist University, 2001; Ph.D., Indiana University, 2012.
- Chiasson, Andrew (2015), Mechanical and Aerospace Engineering, Assistant Professor – B.S., University of Windsor, 1989, M.S., 1992; M.S., Oklahoma State University, 1999; Ph.D., University of Wyoming, 2007.
- Chodavarapu, Vamsy (2015), Electrical and Computer Engineering – B.Eng., Osmania University, 2001; M.S., University at Buffalo, 2003, Ph.D., 2006.
- Choi, Jun-Ki (2012), Mechanical and Aerospace Engineering, Assistant Professor – B.S., Hanyang University, 1997; M.S.E., University of Michigan, 1999; Ph.D., Purdue University, 2006.
- Chong, Andy C. (2011), Physics, Assistant Professor – B.S., University of Texas, 1995, 1996; M.S., Cornell University, 2007; Ph.D., 2008.
- Church, Kevin M. (1990), Chemistry, Associate Professor - B.S., University of Nebraska, 1982; M.S., 1985; Ph.D., 1988.
- Ciric, Amy R. (2000), Chemical and Materials Engineering, Lecturer—B.A. and B.S., Carnegie Mellon University, 1985; Ph.D., Princeton University, 1990.
- Clarke, John V. (2002), Art and Design, Associate Professor - B.F.A., University of Dayton, 1993; M.F.A., Rhode Island School of Design, 1996.
- Collier, Trevor (2007), Economics and Finance, Associate Professor - B.S., Centre College, 2002; M.A., Southern Methodist University, 2004; Ph.D., 2006.
- Collopy, Rachel (2005), Teacher Education, Associate Professor - B.A., Smith College, 1987; M.A., University of Michigan, 1993; Ph.D., 1999.
- Combs, Jason (2013), Communication, Lecturer—B.A., University of Dayton, 1996; M.A., 1998; Ph.D., Purdue University, 2006.
- Comfort, Don (2008), Chemical and Materials Engineering, Associate Professor - B.S., Case Western Reserve University, 2000; M.S., North Carolina State University, 2002; Ph.D., 2006.
- Comfort, Kristen K. (2012), Chemical and Materials Engineering, Assistant Professor – B.S., University of Dayton, 2002; M.S., North Carolina State University, 2006; Ph.D., North Carolina State University, 2007.
- Comingore, Joy (1991), Teacher Education, Lecturer – B.A., University of the Cumberland, 1984; M.A., The Southern Baptist Theological Seminary, 1986.
- Cook, Brittany A. (2015), English, Lecturer – B.A., University of Dayton, 2011; M.A., 2015.
- Cook, Douglas R. (2014), Counselor Education and Human Services, Clinical Faculty – B.S.Ed., Ohio University, 1979; M.Ed., 1986; Ph.D., 1998.
- Cook, Rebecca Ann (2002), Counseling Center, Administrative - B.S., Purdue University, 1976; M.S., Indiana University, 1990; Ph.D., University of Memphis, 2002.
- Costales, Kathleen A. (2004), Global Languages and Cultures, Assistant Professor - B.A., Wittenberg University, 1986; M.A., Binghamton University; Ph.D., Vanderbilt University, 2004.
- Courte, Dale E. (2002), Computer Science, Associate Professor - B.S., Wright State University, 1977; M.S., 1981; Ph.D., 2002.
- Cox, D. Michael (2015), Philosophy, Lecturer – B.A., Butler University, 1999; M.Div., Cincinnati Bible Seminary, 2002; Ph.D., University of Dayton, anticipated 2017.
- Cox, Donna M. (1990), Music, Professor - B.A., Virginia Union University, 1979; M.M., Washington University, 1982; Ph.D., 1986.
- Cox, Jeannette (2006), Law, Professor - B.A., Hanover College, 2001; J.D., Notre Dame Law School, 2005.
- Craig, Joseph (2015), English, Lecturer – B.A., Wright State University, 2011; M.A., University of Dayton, 2013.
- Crecelius, Anne R. (2013), Health and Sport Science, Assistant Professor – B.S.E., University of Dayton, 2007; M.S., Colorado State University, 2009; Ph.D., 2013.
- Crosson, Garry (2007), Chemistry, Associate Professor - B.A., Morgan State University, 1998; Ph.D., Pennsylvania State University, 2005.
- Crosson, Kenya (2007), Civil and Environmental Engineering and Engineering Mechanics, Associate Professor - B.A., Pennsylvania State University, 1998; M.A., 2000; Ph.D., 2005.
- Crowner, Carolyn (2015), Global Languages and Cultures, Lecturer—B.S., Ohio University, 2010; M.A., 2012.

- Crum, Roger J. (1991), Art and Design, Professor - B.A., University of Michigan, 1985; M.A., 1986; Ph.D., University of Pittsburgh, 1992.
- Crutcher, Robert J. (2001), Psychology, Associate Professor - A.B., University of California, Berkeley, 1974; M.A., University of Colorado, 1989; Ph.D., 1992.
- Curran, Daniel J. (2002), University of Dayton China Institute, Professor and Executive-in-Residence for Asian Affairs - B.S., Saint Joseph's University, 1973; M.A., Temple University, 1978; Ph.D., University of Delaware, 1980.
- Cusella, Louis P. (1985), Communication, Professor - B.A., Kent State University, 1971; M.A., The Ohio State University, 1974; Ph.D., Purdue University, 1978.
- Cuy Castellanos, Diana K. (2013), Health and Sport Science, Assistant Professor - B.S., University of Cincinnati, 2000; M.A., Marshall University, 2006; Ph.D., University of Southern Mississippi, 2011.
- Dalton, Jennifer L. (2011), Health and Sport Science, Lecturer - B.S., The Ohio State University, 1992; M.S., University of New Haven, 1999.
- Damasco, Ione (2006), Library, Associate Professor - B.A., The Ohio State University, 1997; M.L.S., Kent State University, 2005.
- Daniel-Cox, Minnita D. (2013), Music, Assistant Professor - B.A., Bowling Green State University, 2003; M.A., University of Michigan, 2005; D.M.A., 2008.
- Daniels, Malcolm W. (1989), Electrical and Computer Engineering, Assistant Professor - B.S., University of Strathclyde, 1979; Ph.D., 1982.
- Daprano, Corinne M. (2001), Health and Sport Science, Associate Professor - B.A., Cleveland State University, 1985; M.Ed., 1994; Ph.D., The Ohio State University, 2001.
- Darrow, David (1996), History, Associate Professor - B.A., University of Northern Iowa, 1986; M.A., University of Iowa, 1988; Ph.D., 1996.
- Dasgupta, Simanti (2009), Sociology, Anthropology, and Social Work, Associate Professor - B.A., University of Calcutta, 1993; M.A., Delhi School of Economics, 1995; M.Phil., 1997; Ph.D., New School, 2009.
- Davies, Susan (2006), Counselor Education and Human Services, Associate Professor - B.A., University of North Carolina, 1995; M.S., Miami University, 1997; Sp.E., 1999.
- Davis, Susan T. (2001), Psychology, Assistant Professor - B.A., Miami University, 1986; M.A., 1989; Ph.D., 1991.
- Davis-Berman, Jennifer L. (1986), Sociology, Anthropology, and Social Work, Professor - B.S., Denison University, 1979; M.S.W., The Ohio State University, 1982; Ph.D., 1985.
- De Luca, Barbara M. (1975), Educational Administration, Associate Professor - B.S., University of Dayton, 1971; M.Ed., Miami University, 1975; Ph.D., The Ohio State University, 1984.
- DeAloia, Leah (2005), English, Lecturer - B.A., Miami University, 1969; M.A., 1976; Ph.D., University of Michigan, 1981.
- DeAnda, Neomi D. (2013), Religious Studies, Assistant Professor - B.A., St. Mary's University, 1997; M.A., 1999; M.A., Oblate School of Theology, 2005; Ph.D., Loyola University, 2011.
- DeBeer, Madeleine A. P. (2013), Chemistry, Lecturer—B.A. and B.S., Gonzaga University, 1996; Ph.D., University of Wisconsin, 2003.
- DeMarco, Jr. George M. (1997), Health and Sport Science, Associate Professor - B.S., Bridgewater State College, 1978; M.S., Ithaca College, 1992; Ed.D., University of Georgia, 1998.
- Demmitt, Alan (1996), Counselor Education and Human Services, Associate Professor - B.Th., Atlanta Bible College, 1982; M.A., Northeast Louisiana University, 1991; Ph.D., Iowa State University, 1994.
- DesAutels, Peggy J. (2001), Philosophy, Professor - B.A., Principia College, 1977; M.S., Washington University, 1988; M.A., 1993; Ph.D., 1995.
- Devine, Christopher (2016), Political Science, Assistant Professor - B.A., Connecticut College, 2006; M.A., Ohio State University, 2008; Ph.D., 2011.
- Dickey, Irene J. (1992), Management and Marketing, Lecturer - B.S., University of Dayton, 1982; M.B.A., Wright State University, 1987.
- Diestelkamp, Wiebke S. (1998), Mathematics, Professor - M.S., University of Wisconsin-Milwaukee, 1992; Ph.D., 1998.
- Diller, Mark (2015), Engineering Management Systems and Technology, Assistant Professor - B.S., University of Dayton, 1995; M.S., The Ohio State University, 1997.
- Dillon, Mary E. (1995), Biology, Lecturer—B.S., Xavier University, 1982; M.S., Purdue University, 1984.
- Dixon, Lee (2009), Psychology, Associate Professor - B.A., Western Kentucky University, 2000; M.A., 2002; Ph.D., University of Tennessee, 2009.
- Dodd, Gloria F. (2011), Roesch Library, International Marian Research Institute, Lecturer - B.A., Christendom College, 1987; M.Div., Dominican House of Studies, 1990; S.T.L., Dominican House of Studies, 1993; D.S.T., International Marian Research Institute, 2011.
- Doench, Meredith (2010), English, Lecturer - B.S., Ball State University, 1998; M.A., University of Dayton, 2003; Ph.D., Texas Tech University, 2007.
- Dolph, David (2005), Educational Administration, Assistant Professor - B.S., University of Dayton, 1970; M.S., Xavier University, 1973; Ph.D., University of Dayton, 1994.
- 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.
- Donaldson, Steven L. (2006), Civil and Environmental Engineering and Engineering Mechanics, Associate Professor - B.S., Purdue University, 1981; M.S., University of Dayton, 1987; Ph.D., Stanford University, 1993.
- Donnelly, Patrick G. (1979), Sociology, Anthropology, and Social Work, Professor - B.S., St. Joseph's College, 1974; M.A., University of Delaware, 1977; Ph.D., 1981.
- Dorf, Samuel N. (2010), Music, Assistant Professor - B.A., Boston University, 2002; B.M., 2002; M.A., Tufts University, 2004; Ph.D., Northwestern University, 2009.
- Doyle, Dennis M. (1984), Religious Studies, Professor - B.A., LaSalle College, 1974; M.A., Ohio University, 1978; M.A., Catholic University of America, 1980; Ph.D., 1984.

