

Undergraduate

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.

UG General Information

Of course, there's more to your academic experiences than just the classes you take. In fact, 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're looking to learn more about admission, student services, student costs and finances, or other facets of life that support your academic career, you'll find the answers here.

In this section:

- About the University of Dayton (p. 5)
- Academic Information (p. 37)
- Admission (p. 28)
- Directories (p. 64)
- Financial Information (p. 32)
- Interdisciplinary, Experimental and Special Areas (p. 51)
- Libraries and Research Services (p. 50)
- Student Life and Services (p. 17)

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.

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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.

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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.

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traditions, diversity, community, practical wisdom, critical evaluation of our times, and vocation. The Common Academic Program (CAP), taken by all undergraduates, integrates all aspects of students' University experiences beginning with courses in the Humanities Commons and culminating in a Capstone experience. The University has always maintained a tradition of innovation. In 1874, St. Mary's Institute's new Play House gymnasium was the only one of its kind in Ohio, and it is probable that the first organized basketball game in the state took place there. A system of elective studies was inaugurated in 1901. In 1924, the University was the first school to be granted a charter by the National Aeronautical Association. It was one of the first in the nation to offer a course in biophysics (1935). In 1948, it was a pioneer in student ratings of professors, and in 1952, it invited persons over 60 to attend its evening classes as guests. Its graduate program in laser optics was one of the earliest in the country. It was one of the first educational institutions to adopt electronic data-processing equipment and to offer degrees in computer science. In 1999, the University of Dayton was the first in the nation to offer an undergraduate degree program in human rights. The University is currently developing partnerships with top universities in China, including Nanjing University, one of that nation's leading research institutions.

More than just a breeding ground for academic excellence, the University also responds to the needs of society and the region.

Sponsored research at the University began in 1949 with a few faculty members and student assistants doing part-time research for industry and government agencies. In 1956, the University of Dayton Research Institute (UDRI) was formed to consolidate the administration of the growing research activities. Annual research volume has increased from \$3,821 in 1949, to more than \$85 million today. The University of Dayton ranks second in the nation in funding for materials research.

Named for Brother Raymond L. Fitz, S.M., the University's longest-serving president, the Fitz Center for Leadership in Community, founded in 2002, connects students and faculty to the community through service learning, social justice and ongoing involvement.

Among the University's other community collaborations is the Dayton Early College Academy, a public high school founded in partnership with the Dayton Public Schools. DECA, whose first class graduated in 2007, is the only charter school in the country operated by a Catholic university.

The University long-range plans include incorporating nearly 50 acres purchased from NCR in 2005. The land, lying between the academic core of campus and the Arena Sports Complex, increased the size of campus by nearly a quarter.

From its humble roots as a private boarding school for boys, the University of Dayton today ranks among the best Catholic universities in the country. It is the largest independent university in Ohio and draws students from around the country and the world.

In this section:

- Academic Calendar Year (p. 7)
- Academic Calendar 2013-2014 (p. 12)
- Academic Calendar 2014-2015 (p. 15)
- Accreditation (p. 7)
- Basic Academic Structure of the University (p. 7)
- Brief History (p. 10)
- Institutional Memberships (p. 13)

- Libraries (p. 50)
- Mission (p. 14)
- Off-Campus Academic Centers (p. 16)
- Related University Services (p. 16)
- Southwestern Ohio Council for Higher Education (SOCHE) (p. 16)
- Statement of Purpose (p. 17)

Academic Calendar Year

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.

The advantages of such a calendar are many. 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.

Accreditation

The University of Dayton is accredited by the Higher Learning Commission of the North Central Association of Colleges and Schools <http://www.ncahlc.org/> HLC phone: (312) 263-0456.