- Driskell, Shannon, O.S. (2003), Mathematics, Professor - B.S., Edinboro University, 1992; M.A., East Carolina University, 1997; Ph.D., University of Virginia, 2003.
- Dugan, Riley G. (2014), Management and Marketing, Assistant Professor – B.A., Emory University, 2001; M.B.A., University of Cincinnati, 2007; M.S., 2008; Ph.D., 2014.
- Duncan, Bradley D. (1991), Electrical and Computer Engineering, Electro-Optics, Professor - B.S.E.E., Virginia Polytechnic Institute and State University, 1986; M.S., 1988; Ph.D., 1991.
- Dunham, Diane (2014), Philosophy, Lecturer – B.A., Wright State University, 1995; M.A., 1998; M.Hum., 1999.
- Dunlevy, Linda (1994), Communication, Theatre, Assistant Professor - B.A., University of Kentucky, 1970; M.F.A., Indiana University, 1987.
- Dunne, E. James (1982), Management Information Systems, Operations Management, and Decision Sciences, Professor - B.S., St. Louis University, 1962; M.S., Air Force Institute of Technology, 1964; Ph.D., University of Illinois, 1971.
- Durham, James G. (1980), Law, Professor - A.B., University of California, Berkeley, 1973; J.D., University of California, Davis, 1976.
- Durmugoglu, Serdar (2007), Management and Marketing, Associate Professor - B.S., Bogazrai University, 1997; M.B.A., Purdue University, 2001.
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- Edelmann, Cheryl (2013), Management Information Systems, Operations Management, and Decision Sciences, Lecturer – B.S., University of Dayton, 1992; M.S., Miami University, 1994.
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- Elsass, Michael (2008), Chemical and Materials Engineering, Assistant Professor - B.S., University of Dayton, 1992; M.S., The Ohio State University, 1997; Ph.D., 2001.
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- Fisher, Mary I. (2008), Physical Therapy, Associate Professor—B.A., Wittenberg University, 1989; M.S., Boston University, 1991; Ph.D., University of Kentucky, 2010.
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- Hoffmeister, Thaddeus (2007), Law, Professor - B.A., Morgan State University, 1995; J.D., Northeastern University, 1998; LL.M., Georgetown University, 2002.
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- Hume, Laura H. (1989), History, Associate Professor - B.A., Western Carolina University, 1983; M.A., University of Cincinnati, 1985; Ph.D., 1993.
- Hunley, Sawyer (1999), Counselor Education and Human Services, Associate Professor - B.S., Miami University, 1976; M.S., 1986; Ed.S., 1990; Ph.D., University of Cincinnati, 1998.
- Inglis, John A. (1993), Philosophy, Professor - B.A., University of St. Thomas, 1977; M.Div., University of Toronto, 1982; M.A., University of Houston, 1989; Ph.D., University of Kentucky, 1993.
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- Keane-Sexton, Maureen (2005), English, Lecturer - B.A., University of Dayton, 1995; M.A., 2002.
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- Kelly, Kevin (2010), School of Education and Health Sciences, Professor—B.A., Boston University, 1976; Ph.D., University of Iowa, 1985.
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- 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.
- Small, Jamie L. (2015), Sociology, Anthropology, and Social Work, Assistant Professor – B.A., Adelaide University, 2002; M.A., Indiana University, 2006; Ph.D., San Francisco State University, 2015.
- Smith, Anthony B. (1999), Religious Studies, Associate Professor - B.A., Boston College, 1985; M.A., University of Minnesota, 1989; Ph.D., 1995.
- Smith, Todd B. (2001), Physics, Associate Professor - B.S., University of Notre Dame, 1989; M.A., Miami University, 1990; M.S., University of Michigan, 1995; Ph.D., 1998.
- Soule, Stephanie (2014), Roesch Library, Assistant Professor – B.A., Hillsdale College, 2010; M.S., University of Michigan, 2012.
- Sparks, John R. (1995), Management and Marketing, Professor - B.B.A., West Texas State University, 1988; Ph.D., Texas Tech University, 1995.
- Spina, Eric F. (2016), Office of the President, Professor – B.S., Carnegie Mellon University, 1983 ;M.A., Princeton, 1987; Ph.D, 1988.
- Sritharan, R. (1999), Computer Science, Professor - B.Tech., Indian University of Technology, 1985; M.S., Vanderbilt University, 1988; Ph.D., 1995.
- Stangel, Courtney (2015), Accounting, Lecturer – B.S., University of Dayton, 2003; M.S., 2003.
- Stover, Richard C. (2014), Accounting, Lecturer—B.S., Wright State University, 1979.
- Strain, Margaret M. (1995), English, Professor - B.A., Bellarmine College, 1977; M.A., University of Louisville, 1986; Ph.D., 1995.
- Strauss, Andrew (2015), School of Law, Professor—B.A., Princeton University, 1981; J.D., New York University, 1985.

- Street, Donna L. (2002), Accounting, Professor, Al & Marcie Mahrt Chair in Accounting - B.B.A., East Tennessee State University, 1981; M.Acc., University of Tennessee, 1983; Ph.D., 1987.
- Street, P. Eric (1992), Music, Professor - B.M., Cornell College, 1975; M.M., Indiana University, 1977; D.M., 1985.
- Subramanyam, Guru (1998), Electrical and Computer Engineering, Professor - B.E., University of Madras; 1984; M.S., University of Cincinnati, 1988; Ph.D., 1993.
- Sudakov, Ivan (2015), Physics, Assistant Professor—B.S., Ural State University, 2006; B.E., 2008; M.S., 2008; Ph.D., St. Petersburg State University, 2011; Ph.D., Novgorod State University, 2012.
- Sullivan, Diane M. (2006), Management and Marketing, Associate Professor - B.S.B.A., University of Central Florida, 1997; M.B.A.; Ph.D., 2006.
- Sullivan Smith, Emily. (2014), Art and Design, Assistant Professor – B.F.A., Kent State University, 2004; M.F.A., 2010.
- Sun, Yvonne (2014), Biology, Assistant Professor – B.S., University of California at San Diego, 2002; Ph.D., University of California, Berkeley, 2008.
- Sutherland, Bobbi Sue (2014), History, Assistant Professor – B.A., Calvin College, 2003; M.A., Yale University, 2005; M. Phil, 2007; Ph.D., 2009.
- Swavey, Rochael J. (2010), Chemistry, Lab Instructor—B.S., Cleveland State University, 1991; M.S., Case Western Reserve University, 1993; Ph.D., 1997.
- Swavey, Shawn M. (2002), Chemistry, Professor - B.S., Edinboro University, 1991; M.S., Case Western Reserve University, 1995; Ph.D., 1998.
- Sweeney, Paul D. (2001), Management and Marketing, Professor - B.A., California State University, 1978; M.S., University of Pittsburgh, 1980; Ph.D., 1983.
- Sweet, Stephanie K. (2015), Communication, Lecturer –B.A., University of Dayton, 2012, M.A., 2014.
- Szeghi Dempster, Tereza (2009), English, Associate Professor - B.A., University of Cincinnati, 2000; M.A., University of Arizona, 2004; Ph.D., 2007.
- Taaffe, Maura J. (2011), English, Lecturer – B.A., Ohio Dominican College, 1971; M.A., The Ohio State University; Ph.D., Michigan Technological University, 2010.
- Taha, Tarek (2009), Electrical and Computer Engineering, Assistant Professor - B.A., DePauw University, 1996; B.S.E.E., Georgia Institute of Technology, 1996; M.S.E.E., 1998; Ph.D., 2002.
- Talbott, Anthony N. (2008), Political Science, Lecturer - B.A., Columbia College, 1995; M.A., Ohio University, 1997.
- Tanova, Nadya (2009), Global Languages and Cultures, Lecturer - M.A., University of Sofia, 1990; M.A., Purdue University, 2003.
- Taylor, Annette M. (1988), Communication, Assistant Professor - B.A., Michigan State University, 1974; M.A., 1988; Ph.D., Bowling Green State University, 1996.
- Taylor, Denise G. (2006), Civil and Environmental Engineering and Engineering Mechanics, Associate Professor - B.S., Virginia Polytechnic Institute and State University, 1981; B.C.E., University of Dayton, 1992; M.S., University of Cincinnati, 1995; Ph.D., Johns Hopkins University, 2003.
- Tello Sánchez, Maria Teresa (2007), Global Languages and Cultures, Lecturer– B.A., University of Salamanca, 2003; M.A., 2007.
- Terzano, John F. (2014), Law School, Assistant Professor of Academic Success – B.S., George Washington University, 1980; J.D., University of the District of Columbia, 1999; LL.M., American University, 2000.
- Thomas, Patrick W. (2011), English, Assistant Professor– B.A., Mercyhurst College, 2002; M.A., Kent State University, 2006; Ph.D., 2011.
- Thomas-Trout, Misty (2016), Art and Design, Assistant Professor – B.F.A., University of Dayton, 2011; M.F.A., Ohio University, 2016.
- Thompson, Daniel Patrick Speed (2012), Religious Studies, Associate Professor – B.A., University of Notre Dame, 1986; A.M., University of Chicago, 1987; Ph.D., 1998.
- Thompson, Teresa L. (1985), Communication, Professor - B.A., University of Wisconsin, 1975; M.A., Purdue University, 1976; Ph.D., Temple University, 1980.
- Thompson, Rev. Thomas A., S.M. (1987), Library, Administrative - B.A., University of Dayton, 1958; M.A., University of Pittsburgh, 1963; S.T.L., University of Fribourg, 1968; Ph.D., University of Pittsburgh, 1977.
- Thompson-Miller, Ruth K. (2011), Sociology, Anthropology and Social Work, Assistant Professor – B.S., University of Florida, 2002; M.S., Texas A&M University, 2004; Ph.D., 2011.
- Tibbetts, Paul E., Jr. (1969), Philosophy, Professor - B.A., Clark University, 1964; M.A., Boston University, 1965; Ph.D., Purdue University, 1973; Ph.D., University of Illinois, 1985.
- Titlebaum, Peter J. (1996), Health and Sport Science, Professor - B.S., State University of New York at Brockport, 1982; M.S., The Ohio State University, 1985; Ph.D., Temple University, 1993.
- Todd, Adam G. (2010), Law, Professor of Lawyering Skills - B.A., Brown University, 1983; J.D., Rutgers School of Law, 1990.
- Toll, Shannon (2016), English, Assistant Professor – B.A., Kansas State University, 2006; M.A., San Diego State University, 2008; Ph.D., University of Oklahoma, anticipated 2016.
- Toomb, Laura G. (2015), Communication, Lecturer – B.A. University of Dayton, 1988; M.A., Northwestern University, 1992.
- Toubia, Elias A. (2011), Civil and Environmental Engineering and Engineering Mechanics, Assistant Professor – B.S., Lebanese University, 2000; M.S., University of Dayton, 2003; Ph.D., 2008.
- Trick, Kimberly A. (1994), Chemistry, Lecturer - B.Ch.E., University of Dayton, 1984; M.S., 1988; Ph.D., 1994.
- Trollinger, Susan (2007), English, Professor - B.A., University of Wisconsin, 1986; M.A., University of Pittsburgh, 1988; Ph.D., 1995.
- Trollinger, William (1998), History, Professor - B.S., Bethel College, 1977; M.S., University of Wisconsin, 1980; Ph.D., 1984.

- Tsen, Hsuan (2012), Art and Design, Lecturer – B.A., Hampshire College, 1998; Ph.D., Stanford University, 2011.
- Turner, Daniel A. (2012), Chemistry, Lecturer – B.A., Capital University, 2006; Ph.D., The Ohio State University, 2012.
- Uhlman, Todd (2009), History, Assistant Professor - B.A., Indiana University, 1998; Ph.D., Rutgers University, 2008.
- Untener, Joseph A. (1987), Engineering Management Systems and Technology, Professor - B.M.E., General Motors Institute, 1984; M.S., Purdue University, 1985.
- Usman, Mohammad (2007), Mathematics, Associate Professor - M.S. and M.A., Ohio University, 2001; Ph.D., University of Cincinnati, 2007.
- Valenzano, Joseph M. III (2011), Communication, Associate Professor – B.A., Providence College, 2000; M.A., University of Maine, 2002; Ph.D., Georgia State University, 2006.
- Van Zandt, Victoria (2005), Law, Associate Professor of Lawyering Skills - B.A., The Ohio State University, 1991; J.D., University of Dayton, 1996.
- Vanderburgh, Paul (2004), Health and Sport Science, Professor - B.S., United States Military Academy, 1982; M.A., University of Georgia, 1988; Ed.M., Columbia University, 1991; Ed.D., 1992.
- Vasquez, Erick (2015) Chemicals and Materials Engineering, Assistant Professor – B.S., Universidad Centroamericana Jose Simeon Canas, 2007; M.S., Clemson University, 2009; Ph.D., Mississippi State University, 2013.
- Velasquez, Ernesto (2009), Philosophy, Assistant Professor - B.A., University of Illinois at Chicago, 1998; M.A., University of Hawaii, 2000; Ph.D., State University of New York at Buffalo, 2009.
- Veliz-Cuba, Alan (2015), Mathematics – B.S., Universidad Nacional Mayor de San Marcos, 2003; Ph.D., Virginia Tech University, 2010.
- Venard, Paul (2007), Law Library, Associate Professor - B.S., John Carroll University, 1997; J.D., Kent State University, 2001; M.L.S., 2005.
- Ventura, Renato (2010), Global Languages and Cultures, Associate Professor - B.A., Trinity College, 2003; M.A., University of Connecticut, 2006; Ph.D., University of Connecticut, 2011.
- Vibber, Kelly S. (2014), Communication, Assistant Professor – B.A., Western Michigan University, 2003; M.A., Purdue University, 2005; Ph.D., 2014.
- Voracheck, Laura (2007), English, Associate Professor - B.A., Trinity University, 1991; M.A., University of Texas-Houston, 1995; Ph.D., University of Wisconsin, 2004.
- Vorontsov, Mikhail (2009), Electro-Optics and Photonics, Professor and WBI Endowed Chair in Ladar and Free Space Optical Communications - M.S., Moscow State University, 1974; Ph.D., 1977; D.Sc., Lomonosov Moscow State University, 1989.
- Wagner, Peter G. (1999), Management Information Systems, Operations Management, and Decision Sciences, Lecturer - B.S., Louisiana Tech University, 1970; M.S., University of Southern California, 1980.
- Wallace, Samuel P. (1982), Communication, Professor - B.A., The Ohio State University, 1975; M.A., 1979; Ph.D., 1985.
- Walsh-Messinger, Julie (2015), Psychology, Assistant Professor – B.A., Boston College, 2004; M.A., 2006; M.A., Long Island State University, 2009; Ph.D., 2013.
- Walter, Beth A. (2013), Communication, Lecturer – B.A., Carlow University, 1996; M.A., Duquesne University, 2004; Ph.D., 2014.
- Wang, Fukuo Albert (2005), Economics and Finance, Professor - B.A., National Taiwan University, 1982; M.B.A., University of North Carolina, 1989; Ph.D., 1994.
- Wantland, Ryan (2016), Communication-Theater, Lecturer – B.A., Indiana University, 2011; M.A., Ohio University, anticipated) 2016.
- Washington, Versalle (2010), History, Lecturer - B.S., United States Military Academy, 1985; M.A., The Ohio State University, 1994; Ph.D., 1995.
- Watkins, David (2010), Political Science, Associate Professor - B.A., Western Washington University, 1997; M.A., University of Washington, 2000; Ph.D., 2008.
- Watson, Blake A. (1992), Law, Professor - B.A., Vanderbilt University, 1978; J.D., Duke University, 1981.
- Watters, Kathleen B. (1989), Communication, Associate Professor - B.S., University of Minnesota, 1976; M.A., 1979; Ph.D., 1988.
- Wawrose, Susan C. (1998), Law, Professor of Lawyering Skills – B.A., Wellesley College, 1980; M.A., Columbia University, 1984; J.D., Northeastern University, 1990.
- Webb, Kathleen M. (1993), Library, Professor - B.S., Pennsylvania State University, 1982; M.L.S., University of California, Los Angeles, 1991.
- Webber, Sarah J. (2010), Accounting, Assistant Professor - B.S., University of Dayton, 2003; M.B.A., 2003; J.D., The Ohio State University, 2007; L.L.M., Capital University, 2010.
- Welkener, Michele (2008), Counselor Education and Human Services, Associate Professor - B.F.A., Miami University, 1990; M.A., 1992; Ph.D., 2000.
- Wells, Andrea Chenoweth (2012), Music, Artist in Residence – B.A., University of Dayton, 2000; M.Mus. Cleveland Institute of Music, 2004.
- Wells, Charles E. (1984), Management Information Systems, Operations Management, and Decision Sciences, Professor - A.B., Harvard University, 1976; M.B.A., Miami University, 1977; Ph.D., University of Cincinnati, 1982.
- Wells, Rebecca M. J. Yates (1980), Management and Marketing, Associate Professor - B.B.A., University of Cincinnati, 1973; M.B.A., 1975; Ph.D., 1980.
- Whisnant, Rebecca S. (2003), Philosophy, Associate Professor - B.A., Oberlin College, 1989; M.A., University of North Carolina, 1993; Ph.D., 2002.
- Whitaker, Jayne K. Matlack (1993), Art and Design, Associate Professor - B.S., University of Delaware, 1983; M.F.A., Temple University, 1993.
- Whitaker, Joel A. (1993), Art and Design, Professor - B.F.A., University of Montevallo, 1985; M.F.A., Florida State University, 1988.