The University of Dayton is also officially accredited by the following agencies:

- Accreditation Council for Education, Nutrition & Dietetics (ACEND) for the didactic program in dietetics
- American Bar Association (ABA) for the School of Law
- Association to Advance Collegiate Schools of Business (AACSB International) for the baccalaureate, accounting and Master of Business Administration programs of the School of Business Administration
- 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 & Marriage and Family Therapist Board
- Ohio Board of Regents
- State of Ohio Department of Education

Basic Academic Structure of the University

The University of Dayton now includes the College of Arts and Sciences and four professional schools, each with a dean: the School of Business Administration, the School of Education and Health Sciences, the School of Engineering (including Engineering Technology), and the School of Law. The deans, through their departmental chairpersons, administer the undergraduate and graduate programs. The vice president for graduate studies and research and dean of graduate studies has the overall responsibility for all graduate programs. At the head of the academic structure of the University is the provost.

The University of Dayton awards 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 and Health Sciences
- 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 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 Education and Health Science
- 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

College of Arts and Sciences

The College of Arts and Sciences offers five undergraduate degrees:

- Bachelor of Arts
- Bachelor of Science
- Bachelor of Music
- Bachelor of Fine Arts
- Bachelor of General Studies.

Academic majors offered by the College:

- American Studies
- Applied Mathematical Economics
- Art Education
- Art History
- Biochemistry
- Biology
- Chemistry
- Communication Management
- Communication Studies
- Computer Information Systems
- Computer Science
- Criminal Justice Studies
- Economics
- Electronic Media
- English
- Environmental Biology
- Environmental Geology
- Fine Arts
- French
- General Studies
- Geology
- German
- Graphic Design
- History
- Human Rights
- International Studies

- Journalism
- Languages
- Mathematics
- Medicinal-Pharmaceutical Chemistry
- Music
- Music Composition
- Music Education
- Music Performance
- Music Therapy
- Philosophy
- Photography
- Physical Science
- Physics
- Physics-Computer Science
- Political Science
- Pre-Dentistry
- Pre-Medicine
- Psychology
- Public Relations
- Religious Studies
- Sociology
- Spanish
- Theatre
- Visual Arts
- Women's and Gender Studies

The College of Arts and Sciences offers Masters degree programs in:

- Biology
- Chemistry
- Communication
- Computer Science
- English
- Applied Mathematics
- Pastoral Ministry
- Psychology
- Public Administration
- Theological Studies

The College works in collaboration with the School of Education and Health Sciences to offer the Master of Arts in English with a teaching track, the Master of Science in Education and Health Sciences with music education concentration, and the Master of Science in Education and Health Sciences with art education concentration.

The College of Arts and Sciences offers graduate programs leading to doctoral degrees in biology and in theology and participates through the Department of Physics with the School of Engineering in an interdisciplinary program leading to the doctoral degree in electro-optics.

School of Business Administration

The School of Business Administration offers a Bachelor of Science degree with majors in:

- Accounting
- Business Economics

- Entrepreneurship
- Finance
- International Business
- Leadership
- Management Information Systems
- Marketing
- Operations and Supply Management

On the graduate level, the School awards the Master of Business Administration degree.

School of Education and Health Sciences

The School of Education and Health Sciences (SEHS) prepares professionals for the early, middle, and secondary levels, and for specialized fields in:

- Art
- Music
- Foreign Language
- Intervention Specialist
- Physical Education
- Dietetics/Nutrition
- Exercise Physiology
- Exercise Science
- Pre-Physical Therapy
- Sport Management

It conducts professional development and post-graduate programs and offers graduate programs leading to the degrees of:

- Master of Science in Education and Health Sciences
- Educational Specialist
- Doctor of Philosophy in Educational Leadership
- Doctor of Physical Therapy

These programs are designed to prepare school administrators, school counselors, school psychologists, and teachers for both public and private schools nationwide, as well as preparing physical therapists for practice in a clinical setting.