- White, John J. (2007), Teacher Education, Associate Professor - B.A., University of Massachusetts at Boston, 1984; M.A., Boston College, 1995; Ph.D., 2000.
- Whitney, Thomas J. (1988), Civil and Environmental Engineering and Engineering Mechanics, Associate Professor – B.M.E., University of Dayton, 1986; M.M.E., University of Delaware, 1988; Ph.D., University of Dayton, 2003.
- Wilbers, Timothy A. (1983), Art and Design, Associate Professor - B.A.Ed., The Ohio State University, 1972; M.A., 1974; M.F.A., Southern Illinois University, 1981.
- Wilhoit, Stephen W. (1988), English, Associate Professor - B.A., University of Kentucky, 1980; M.A., University of Louisville, 1983; Ph.D., Indiana University, 1988.
- Wilkens, Robert J. (1999), Chemical and Materials Engineering, Professor - B.C.M.E., University of Dayton, 1992; M.S. 1993; Ph.D., Ohio University, 1997.
- Williams, Marlon L. (2014), Economics and Finance, Assistant Professor – B.S., University of the West Indies, 2001; M.S., 2006; Ph.D., Pennsylvania State University, 2013.
- Williams, P. Kelly (1973), Biology, Professor - B.A., University of Texas, 1966; M.S., University of Minnesota, 1969; Ph.D., Indiana University, 1973.
- Williams, Thomas M. (2009), Biology, Associate Professor - B.S., Eastern Michigan University, 1999; M.S., University of Michigan, 2003; Ph.D., 2004.
- Winning, Thomas E. (1999), School of Business Administration, Executive-in-Residence - B.S., The Ohio State University, 1971; M.B.A., University of Dayton, 1976.
- Woeste, Julie L. (2013), School of Business Administration, Lecturer – B.S., Nyack College, 2008; M.B.A., University of Dayton, 2010.
- Work, Nicola (2009), Global Languages and Cultures, Associate Professor - B.A., Wayne State University, 1998; M.A., 2000.
- Wright, David J. (1996), Biology, Associate Professor - B.S., University of Sheffield, England; Ph.D., University of Iowa, 1989.
- Wright, Shirley J. (1993), Biology, Professor - B.S., Loyola University, Chicago, 1981; M.S., 1983; Ph.D., University of Iowa, 1981.
- Wu, Shuang-Ye (2004), Geology, Associate Professor - B.A., Nanjing University, 1991; M.A., Beijing Foreign Study University, 1994; M.Phil., Cambridge University, 1996; Ph.D., 2000.
- Wulff, Susan M. (2012), Physician Assistant Education, Clinical Faculty –B.S., Kettering College of Medical Arts, 1999; M.S., Arizona School of Health Sciences, 2002.
- Wynn, Donald (2007), Management Information Systems, Operations Management, and Decision Sciences, Associate Professor - B.A., University of Tennessee, 1988; M.B.A., Middle Tennessee State University, 1998.
- Yan, Xinyan (2016), Economics and Finance, Assistant Professor – B.S., Birmingham-Southern College, 2010; Ph.D., University of Alabama, anticipated 2016.
- Yang, Jia J. (2014), Global Languages and Cultures, Assistant Professor – B.A., Peking University, 2002; M.A., Tsinghua University, 2005; M.A., The Ohio State University, 2007; Ph.D., 2014.
- Yao, Zhongmei (2009), Computer Science, Associate Professor - B.E., Donghua University, 1997; M.S., Louisiana Tech University, 2004; Ph.D., Texas A&M University, 2009.
- Ye, Feng (2016), Electrical and Computer Engineering, Assistant Professor – B.S., Shanghai Jiao Tong University, 2011; Ph.D., University of Nebraska, 2015.
- Yengulalp, Lynne (2009), Mathematics, Associate Professor - B.S., Miami University, 2001; M.S., 2003; Ph.D., University of Kansas, 2009.
- Yocum, Sandra (1992), Religious Studies, Associate Professor - B.A., University of Oklahoma, 1976; Ph.D., Marquette University, 1987.
- Yorke, Jerome (2015), Communication, Theatre, Lecturer – B.F.A., Central Connecticut State University, 2002; M.F.A., Dell'Arte International School of Physical Theatre, 2014.
- Young, Pamela R. (2011), Educational Administration , Assistant Professor – B.S., Bowling Green State University, 1974; M.S., Mansfield State College, 1977; Ph.D., University of Dayton, 2002.
- Zalewski, Daniel J. (2013), Engineering Management Systems and Technology, , Assistant Professor – B.S., United States Air Force Academy, 1983; M.S., George Mason University, 1988; Ph.D., Air Force Institute of Technology, 1995.
- Zargham, Mehdi (2013), Computer Science, Professor – B.S., Computer College/School of Planning and Computer Application, 1977; M.Sc., Michigan State University, 1980; Ph.D., 1983.
- Zavakos, Andrea (2015), Management and Marketing, Lecturer – B.A., Chaminade University, 1990; M.B.A., Dowling College, 1992; Ph.D., Antioch University, 2006.
- Zelazny, Lucian (2013), Accounting, Assistant Professor – B.S., Virginia Polytechnic Institute and State University, 1991; M.S., 1998; Ph.D., 2011.
- Zhan, Qiwen (2002), Electro-Optics and Photonics , Professor - B.S., University of Science and Technology of China, 1996; M.S.E.E., University of Minnesota, 2000; Ph.D., 2002.
- Zhang, Ting (2009), Economics and Finance, Associate Professor - B.A., Shanghai International Studies University, 1994; M.B.A., University of Northern Iowa, 2002; M.Acc., 2003; M.S.F., Clark University, 2005.
- Zhao, Chenglong (2015), Physics, Assistant Professor –B.S., Jilin University, 2006; Ph.D., Peking University, 2011.
- Zink, Julie (2006), Law, Professor of Lawyering Skills - B.A., Wright State University, 1996; J.D., University of Dayton, 1999.
- Ziskin, Mary (2014), Educational Administration, Assistant Professor – B.A., Oberlin College, 1990; M.A., University of Minnesota, 1993; Ph.D., University of Michigan, 2004.
- Zois, Catherine J. (1998), Psychology, Professor - B.S., University of Illinois, 1992; M.A., Wayne State University, 1995; Ph.D., 1997.
- Zukowski, Angela Ann, M.H.S.H. (1979), Religious Studies, Professor - B.A., University of Dayton, 1974; M.A., 1978; D.Min., United Theological Seminary, 1988.

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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 (online at the University homepage) by November 1st of your senior year in high school.
2. Take the Scholastic Aptitude Test (SAT) and/or the American College Test (ACT) no later than October. 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://www.udayton.edu/catalog/undergraduate/generalinformation/financialinformation/academicscholarshipsforreturningstudents/%20https://www.udayton.edu/flyersfirst/financialaid/undergrad/types_of_aid/scholarships.php)).

Additional Opportunities

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.

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.

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) 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 (<https://www.udayton.edu/studev/housing>).

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) - \$2,540.00/semester
- Flexible Plan (debit account) - \$2,540.00/semester

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).

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

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) 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 2016-17 academic year (fall and spring terms) will total about \$40,940. Room and board on campus for this period would be approximately \$12,930 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 (fafsa.ed.gov) by February 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 fsaid.ed.gov. Students are encouraged to call the Admission/Financial Aid Office as an incoming student. Currently enrolled undergraduate students and graduate students may reach out to the Office of Financial Aid in the Student Services Center.

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/_resources/files/financial_aid/sap.pdf.

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

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 \$35.00 + 1% of the check amount (whichever is greater) will be made for payment by a returned check from any area at the University. This assessment is made each time a check is dishonored.

Only students who have a clear University financial record may complete registration for a new term or receive a transcript of credits.

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>).

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 undergraduate students from Delaware, Ohio, Pennsylvania 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, February 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 Free Application for Federal Student Aid (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 available to review under the Forms and Resources section of our website (<https://www.udayton.edu/flyersfirst/financialaid/resources>).

Federal Direct Loans

Federal Direct Loans are made available to all students who file the 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 FAFSA). 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 our website (<https://www.udayton.edu/flyersfirst/financialaid>).

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 FAFSA). 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 or parents 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 (<https://www.udayton.edu/flyersfirst/financialaid>).

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, for more information call (888)833-1133

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 (<https://www.udayton.edu/flyersfirst/financialaid>) for additional information.

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 our website (<https://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 a 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://udayton.edu/studev/_resources/files/housing/CommuterNotarizedForm.pdf).

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 breaks except Plumwood and University Place Apartments.

Room and Board, per term, Terms I and II August 2016 through May 2017

Choices for First-Year Students

Description	Amount
Founders Hall	\$3800.00
Marianist Complex	\$3800.00
Marycrest Complex	\$3800.00
Stuart Complex	\$3800.00
Single Rooms in these residence halls	\$4450.00

Choices for Sophomore Students

Description	Amount
Irving Commons Apartments	\$3800.00
Virginia W. Kettering Suite Complex	\$3800.00
Campus South Apartments	\$3800.00
East Stewart Garden Apartments	\$3800.00
South Quad Garden Apartments	\$3800.00
819 Irving Avenue Apartments	\$3800.00

Choices for Junior/Senior Students

Description	Amount
Lawnview Apartments	\$4450.00
ArtStreet Apartments	\$4450.00

Caldwell Apartments	\$4450.00
1132 Irving Avenue Apartments	\$4450.00
1806 Brown Street Apartments	\$4450.00
Traditional Houses in the Student Neighborhoods	\$4450.00
New/Renovated/Sorority Houses in the Student Neighborhoods	\$4635.00

Choices for Graduate/Law School Students

Description	Amount
Plumwood Studio Apartments	\$4450.00
Plumwood Single Apartments	\$4635.00
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.

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 - \$20,470

3/4-time undergraduate student (8-11 semester hours) per term - \$15,360

Part-time undergraduate student (1-7 semester hours) per semester hour - \$1,360

Audit course per undergraduate semester hour - \$680

Tuition Charges in Term III

Tuition per semester hour - \$1,360

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 Flyer Student Services Office to inquire as to whether your major is listed among those approved by the State Approving Agency. The Flyer Student Services Office is located in St. Mary's Hall 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 Flyer Student Services Office of any changes made to major, enrollment or registration. Failure to follow this procedure may result in cancellation of benefits by the Department of Veterans Affairs. 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:

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- Air Force Reserve Officers Training Corps (p. 52)
- Cooperative Education (p. 52)
- Core Programs (p. 53)
- Education Abroad (p. 53)
- Experiential Education Programs (p. 55)
- Fitz Center for Leadership in Community (p. 55)
- Information Technology Facilities and Services (p. 56)
- Institute for Pastoral Initiatives (p. 57)
- Interdisciplinary Studies (p. 59)
- Mini Courses (p. 68)
- Prelaw (p. 68)
- Reserve Officers Training Corps (p. 68)
- Special Programs and Continuing Education (p. 68)
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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
- 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 Engineering Technology can be obtained from the Department of Engineering Management, 937-229-4216. Information regarding Dietetics and Early Childhood Education 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 AFROTC program to full-time students pursuing a baccalaureate degree. Although you'll register for ROTC through UD, all courses are typically taught at WSU. UD provides transportation.

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

The AFROTC program is organized in two portions: the General Military Course (GMC), typically taken during first- 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. A corresponding Leadership Laboratory for each year, where students apply leadership skills, demonstrate command and effective communication, develop physical fitness, and practice military customs and courtesies, is also required. For more information on ROTC course descriptions, please visit <https://www.wright.edu/air-force-rotc/cadet-life/rotc-classes>.

- The GMC is a no-obligation introduction to the Air Force. The course covers the Foundations of the United States Air Force (USAF) and the Evolution of USAF and Space Power.
- The POC curriculum covers communicative skills, Air Force Leadership Studies, National Security Affairs and Preparation for Active Duty.

Although the program is open to all majors, selection to the POC is very competitive and depends on your performance. All AFROTC 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 <https://www.afrotc.com/>. In-college students will apply for scholarships through their AFROTC instructor. If you are a first-year or sophomore seeking a challenge and want to serve your country, sign up for the Aerospace Studies 121 course.

For further information about AFROTC at UD, students should contact:

The Department of Aerospace Studies
Wright State University
Dayton, Ohio 45435
Phone: 937-775-2730
Email: afrotc@wright.edu
Website: <http://www.wright.edu/air-force-rotc>

or

The University of Dayton Admission Office
Phone: 937-229-1000
E-mail: 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 level, 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. Extracurricular speakers, arts events and other activities related to course content are an important part of the program.

The Core Program accepts 80-160 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 support in the form of highly committed faculty, Core Residence Assistants and Core Fellows.

Education Abroad

The Office of Education Abroad, located in the Center for International Programs (CIP), 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; the Semester Abroad and Intercultural Leadership (SAIL) program's 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 CIP, are a unique study and travel experience. Students choose from a variety of 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, teacher education, engineering, 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.

Beginning Fall 2016, students may participate in an innovative program called SAIL (https://www.udayton.edu/international/ed_abroad_partners_exchanges/sail.php) (Semester Abroad and Intercultural Leadership). SAIL is a year-long education abroad and leadership development program that entails a fall semester abroad at one of four study abroad sites in China, Ireland, Spain or Australia, followed by participation in a semester intercultural leadership program that includes special housing during the subsequent spring semester. The SAIL program is designed to allow students to study abroad for the same cost as a semester on campus. Students pay the same amount for their fall semester abroad as they would a semester at UD (tuition, room and board). Most financial aid packages still apply. In addition, students accepted into the SAIL program are eligible for a \$3,000 scholarship to help fund their experience.

Other Opportunities

University of Dayton students can study abroad in many countries through other U.S. colleges and universities, 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 places such as 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-Learning 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.

The ETHOS Center offers various service opportunities in cities within Latin America, Africa, India, China and Bangladesh, as well as domestic placements. Through the ETHOS Center's 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.

Other service learning opportunities are available on an annual basis and students are encouraged to visit the Center for International Programs for more information.

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 Student 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 faculty and staff traveling abroad for research or other business-related trips are required to complete the online Travel Registry prior to their departure. The University-wide travel registry allows the University to remain in close contact with faculty and staff should they need assistance while abroad. Students participating on a university-sponsored international program are automatically registered with the University when they have completed an online application with the Office of Education Abroad. Additionally, 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 UD travelers and their dependents travel, medical and security advice and services and protects against a variety of difficulties that could arise while abroad; however, the SOS is not a health insurance provider. The University of Dayton continues to require all students studying abroad, or faculty and staff traveling abroad on business, to maintain adequate health insurance coverage while overseas and expects students, faculty and staff to ensure that their policies cover them, and any specific personal issues, while abroad.

Travel Warnings and Restrictions

The University of Dayton's Center for International Programs (CIP) will monitor travel information issued by the U.S. State Department (DOS),

U.S. Treasury Department (DOT), the Center for Disease Control (CDC) and International SOS (SOS). This information is also accessible to all travelers at the following web sites:

- U.S. State Department (<https://travel.state.gov/content/travel/en.html>)
- U.S. Treasury Department (<http://www.treasury.gov/resource-center/sanctions/Programs/Pages/Programs.aspx>)
- Center for Disease Control (<http://wwwnc.cdc.gov/travel>)
- International SOS (<http://www.internationalsos.com>)

For University-sponsored, facilitated or organized instructional programs, including faculty-led instruction, service learning and other sponsored coursework/research, in countries or specific areas within countries for which the DOS has issued a specific Travel Warning^[1], or DOT has issues OFAC Sanctions^[2], or the CDC has issued a Travel Health Warning^[3] or International SOS has declared travel as "high risk":

- The University reserves the right to suspend all programs.
- The University will review, on a case-by-case basis, requests for waivers from the program director or administrator (see waiver requests below).
- If a warning is issued after the program is underway, the University's International Risk Assessment Team (IRAT) will review each situation on a case-by-case basis to determine the appropriate course of action (see International Risk Assessment Team below).
- Refunds will be evaluated on a case-by-case basis and may depend on specific service-provider refund policies.

For individual travel by students, faculty and staff who have University support^[4] to pursue research, study or other University-related business in countries or specific areas within countries for which the DOS has issued a specific Travel Warning, or DOT has issues OFAC Sanctions, the CDC has issued a Travel Health Warning or SOS has deemed "high risk" travel:

- The University will not provide financial or academic support for undergraduates.
- The University will not provide support for faculty, staff or graduate/professional students for a country where a mandatory evacuation 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. The University reserves the right to seek reimbursement for funds expended or 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.

Despite the DOS, DOT, CDC and/or SOS travel warnings and the University of Dayton's practice to adhere to those, individual faculty, staff or students may request permission to continue with their international travel plans by requesting a waiver. Requests for a waiver will be considered under limited circumstances. Waiver requests should be submitted to the Center for International Programs as soon as a high risk travel situation becomes known and include the following:

- 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.
- A signed high risk travel waiver/release for each traveler.

For University-sponsored, facilitated or organized instructional programs, including faculty-led instruction, service learning and other sponsored coursework/research, the faculty or staff responsible for the program should submit the waiver request. If the University approves the request, each traveler will be required to submit a signed high risk travel waiver/release to the Center for International Programs.

In addition to a review of the warning in questions and the required waiver, the University's CIP will seek to obtain information regarding the actions of U.S. companies and organizations in country (e.g. are families of employees being asked to leave). The CIP will also consult with relevant country experts at SOS or other relevant organizations in country to obtain additional information and advice on the situation.

International Risk Assessment Team (IRAT) members will have the opportunity to review the waiver application along with the additional information collected by the CIP and provide input. An IRAT waiver review subcommittee will make the final decision regarding travel waivers. There is no appeal process for waivers that are denied.

Regardless of the travel waiver approval, students, faculty and staff traveling for educational or University-related business may always contact International SOS for travel assistance.

U.S. Department of Treasury/OFAC Compliance and the University of Dayton's Insurance Carriers

The Center for International Programs will send the following information to the Chair of the UD Insurance Review Committee who will seek a response from the insurance provider:

- Name(s) of traveler per trip to each country
- Defined secured evacuation plans
- Preferred travel/logistical arrangements
- Trip purpose to travel in these countries
- Signed high risk travel waiver/release

The decision will be communicated to the travelers.

Responding to Situations Abroad

The University of Dayton has a response plan for any adverse situation that comes up while students, faculty or staff are overseas for educational purposes. The Office of Education Abroad leads the response and coordinates with International SOS as well as the University's C.A.R.E. Team.

International Risk Assessment Team

The International Risk Assessment Team (IRAT) reviews and makes recommendations on all travel waiver applications and makes recommendations for enhancements or changes to travel guidelines to the international steering body of the University.

The IRAT is composed of representatives of relevant offices and units across campus:

- Education Abroad
- Legal Affairs
- Provost's Office
- Public Relations
- Public Safety
- Safety/Risk Management
- Student Development
- Temporary members may be added to address case-specific situation (e.g. representatives from program, faculty with expertise).

Each office/unit will appoint its representative on the team.

The CIP will be responsible for gathering as much information as possible to present to the IRAT for individual cases and situations.

^[1] Travel Warning issued when the U.S. State Department recommends that Americans avoid a certain country.

^[2] Office of Foreign Asset Control (OFAC) Sanctions prohibit trade, financial transactions and other dealings with specific countries.

^[3] Travel Health Warning is a recommendation issued against nonessential travel to an area because a disease of public health concern is expanding beyond the locales or populations that were affected initially. The purpose of a travel warning is to reduce the volume of traffic to affected areas, limiting the risk for spreading the disease to unaffected areas.

^[4] Support includes, but is not limited to, funding, transfer credit, travel arrangements, etc.

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:

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

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

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

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 U.S. 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:

- Advocacy for Persons with Disabilities within the Church
- Forum for Young Catechetical Leaders
- Lay Ecclesial Leadership Formation
- New Paradigms for Adult Faith Formation
- Pastoral Communications and Ministry
- Religion, Spirituality and Film
- Virtual Learning Community for Faith Formation (Internet)

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. The Roots and 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. The 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(s): 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 301H. 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 in Human Rights Studies. 3 Hours

Examination and reflection of scholarship and experiential learning activity related to interdisciplinary major. Project and public presentation on a contemporary human rights challenge demonstrating practical wisdom and critical evaluation of our times. Exploration of leadership, advocacy and service opportunities in human rights and humanitarian assistance as vocation.

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&Christian. 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. Pre-requisite(s): First-year student-athletes.

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 154. DC Flyers Program Launch. 1 Hour

This mini-course is designed to both assist students in securing a summer internship in Washington, DC as well as assist them in preparing for their 10 week DC summer internship. Topics to be covered over the mini-course include 1) professional development topics such as resume/cover letter development, networking basics, and proper office etiquette, 2) a basic introduction to government and politics in DC, and 3) discussion of skills and tips for living and working in DC. Prerequisite(s): Must be selected for the DC Flyer Summer 2016 Internship.