School of Engineering

The School of Engineering includes the departments of:

- Chemical and Materials Engineering
- Civil and Environmental Engineering and Engineering Mechanics
- Electrical and Computer Engineering
- Mechanical and Aerospace Engineering
- Engineering Technology

The School offers four-year curricula leading to the degrees of:

- Bachelor of Chemical Engineering
- Bachelor of Civil Engineering
- Bachelor of Electrical Engineering
- Bachelor of Mechanical Engineering
- Bachelor of Science in Computer Engineering
- Bachelor of Science in Engineering Technology with specialties in:

- Electronic and Computer Engineering Technology
- Industrial Engineering Technology
- Manufacturing Engineering Technology
- Mechanical Engineering Technology

The School offers graduate programs leading to the degrees of:

- Master of Science in Engineering
- Master of Science in Aerospace Engineering
- Master of Science in Chemical Engineering
- Master of Science in Civil Engineering
- Master of Science in Electrical Engineering
- Master of Science in Electro-Optics
- 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
- Doctor of Engineering
- Doctor of Philosophy in Engineering
- Doctor of Philosophy in Electro-Optics

School of Law

The University of Dayton School of Law offers the Juris Doctor and two joint degree programs: Juris-Doctor-Master of Business Administration and Juris Doctor-Master of Science in Education and Health Sciences (Educational Administration).

The Graduate School

Programs leading to advanced degrees are offered through the Schools of Business, Education, Engineering and Law, and through the College of Arts and Sciences.

Doctoral programs are offered in:

- Biology
- Theology
- Aerospace Engineering
- Electrical Engineering
- Materials Engineering
- Mechanical Engineering
- Electro-Optics
- Educational Leadership

Both Ph.D. and D.E. (i.e., Doctor of Engineering) degrees are offered through the School of Engineering. A Doctor of Physical Therapy program is offered through the School of Education and Health Sciences. The College of Arts and Sciences offers master's programs in:

- Biology
- Chemistry
- Communication
- Computer Science
- English
- Applied Mathematics

- Financial Mathematics
- Mathematics Education (in collaboration with the Department of Teacher Education)
- Pastoral Ministry
- Psychology
- Public Administration
- Theological Studies

A concentration in Music Education is offered through and in collaboration with the School of Education and Health Sciences. Individual interdisciplinary studies and several post-baccalaureate certificate programs are also available.

The School of Business Administration offers a Master's of Business Administration with concentrations in:

- Finance
- Cyber Security
- Marketing

A joint degree in Accounting and MBA (BS/MBA) is available. The J.D./MBA joint degree program is also offered to students meeting the admission requirements of both the Law School and the School of Business Administration. A post-Master's certificate is available in the above concentration areas or in a customized area.

The School of Education and Health Sciences offers a Master of Science in Education (MSE) degree, with programs in:

- Teacher Education
- Educational Leadership
- Counselor Education
- Exercise Science

The School also offers an Educational Specialist degree in Educational Leadership and School Psychology, as well as a graduate licensure program.

The School of Engineering offers the Master of Science degree in:

- Aerospace Engineering
- Chemical Engineering
- Civil Engineering
- Electrical Engineering
- Electro-Optics
- Engineering
- Engineering Management
- Engineering Mechanics
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- Management Science

The School of Law offers the Master of Laws (LL.M.), the Master in the Study of Law (M.S.L.) and the Juris Doctor (J.D.) degrees.

Brief History

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In 1975, the Marian Library, which had grown to international renown since its inception in 1943, founded the International Marian Research Institute (IMRI), which was incorporated in 1984 as a branch of the Marianum in Rome. IMRI is empowered to confer licentiate and doctoral degrees in theology, with a specialization in Mariology. The Marian Library now holds the world's largest collection of print materials on Mary, the mother of Jesus.

For all undergraduates, a general education plan was adopted in 1983 to foster integration of the liberal arts in a professional education. In 1990, the Academic Senate approved a revision of the general education requirements that called for an integrated base of four humanities courses complemented by clusters of other courses, requiring various disciplines to focus on a single theme. The Academic Senate revised and renamed the general education requirements again in 2010 to emphasize seven mission-related student learning outcomes: scholarship, faith traditions, diversity, community, practical wisdom, critical evaluation of our times, and vocation. The Common Academic Program (CAP), taken by all undergraduates, integrates all aspects of students' University experiences beginning with courses in the Humanities Commons and culminating in a Capstone experience.