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 174. Health, Balance and Talents. 1 Hour

The college environment can make it feel impossible to manage your personal well being. Students in this course will redefine wellness through presentations by guest speakers, hands-on activities, and critical inquiry to enhance and enjoy life.

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. 2 Hours

In conjunction with the basketball foreign tour, students will learn basic information about the history, culture and food in the Spanish cities of Madrid and Barcelona. Through athletics, service learning and cultural immersion students will document how history and culture over the long duration of time plays a role in societal formation. Prerequisite(s): Pre-trip class.

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 212. Video Sports Production. 1 Hour

This course will provide an in-depth look at video production as it relates to sports. The equipment used in a standard TV studio is similar to what is used to produce some of the biggest sporting events in the world, but it requires a different mindset and skillset. In this course, students will learn what makes executing projects of sports different and how the many pieces of a live sports production are executed and come together.

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

The focus will be on preparing for a study abroad experience and developing cultural learning in any context. The course will cover culture general concepts and culture specific strategies for learning and understanding that begin to connect the student to his/her host destination.

UDI 222. The Marianist Guide to Almost Everything. 1 Hour

This course will be centered around the reading and discussion of The Jesuit Guide to Nearly Everything by the popular spiritual writer, Fr. James Martin. This book breaks down steps of spirituality at a level basic enough for a beginner in faith to understand but profound enough for the more experienced to still learn from. Furthermore, other traditions, especially those of the Society of Mary, will be used to supplement Fr. Martin's work.

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. Religious Studies: Explorations and Discoveries. 1 Hour

The course allows Religious Studies majors and minors as well as those interested in learning more about the major to explore different facets of religious and theological studies as it relates to current events and issues, to form a community of learners, and explore vocation in relationship to their studies.

UDI 244. Comparative Legal History. 1 Hour

The course seeks to provide a comparative perspective of the evolution of western legal systems from medieval times to XXth Century both in private and Constitutional Law. Special emphasis will be provided to European Continental Tradition and Common Law system.

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 257. Experiences in Operations & Supply Management. 1 Hour

Designed to immerse students into the contemporary issues of operations management. The course is comprised entirely of site visits and guest lectures from operations management leaders. The class is limited to 15 students. The goal of the class is to introduce students to the field of operations management by providing the opportunity to see for themselves what real operations managers do. The course is open to all UD students, but priority is given to undergraduate business majors who are yet undecided as to their choice of major.

UDI 258. Exploring Careers in Information Systems. 1 Hour

This course is intended for students exploring their interest in being a major, minor, or double major in management information systems (MIS) in the business school. The course is designed to allow students to develop an understanding of career possibilities in MIS. The class focuses on introducing students to careers in information systems by providing opportunities to see, discuss, and experience what real information systems professionals and managers do. The course is comprised primarily of visits with MIS professionals, discussions, and experiences guided by leaders and professionals in the information systems field.

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 276. Pre-dental Community Health Experience. 1 Hour

Students preparing for admission to dental school benefit from the opportunity to observe and assist in a dental environment. UD students are drawn to opportunities to provide service in the Dayton community as part of their undergraduate experience. The purpose of this mini-course is to provide an opportunity for pre-dentistry students to observe dentists practicing in a nonprofit environment and assist in providing dental services to patients. Prerequisite(s): 45 credits of completed coursework.

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 302. International Men's Basketball European Tour. 2 Hours

In conjunction with the basketball foreign tour, students will learn basic information about the history, culture and food in the Spanish cities of Madrid and Barcelona. Through athletics, service learning and cultural immersion students will document how history and culture over the long duration of time plays a role in societal formation.

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 309. Medical Terminology for Premeds. 1 Hour

This course will instruct students on the basics of the language of medicine as taught by a practicing family physician. Real-world scenarios and case studies presented from actual clinical practice will enhance the motivated student's ability to learn medical terminology. Skills mastered in this class will remain with the future physician or healthcare worker for the remainder of his/her career.

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. IAN I: Creative Confidence Through Critical Perspective. 1 Hour

Students are introduced to applied creativity and critical thinking through multidisciplinary session experiences focused on Seeing in Complex Ways, Improbable Materials and Unexpected Outcomes in relation to the White Box Gallery design for the Fall semester (3 connected installations).

UDI 372. Applied Creativity in the Collaborative Community. 1 Hour

Students are grouped based on their degrees of study to experiment with creative theory as innovative practice within their disciplines. Students will design a collaborative session exploring applied creativity as a tool and mindset for innovative change in solving social, commercial, professional and academic challenges. Prerequisite(s): UDI 371 and residency in ArtStreet Facility.

UDI 374. IAN I: Creative Confidence Through Critical Perspective. 1 Hour

Students are introduced to applied creativity and critical thinking through multidisciplinary session experiences focused on Seeing in Complex Ways, Improbable Materials and Unexpected Outcomes in relation to the White Box Gallery.

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 underserved 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 examine their own privilege and dialogue with others about diversity and social justice as a means to explore the historical and social implications of diversity and privilege, 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 during spring term.

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. Mini-courses can be added to students schedules during the term. For a sample listing of mini-courses, click here (p. 59).

Prelaw

The Pre-Law Program serves undergraduate students from all areas of the University interested in exploring a potential legal career and provides them with opportunities to acquire the knowledge and skills necessary for successful preparation for law school. Students interested in legal careers should choose their undergraduate majors to match their interests and abilities, but should contact the Pre-Law Program as early as possible so they can receive effective guidance for exploring a potential legal vocation. The interdisciplinary Pre-Law Studies minor is a specific interdisciplinary curriculum within the Pre-Law Program for students who are planning to attend law school.

The interdisciplinary Pre-Law Studies minor enhances students' preparation for law school by promoting both the development of skills considered essential by law schools and legal professionals (critical reasoning, writing and analytical skills) and professional skills. The Pre-Law Program, i.e., the Director together with fifteen additional Pre-Law faculty advisers, does this through curriculum guidance for developing the skills set needed for success in their future legal education and career combined with mentored, meaningful, real-world participatory experiential learning that builds applied professional skills, like our award-winning Mock Trial team and our legal internships program. Throughout the academic year we support students with law school admissions fairs, aid in preparing for the Law School Admission Test (LSAT), including simulated tests and prep workshops, and individual assistance in law school application preparation and law school selection. Moreover, we offer a strong sense of community for Pre-Law students with our undergraduate chapter of Phi Alpha Delta and other opportunities for development based on the individual student's talents, interests and goals.

For further information contact the Pre-Law Program in Alumni Hall, Room 117; phone (937) 229-4229; prelaw@udayton.edu.

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 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 (UHP) 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 (<https://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 Chairperson prior to the start of class. Complete directions are on the UHP website (<https://www.udayton.edu/honors>) 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 completing 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.

Honors credits may also be earned 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, one of the Global Flyers programs, 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 (<https://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, their 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 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. 71)

Also in this section:

- Access to Other Resources (p. 69)
- International Marian Research Institute (IMRI) (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 93 Ohio college and university libraries and the State Library of Ohio, providing: access to more than 50 million books and other library materials; more than 150 electronic research databases; millions of electronic journal articles; more than 100,000 e-books; nearly 85,000 images, videos and sounds; and nearly 50,000 theses and dissertations from Ohio students.

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 (CRL), 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 (SOCHE) 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)

Father Francois Rossier, S.M., Executive Director

The International Marian Research Institute (<https://www.udayton.edu/imri>) 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; a master's degree in religious studies with a Marian concentration (in conjunction with the Department of Religious Studies at 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 of laity, priests and religious. The S.T. L., S.T.D. and certificate are awarded by the International Marian Research Institute 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.

IMRI maintains All About Mary (<https://udayton.edu/imri/mary>), an online encyclopedic tool, along with a website with information on art exhibits and classes, Marian ecclesial documents, FAQs and seasonal meditations.

Marian Library

Sarah Burke Cahalan, Director

The Marian Library (<https://www.udayton.edu/imri/marian-library>), 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 on Scripture, doctrine, history, tradition, art, culture, spirituality and devotion. Since its opening in 1943, the Marian Library's outreach has taken many forms in order to reach all who wish to know, love and serve Mary:

- Materials in more than 100 languages
- More than 100,000 circulating books
- More than 12,000 rare books
- 2,500 audio-visual items
- 175 archival collections, including 30,000 Marian postcards and a nearly complete set of Marian postage stamps
- 3,000 Nativity sets from around the world
- All About Mary (<https://www.udayton.edu/imri/mary>), a comprehensive encyclopedic online tool with more than 1,300 entries, many of which are answers to questions from the public
- More than 100 art exhibitions since 1988
- A blog with weekly entries by Marian Library faculty and staff

Publications include *Marian Library Studies* (original research on Marian topics); the twice-yearly *Marian Library Newsletter*; and *Marian Studies* (papers given at the annual meeting of the Mariological Society of America, which is headquartered at the Marian Library). 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 our website (<https://www.udayton.edu/imri>).

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 300 databases and provides access to more than 80,000 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 in the first-floor Knowledge Hub or via email, telephone, text message 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, visit our 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 Raymond L. 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; e-texts; 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 will 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. You will find a plethora of offices that 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, the Atlantic 10 Conference and other affiliated conferences. 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 (<http://www.daytonflyers.com>) 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.

Athletics Division Compliance Office
300 College Park
Dayton, OH 45469-1230
Phone: (937) 229-1285
Fax: (937) 229-4969

Bookstore

The UD Bookstore is proudly owned and operated by the University of Dayton. Its primary purpose is to provide the University community with all required course materials as well as common school supplies essential for student success. Its course offerings include a variety of new, used, rental and digital options for most titles. The UD Bookstore also offers officially licensed apparel and gifts, and for your convenience, offerings also include cosmetics, over the counter medicines, technology accessories, gift cards and more. Services available include RTA bus passes, textbook buyback, graduation regalia and related services, and special ordering services. All major credit cards are accepted, as well as cash, personal check (ID required), textbook scholarship and Flyer Express. Also visit other University Retail Operations locations Flyer Spirit on Brown Street and the School of Law Bookstore in Keller Hall. More information can be found on our website (<https://www.udayton.edu/bookstore>).

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's 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 in the RecPlex, at 2 Evanston Avenue (https://udayton.edu/studev/health_wellness/campusrec/contact). 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 Campus Recreation Membership (https://udayton.edu/studev/health_wellness/campusrec/about/membership.php).

RecPlex Highlights

- Main Gym with four full-sized wood 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;
- 35 ft. Rock Wall with included bouldering cave;

- Fitness Studios A, B and C which are used for a variety of instructional and group fitness classes;
- 10,000 sq. ft. Fitness Floor home to a wide variety of cardio machines and strength training stations;
- Wellness Assessment Lab which offers services such as athletic training and personal training consultation;
- Four lane 1/8 of a mile rubberized jogging track.

Programs and Facilities

Campus Recreation offers many programs and facilities for students including:

- Intramural Sports (https://udayton.edu/studev/health_wellness/campusrec/intramural-sports)
- Sport Clubs (https://udayton.edu/studev/health_wellness/campusrec/sport-clubs)
- Aquatics (https://udayton.edu/studev/health_wellness/campusrec/aquatics)
- Fitness Programs (https://udayton.edu/studev/health_wellness/campusrec/fitness)
- Outdoor Education Center (https://udayton.edu/studev/health_wellness/campusrec/outdoor) and Rock Wall (https://udayton.edu/studev/health_wellness/campusrec/facilities/rock-wall.php)
- Strength and Cardio Equipment (https://udayton.edu/studev/health_wellness/campusrec/fitness/cardio-strength-training.php)
- Stuart Field - (https://udayton.edu/studev/health_wellness/campusrec/facilities/stuart-field.php) a 5+ acre outdoor turf facility. This resource matches the quality of the RecPlex and provides year round access and a consistent surface for sports programming.

Intramural Sports

Campus Recreation provides a variety of Intramural activities in which anyone can find exercise surrounded by a spirit of fun and competition uniquely enhanced by our Marianist values. Activities include:

- Softball
- Flag Football
- Battleship
- Indoor and Outdoor Soccer
- Volleyball and Sand Volleyball
- Indoor and Outdoor Basketball
- Dodgeball
- Racquetball
- Tennis
- Floor Hockey

All students are invited to participate; ability is not important, just the desire to play. Please contact udcrintramurals@udayton.edu with questions.

Sport Clubs

Another popular feature of Campus Recreation is the Sport Club Program. Currently, there are 36 recognized Sport Clubs on campus. The Sport 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 is encouraged to come in and speak with the Assistant Director of Competitive Sports (mferdinand1@udayton.edu).

Aquatics

Just for fun or with competition in mind, our Swim Instructors and Swim Lesson program (https://udayton.edu/studev/health_wellness/campusrec/aquatics/lessons) will help anyone reach their goals! Age and ability make no difference; it is never too late to learn how to swim or refine one's skills.

Fitness Programs

Campus Recreation offers several programs to help students achieve healthy habits that will build a lifestyle of strength and wellness. Hit the gym with friends and participate in our Group Fitness Classes (https://udayton.edu/studev/health_wellness/campusrec/fitness/group-fitness) or small group sessions such as TRX (https://udayton.edu/studev/health_wellness/campusrec/fitness/trx.php). Personal Trainers (https://udayton.edu/studev/health_wellness/campusrec/fitness/personal-training) can also create workouts to meet individual needs.

Questions concerning open recreation hours and scheduled events may be secured from the Campus Recreation Main Office. For more information please visit our website (https://udayton.edu/studev/health_wellness/campusrec) or call 937-229-2731.

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 (CIP) 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 (ISSS) 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 (IEP) 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 or by calling 937-229-3333.

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 game 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 and Kennedy Union Dining Services.

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, Interfraternity Council, National Pan-Hellenic Council, National Panhellenic Conference, 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, wellness programming 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. Hours are 8:30 a.m. - 4:30 p.m., Monday - Friday.

Community Wellness Services
300 College Park
Dayton, OH 45469-2610
(937) 229-1233

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 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, at (937) 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-on-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 receiving a court order or 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 (https://udayton.edu/studev/health_wellness/counselingcenter) 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) - \$2,540.00/semester
- Flexible Plan (debit account) - \$2,540.00/semester

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).

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

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" (<https://flyerexpress.udayton.edu/AddFlyer.aspx>) link.

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 (<https://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

Flyer Express is accepted at:

- All Dining Service locations
- Art Street Cafe
- The Blend
- The Blend Express
- Bookstore
- Campus Copy Center
- The Chill
- Flyer Spirit
- The Galley
- The Hangar
- KU Box Office
- Post Office
- Residence Hall laundry
- Roesch Library
- Stuart's Landing
- UDiT Help Desk
- Selected vending areas
- Selected off campus businesses

Flyer Express is used to pay for printing in the Library and many computer labs.

Visit our 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 schedule/cancel appointments through our portal at myhealth.udayton.edu. In case of emergency, call Public Safety at (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 UD's Office of Student Accounts. 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, but 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- 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: (937) 229-3317; housing@udayton.edu (housing@notes.udayton.edu); website (<http://housing.udayton.edu>).

International Student and Scholar Services Office

International Student and Scholar Services (ISSS) 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.

Office of Community Standards and Civility

Mission:

The purpose of the Student Conduct System and the Code of Conduct (<https://udayton.edu/studev/dean/civility>) are to: maintain a campus environment that is conducive to learning; protect the university's educational mission; maintain reasonable order; protect the community; and assist in the character development of each student or student organization. The Standards of Behavior and Code of Conduct (<https://www.udayton.edu/studev/dean/civility/2014-2015StudentHandbookPDF2014.pdf>) are applicable to all students and student organizations regardless of where a violation may occur.

Office of Learning Resources

The Ryan C. Harris Learning Teaching Center (LTC) Office of Learning Resources (OLR) 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	Academic Renewal Course and Coaching	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 (<https://www.udayton.edu/ltc/learningresources>) for hours.

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. Check the Learning Support Guide on the OLR website (<https://www.udayton.edu/ltc/learningresources>) for courses.

Online Resources

Check out the OLR website (<https://www.udayton.edu/ltc/learningresources>) for study tips, self-assessments, apps, learning technologies and other resources including the full Learning Support Guide.

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 (<https://www.udayton.edu/ltc/writeplace>) for hours and other info.

Office of Learning Resources: Students with Disabilities

The Ryan C. Harris Learning Teaching Center's (LTC) Office of Learning Resources (OLR) focus is to provide an equitable opportunity to participate freely and actively in all areas of university life. Disability Services are targeted to all students with disabilities, chronic health, dietary or psychiatric conditions and students with temporary conditions that are impacting the university experience. OLR provides access to programs and services through academic and testing accommodations, parking and housing accommodations, individual consultations, ongoing disability management, assistive technology and production of alternative format course materials.

For students with disabilities, OLR:

- Shares the responsibility for coordination of accommodations with the student, faculty and staff at the University.
- 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 disabilities access to university programs and services through reasonable accommodations.
- 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.
- 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 our website (<https://www.udayton.edu/ltc/learningresources>). (<http://www.udayton.edu/ltc/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. It is the responsibility of the student to make their request for accommodations known in a timely manner.

Students may complete the Initial Accommodation Request form online (https://udayton-accommodate.symplicity.com/public_accommodation) or set up an appointment with our disability staff to address specific questions or concerns. The Initial Accommodation Request form is required before accommodations can be finalized.

During the 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. This may include academic, housing, dietary and parking needs. When applicable, a letter which outlines specific accommodations will be provided. This letter will be used by the student to aid in discussion of accommodations with their professors.

Students will request an accommodation letter each semester via the on-line process outlined on our website.

Please contact OLR for assistance.

Office: Roesch Library, Learning Teaching Center (Ground Floor), Room 023
 Phone: (937) 229-2066
 TTY: (937) 229-2059
 Fax Number: (937) 229-3270
 Email: disabilityservices@udayton.edu
 Mail: University of Dayton
 Office of Learning Resources
 Attn: Disability Services
 300 College Park
 Dayton, OH 45469-1302

For additional information, please visit our website (<https://www.udayton.edu/ltc/learningresources>).

Office of Multicultural Affairs

The University of Dayton is committed to creating an environment that embraces cultural diversity while focusing on the Marianist values 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 engagement 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):

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 - 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 understanding their cultural identity, as well as the experiences of others. Students can get involved with Culture Fest, Culture Heritage Month programmings recognized on campus and nationally, and the Intercultural Talent Showcase.

Leadership Development - A variety of leadership initiatives are offered, including the annual OMA Retreat, the Program to Engage and Exchange Resources for Students (PEERS) and the 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 with student leaders involved with Kindred Presidents.

Social Justice and Inclusion - OMA 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 engage in difficult conversations. Students interested in actively promoting dialogue and/or facilitating workshops and conversations can participate in the Diversity Peer Educators (DPE) program to engage others in the community to serve as change agents.

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 to 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 a room 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, emergency management and emergency medical services to the UD 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 (<https://www.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.

Emergency assistance is available 24 hours per day, seven days a week. Call 911 in the event of an emergency, or (937) 229-2121 for all other assistance. Telephones not on the UD network will call the Regional Dispatch Center when dialing 911.

Parking Services

Parking Services is responsible for the management of the University's more than 7,500 parking spaces located in 61 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 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
- Evening students are sold N (night) permits, which are valid in Lots A, B, C, D, G, P, S1, S2 and River Campus lots after 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, Monday-Friday, 8:00 a.m. to 4:30 p.m., or at parking@udayton.edu (parking@notes.udayton.edu).

Emergency Medical Services

The Department of Public Safety also provides around the clock emergency medical services, primarily through the support of the University of Dayton Emergency Medical Services, a student volunteer organization. University of Dayton Emergency Medical Services is comprised of full-time undergraduate students who receive their training and equipment from the Department of Public Safety. All University of

Dayton Emergency Medical Services 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 (<https://www.udayton.edu/studev/about>).