The University has always maintained a tradition of innovation. In 1874, St. Mary's Institute's new Play House gymnasium was the only one of its kind in Ohio, and it is probable that the first organized basketball game in the state took place there. A system of elective studies was inaugurated in 1901. In 1924, the University was the first school to be granted a charter by the National Aeronautical Association. It was one of the first in the nation to offer a course in biophysics (1935). In 1948, it was a pioneer in student ratings of professors, and in 1952, it invited persons over 60 to attend its evening classes as guests. Its graduate program in laser optics was one of the earliest in the country. It was one of the first educational institutions to adopt electronic data-processing equipment and to offer degrees in computer science. In 1999, the University of Dayton was the first in the nation to offer an undergraduate degree program in human rights. The University is currently developing partnerships with top universities in China, including Nanjing University, one of that nation's leading research institutions.

More than just a breeding ground for academic excellence, the University also responds to the needs of society and the region.

Sponsored research at the University began in 1949 with a few faculty members and student assistants doing part-time research for industry and government agencies. In 1956, the University of Dayton Research Institute (UDRI) was formed to consolidate the administration of the growing research activities. Annual research volume has increased from

\$3,821 in 1949, to more than \$85 million today. The University of Dayton ranks second in the nation in funding for materials research.

Named for Brother Raymond L. Fitz, S.M., the University's longest-serving president, the Fitz Center for Leadership in Community, founded in 2002, connects students and faculty to the community through service learning, social justice and ongoing involvement.

Among the University's other community collaborations is the Dayton Early College Academy, a public high school founded in partnership with the Dayton Public Schools. DECA, whose first class graduated in 2007, is the only charter school in the country operated by a Catholic university.

The University long-range plans include incorporating nearly 50 acres purchased from NCR in 2005. The land, lying between the academic core of campus and the Arena Sports Complex, increased the size of campus by nearly a quarter.

From its humble roots as a private boarding school for boys, the University of Dayton today ranks among the best Catholic universities in the country. It is the largest independent university in Ohio and draws students from around the country and the world.

Academic Calendar 2013-2014

Subject to change

FALL 2013

Date	Description
Mon, Aug 5	Degrees conferred--no ceremony
Fri, Aug 16	New Faculty Orientation
Sat-Tue, Aug 17-20	New Student Orientation
Sat, Aug 17	First Year Student Move-In for Fall Term
Sun, Aug 18	Upperclass Student Move-In for Fall Term
Tue, Aug 20	New Student Convocation
Tue, Aug 20	Last day to complete registration
Wed, Aug 21	Classes begin at 8:00 a.m.
Tue, Aug 27	Last day for late registration, change of grading options and schedules
Mon, Sep 2	Labor Day--no classes
Fri, Sept 6	Faculty Meeting (Boll Theatre) at 3:00 p.m.
Tue, Sep 10	Last day to change Second Session and full Summer Term grades
Wed, Sep 11	Last day to drop classes without record
Fri, Sep 20	Academic Senate Meeting (KU Ballroom) from 3:00 p.m. to 5:00 p.m.
Fri-Sun, Sep 27-29	Family Weekend 2013
Wed, Oct 9	Med-Term Break begins after last class
Mon, Oct 14	Classes resume at 8:00 a.m.
Tue, Oct 15	Last day for Graduate and Doctoral students to apply for December 2013 graduation
Wed, Oct 16	First-Year students' midterm progress grades due by 4:00 p.m.
Fri, Oct 18	Academic Senate Meeting (KU Ballroom) from 3:00 p.m. to 5:00 p.m.
Fri, Nov 1	Last day for Undergraduate students to apply for May 2014 graduation