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 Library, 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, online - womenscenter.udayton.edu, phone 937-229-5390, on Facebook - [UDaytonWomensCenter](https://www.facebook.com/UDaytonWomensCenter) or 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's 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 2016-2017

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 2016

Date	Description
Mon, Aug 8	Degrees conferred--no ceremony
Mon, Aug 15	New Graduate Assistant Orientation
Thu, Aug 18	New Faculty Orientation
Sat, Aug 20	Incoming First Year students move into UD Housing
Sat-Tue, Aug 20-23	New Student Orientation
Sun, Aug 21	Upperclass students move into UD Housing
Tue, Aug 23	New Student Convocation
Tue, Aug 23	Last day to complete registration
Wed, Aug 24	Classes begin at 8:00 a.m.
Tue, Aug 30	Last day for late registration, change of grading options and schedules
Mon, Sep 5	Labor Day--no classes
Fri, Sep 9	Faculty Meeting-Boll Theatre
Mon, Sep 12	Last day to change Second Session and full Summer Term grades
Wed, Sep 14	Last day to drop classes without record
Fri, Sep 23	Academic Senate Meeting (KU Ballroom)
Wed, Oct 5	Mid-Term Break begins after last class

Mon, Oct 10	Classes resume at 8:00 a.m.
Fri, Oct 14	Academic Senate Meeting (KU Ballroom)
Sat, Oct 15	Last day for Graduate and Doctoral students to apply for December 2016 graduation
Wed, Oct 19	First-Year students' midterm progress grades due by 4:00 p.m.
Tue, Nov 1	Last day for Undergraduate students to apply for May 2017 graduation
Fri-Sun, Nov 4-6	Family Weekend
Fri, Nov 11	Academic Senate Meeting (KU Ballroom)
Mon, Nov 14	Last day to drop classes with record of W
Tue, Nov 22	Thanksgiving recess begins after last class
Sat, Nov 26	Saturday classes meet
Mon, Nov 28	Classes resume at 8:00 a.m.
Thu, Dec 8	Feast of the Immaculate Conception/Christmas on Campus-- no classes
Fri, Dec 9	Last day of classes
Fri, Dec 9	Academic Senate Meeting (KU Ballroom)
Sat, Dec 10	Study Day
Sun, Dec 11	Study Day
Mon-Fri, Dec 12-16	Exams--Fall Term ends after final examinations
Fri, Dec 16	University Housing closes for Christmas Break at 6:00 p.m.
Sat, Dec 17	Diploma Exercises at 9:45 a.m.
Tue, Dec 20	Grades due by 9:00 a.m.
Thu, Dec 22	End of term processing officially complete
Mon, Jan 23	Last day to change Fall Term grades

Christmas Break

Date	Description
Sun, Dec 18	Christmas Break begins
Mon, Jan 16	Christmas Break ends

Spring 2017

Date	Description
Fri, Jan 13	Last day to complete registration
Sun, Jan 15	University Housing reopens for Spring Term at 8:00 a.m.
Tue, Jan 17	Classes begin at 8:00 a.m.
Fri, Jan 20	Academic Senate Meeting - Location TBD
Mon, Jan 23	Last day for late registration, change of grading options and schedules
Mon, Jan 23	Last day to change Fall Term grades
Wed, Feb 1	Last day for Graduate and Doctoral students to apply for May 2017 graduation
Fri, Feb 3	Faculty Meeting/Academic Senate Meeting (KU Ballroom)
Mon, Feb 6	Last day to drop classes without record
Fri, Feb 17	Academic Senate Meeting (KU Ballroom)
Wed, Mar 1	Spring Break begins after last class
Thu, Mar 2	Thursday only Graduate classes meet
Mon, Mar 6	Classes resume at 8:00 a.m.

Wed, Mar 15	Last day for Undergraduate students to apply for August 2017 graduation
Wed, Mar 15	First-Year students' midterm progress grades due by 4:00 p.m.
Fri, Mar 17	Academic Senate Meeting (KU Ballroom)
Sat, Apr 1	Last day for Undergraduate students to apply for December 2017 graduation
Wed, Apr 5	Bro. Joseph W. Stander Symposium-Alternate Day of Learning
Mon, Apr 10	Last day to drop classes with record of W
Wed, Apr 12	Easter Recess begins after last class
Mon, Apr 17	Easter Monday--no day classes-- classes resume at 4:30 p.m.
Fri, Apr 21	Academic Senate Meeting (KU Ballroom)
Fri, Apr 28	Last day of classes
Sat, Apr 29	Study Day
Sun, Apr 30	Study Day
Mon-Fri, May 1-May 5	Exams--Spring Term ends after final examinations
Fri, May 5	University Housing closes for Spring Term at 6:00 p.m.
Sat, May 6	Doctoral/Graduate Commencement Exercises at 12:45 p.m.
Sun, May 7	Undergraduate Commencement Exercises at 9:45 a.m.
Tue, May 9	Grades due by 9:00 a.m.
Thu, May 11	End of term processing officially complete
Fri, May 12	Faculty Meeting-KU Ballroom
Mon, Jun 12	Last day to change Spring Term grades

Summer 2017-- First Session

Date	Description
Fri, May 12	Last day to complete registration
Sat, May 13	Saturday classes begin
Mon, May 15	Classes begin at 8:00 a.m.
Tue, May 16	Last day for late Summer Term- First Session registration, change of grading options and schedules
Thu, May 18	Last day for late full Summer Term registration, change of grading options and schedules
Wed, May 24	Last day to drop without record from First Session classes
Mon, May 29	Memorial Day--no classes
Mon, Jun 5	Last day to drop without record from full Summer Term classes
Mon, Jun 12	Last day to drop with record of W from First Session classes
Mon, Jun 12	Last day to change Spring Term grades
Fri-Sat, Jun 23-24	Exams--full Summer Term classes do not meet First Session ends after final examinations
Tue, Jun 27	Grades due by 9:00 a.m.
Thu, June 29	End of term processing officially complete
Sat, Jul 1	Last day for Graduate and Doctoral students to apply for August 2017 graduation
Thu, Jul 27	Last day to change First Session grades

Summer 2017--Second Session

Date	Description
Fri, Jun 23	Last day to complete registration
Sat, Jun 24	Saturday classes begin
Mon, Jun 26	Second Session classes begin
Tue, Jun 27	Last day for late Summer Term-Second Session registration, change of grading options and schedules
Sat, Jul 1	Last day for Graduate and Doctoral students to apply for August 2017 graduation
Tue, Jul 4	Independence Day--no classes
Fri, Jul 7	Last day to drop without record from Second Session classes Term classes
Mon, Jul 17	Last day to drop with record of W from Second Session and full Summer Term classes
Thu, Jul 27	Last day to change First Session grades
Fri-Sat, August 4-5	Exams--Second Session and full Summer Term end after final examinations
Mon, Aug 7	Degrees conferred--no ceremony
Tue, Aug 8	Grades due by 9:00 a.m.
Thu, Aug 10	End of term processing officially complete
Mon, Sep 11	Last day to change Second Session and full Summer Term grades

Subject to change

FALL 2015

Date	Description
Mon, Aug 3	Degrees conferred--no ceremony
Thu, Aug 20	New Faculty Orientation
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.
TBD	New Graduate Assistant Orientation 8:30 a.m. - 4:00 p.m.
Wed, Sep 3	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
Wed, Sep 16	Last day to drop classes without record
Wed, Oct 7	Mid-Term Break begins after last class
Mon, Oct 12	Classes resume at 8:00 a.m.
Thur, Oct 15	Last day for Graduate and Doctoral students to apply for December 2014 graduation
Wed, Oct 21	First-Year students' midterm progress grades due by 4:00 p.m.
TBD	Family Weekend
Sun, Nov 1	Last day for Undergraduate students to apply for May 2015 graduation
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
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
Sun, Jan 18	Christmas Break ends

SPRING 2016

Date	Description
Fri, Jan 15	Last day to complete registration
Tue, Jan 19	Classes begin at 8:00 a.m.
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 2015 graduation
Mon, Feb 8	Last day to drop classes without record
Wed, Feb 24	Spring Term Break begins after last class
Thu, Feb 25	Thursday only Graduate classes meet
Mon, Feb 29	Classes resume at 8:00 a.m.
Tue, Mar 15	Last day for Undergraduate students to apply for August 2015 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 2015 graduation
Mon, Apr 11	Last day to drop classes with record of W
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
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
Mon, Jun 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, Jun 30	End of term processing officially complete
Fri, Jul 1	Last day for Graduate and Doctoral students to apply for August 2015 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 2015 graduation
Fri, Jul 4	Independence Day--no classes
Wed, Jul 7	Last day to drop without record from Second Session 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, Aug 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
- Accreditation review Commission on Education for the Physician Assistant (ARC-PA)
- 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
- 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 Analytics Certificate
- Business Intelligence Certificate
- Business Systems Analysis and Design Certificate
- Catholic Education Certificate
- Catholic School Administration Certificate
- Church Music Certificate
- Cyber-Security Certificate
- Design of Experiments Certificate
- Dyslexia Certificate
- Early Childhood Intervention Specialist Certificate
- Early Childhood Leadership and Advocacy 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, located on the seventh floor of 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 crèche 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 Zimmerman 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 our webpage (<http://community.udayton.edu/law/library>).

The Brother Louis J. Faerber, S.M., Curriculum Materials Center (CMC) houses the School of Education and Health Sciences' (SOEHS) specialized education collections and is located in Fitz Hall. Its collection includes:

- CDs
- Charts
- Children and young adult literature
- DVDs
- Elementary and secondary textbooks
- Material kits
- Professional education books and journals
- Standardized assessments
- Teaching aids - games and manipulatives
- 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 visit our website (<https://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:

- College finance and administration
- Publishing
- Research
- Teaching
- 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.