Mon, Nov 4	Last day to drop classes with record of W
Fri, Nov 15	Academic Senate Meeting (KU Ballroom) from 3:00 p.m. to 5:00 p.m.
Tue, Nov 26	Thanksgiving recess begins after last class
Sat, Nov 30	Saturday classes meet
Mon, Dec 2	Classes resume at 8:00 a.m.
Thu, Dec 5	Last day of classes
Fri, Dec 6	Feast of the Immaculate Conception/Christmas on Campus--no classes
Sat, Dec 7	Study Day
Sun, Dec 8	Study Day
Mon-Fri, Dec 9-13	Exams--Final Term ends after final examinations
Fri, Dec 13	Academic Senate Meeting (KU Ballroom) from 3:00 p.m. to 5:00 p.m.
Fri, Dec 13	University Housing closes for Christmas Break at 6:00 p.m.
Sat, Dec 14	Diploma Exercises at 9:45 a.m.
Tue, Dec 17	Grades due by 9:00 a.m. Deficiency slips due to Deans' offices
Thu, Dec 19	Grades posted
Tue, Jan 21	Last day to change Fall Term grades

CHRISTMAS BREAK

Date	Description
Sun, Dec 15	Christmas Break begins
Sun, Jan 12	Christmas Break ends

SPRING 2014

Date	Description
Fri, Jan 10	Last day to complete registration
Mon, Jan 13	Classes begin at 8:00 a.m.
Fri, Jan 17	Last day for late registration, change of grading options and schedules
Fri, Jan 17	Academic Senate Meeting (KU Ballroom) from 3:00 p.m. to 5:00 p.m.
Mon, Jan 20	Martin Luther King, Jr. Day -- no classes
Tue, Jan 21	Last day to change Fall Term grades
Sat, Feb 1	Last day for Graduate and Doctoral students to apply for May 2014 graduation
Mon, Feb 3	Last day to drop classes without record
Fri, Feb 14	Academic Senate Meeting (KU Ballroom) from 3:00 p.m. to 5:00 p.m.
Wed, Mar 5	Mid-Term Break begins after last class
Mon, Mar 10	Classes resume at 8:00 a.m.
Wed, Mar 12	First-Year students' midterm progress grades due by 4:00 a.m.
Fri, Mar 14	Academic Senate Meeting (KU Ballroom) from 3:00 p.m. to 5:00 p.m.
Sat, Mar 15	Last day for Undergraduate students to apply for August 2014 graduation
Tue, Apr 1	Last day for Undergraduate students to apply for December 2014 graduation
Wed, Apr 2	Last day to drop classes with record of W

Wed, Apr 9	Bro. Joseph W. Stander Symposium-Alternate Day of Learning
Wed, Apr 16	Easter Recess begins after last class
Mon, Apr 21	East Monday-- no day classes-- classes resume at 4:30 p.m.
Fri, Apr 25	Last day of classes
Sat, Apr 26	Study Day
Sun, Apr 27	Study Day
Mon-Fri, Apr 28-May 2	Exams-- Spring Term ends after final examinations
Sat, May 3	Doctoral/Graduate Commencement Exercises- Time TBD
Sun, May 4	Undergraduate Commencement Exercises at 9:45 a.m.
Tue, May 6	Grades due by 9:00 a.m. Deficiency slips due in Deans' offices
Thu, May 8	Grades posted
Mon, Jun 9	Last day to change Spring Term grades

SUMMER 2014-- FIRST SESSION

Date	Description
Fri, May 9	Last day to complete registration
Fri, May 9	Faculty Meeting (Boll Theatre) at 3:00 p.m.
Sat, May 10	Saturday classes begin
Mon, May 12	Classes begin at 8:00 a.m.
Tue, May 13	Last day for late Summer Term-First Session registration, change of grading options and schedules
Thu, May 15	Last day for late full Summer Term registration, change of grading options and schedules
Wed, May 21	Last day to drop without record from First Session classes
Mon, May 26	Memorial Day-- no classes
Mon, Jun 9	Last day to drop with record of W from First Session classes
Mon, Jun 9	Last day to change Spring Term grades
Fri-Sat, Jun 20-21	Exams-- full Summer Term classes do not meet First Session ends after final examinations
Tue, Jun 24	Grades due by 9:00 a.m. Deficiency slips due in Deans' offices
Thu, Jun 26	Grades posted
Tue, Jul 1	Last day for Graduate and Doctoral students to apply for August 2014 graduation
Wed, Jul 2	Last day to drop without record from full Summer Term classes
Tue, Jul 29	Last day to change First Session grades

SUMMER 2014-- SECOND SESSION

Date	Description
Fri, Jun 20	Last day to complete registration
Sat, Jun 21	Saturday classes begin
Mon, Jun 23	Second Session classes begin
Tue, Jun 24	Last day for late Summer Term-- Second Session registration, change of grading options and schedules
Tue, Jul 1	Last day for Graduate and Doctoral students to apply for August 2014 graduation

Wed, Jul 2	Last day to drop without record from Second Session and full Summer Term classes
Fri, Jul 4	Independence Day-- no classes
Mon, Jul 14	Last day to drop with record of W from Second Session and full Summer Term classes
Tue, Jul 29	Last day to change First Session grades
Fri-Sat, Aug 1-2	Exams--Second Session and full Summer Term end after final examinations
Mon, Aug 4	Degrees conferred-- no ceremony
Tue, Aug 5	Grades due by 9:00 a.m. Deficiency slips due in Deans' offices
Thu, Aug 7	Grades posted
Tue, Sep 9	Last day to change Second Session and full Summer Term grades

Institutional Memberships

The University holds institutional membership in the following:

- American Association of Colleges for Teacher Education
- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- American College Personnel Association
- American Council on Education
- American Society for Engineering Education
- Association of American Colleges and Universities
- Association of American Law Schools
- Association of Catholic Colleges and Universities
- Association of College and University Housing Officers
- Association of Governing Boards of Universities and Colleges
- Association of Independent Colleges and Universities of Ohio
- Association to Advance Collegiate Schools of Business
- College and University Professional Association for Human Resources
- College Board
- Cooperative Education and Internship Association
- Council for Advancement and Support of Education
- Council of Graduate Schools
- Dayton Area Chamber of Commerce
- Dayton Art Institute (sponsoring)
- Institute of International Education
- National Association of College and University Food Services
- National Association of Independent Colleges and Universities
- National Association of Student Personnel Administrators
- National Catholic Education Association
- North Central Association of Colleges and Schools Higher Learning Commission*
- Ohio Academy of Science
- Ohio Association of Colleges for Teacher Education
- Ohio Association of Private Colleges for Teacher Education
- Ohio Campus Compact
- Ohio Continuing Higher Education Association
- Southwestern Ohio Council for Higher Education

* North Central Association
30 N. LaSalle Street, Suite 2400, Chicago, IL 60602
(800) 621-7440
<http://ncahigherlearningcommission.org>

Libraries

The University Libraries are comprised of:

- Roesch Library
- The Marian Library
- The University Archives and Special Collections
- The International Marian Research Institute

Roesch Library houses books, journals, videos, DVDs, CDs, government documents, and microforms for both graduate and undergraduate students. Roesch Library is open 114 hours a week throughout much of the academic year and 24 hours per day during finals. Reference assistance is provided in a variety of forms including in person, email, IM, telephone, and private consultations. Roesch Library subscribes to over 280 databases on a variety of subjects and provides access to more than 69,000 journals in print and electronic formats. Its book (print and electronic) and microform collections include over 1.4 million volumes.

The Libraries also provide comfortable study areas, photocopiers, and individual and group study rooms. Roesch Library has 20 computer workstations located on the first floor and 37 computer workstations located on the second floor. All workstations provide access to the campus network, OhioLINK resources, and the Internet. These computers run Microsoft Office applications, SPSS, and audio and video editing software. Group Project Space, also located on the second floor, has ten workstations equipped with double monitors that allow for group collaboration. All floors have data ports and wireless network access that allow students to access campus and information networks through notebook computers.

The Libraries are members of OhioLINK, a cooperative venture of university and college libraries and the Ohio Board of Regents. OhioLINK partners have created a common information network providing rapid access to and delivery of over 49 million items available at college and university libraries across the state. All of the libraries affiliated with OhioLINK provide on-site borrowing privileges to students and faculty associated with the University. Access to the Libraries' Web page, databases, and online catalog (<http://www.udayton.edu/libraries>).

The Marian Library (seventh floor of the Roesch Library) is recognized as the world's largest collection of published materials on the Virgin Mary. Its comprehensive collection embraces the works treating the Virgin Mary as found in Scripture, tradition, doctrine, history, art, popular culture, spirituality, and devotion. The multi-language collection includes over 95,000 books (6,000 printed before 1800), 200 periodicals, a clipping file of over 60,000 items, a Marian stamp collection, a Christmas creche collection, statues, medals, postcards, and works of art.

Publications include:

- Marian Studies (papers given at the annual meeting of the Mariological Society of America)
- Marian Library Studies (original research on Marian topics)
- The twice-yearly Marian Library Newsletter

United with the Marian Library is the International Marian Research Institute (IMRI), affiliated with the Pontifical Theological Faculty

Marianum in Rome. IMRI offers courses in Marian studies as well as pontifical academic degrees (Licentiate and doctorate) in theology with specialization in Mariology. The Marian Library's collections can be accessed via the University Libraries' online catalog. Hours, an explanatory video, and information on current art exhibits can be found on the Mary Page (<http://campus.udayton.edu/mary>).

The University of Dayton School of Law Library is located in Joseph E. Keller Hall. Its collection contains over 190,000 volumes and over 676,000 physical units of microforms. The open-stack arrangement of the Law Library permits easy access to all materials. For additional information visit the webpage (<http://community.udayton.edu/law/library>).

The Brother Louis J. Faerber, S.M., Curriculum Materials Center (CMC) houses the SOEHS's specialized education collections and is located in Chaminade Hall. Its collection includes:

- Professional education books and journals
- Children and young adult literature
- Elementary and secondary textbooks
- Standardized assessments
- Teaching aids (games & manipulatives)
- DVD's
- CD's
- Videocassettes
- Audiocassettes
- LP records
- Charts
- Material kits
- Other resources

The CMC also houses research projects, theses, and dissertations completed for the SOEHS's respective graduate programs. A copier, four networked computer workstations, the Ellison Press, Accu-Cut Machine, and an assortment of letter and shape dies are available for student use.

Mission

The University of Dayton is a comprehensive Catholic university, a diverse community committed, in the Marianist tradition, to educating the whole person and to linking learning and scholarship with leadership and service.

The University of Dayton is a comprehensive university committed to offering a broad range of programs in liberal arts, the sciences, and the professions at the undergraduate level, to providing selected programs on the graduate level to meet the needs of the community and region, to sponsoring timely continuing education programs. As comprehensive, the University views learning and scholarship as a shared task of discovering, integrating, applying and communicating knowledge at the intersections of liberal and professional education, across the disciplines, and through combining theory with practice.

As Catholic, the University commits itself to a distinctive vision of learning and scholarship that includes: a common search for truth based on the belief that truth can be more fully known and is ultimately one; a respect for the dignity of each human person created in the image and likeness of God; and an appreciation that God is manifested sacramentally through creation and the ordinary things in life. Ultimately, a Catholic vision of the intellectual life is based upon the acceptance of the revelation of God in Jesus Christ as it has been received and handed on by the Church.

This challenge calls for integration of the human and the divine, reason and faith, and promotes true understanding through a person's head and heart. The University welcomes persons of all faiths and persuasions to participate in open and reflective dialogue concerning truth and the ultimate meaning of life.

Founded in the Marianist tradition, the University is committed to a vision of a distinctive educational community. As Marianist, the University focuses on educating the whole person in and through a community that supports and challenges all who become a part of it. The University forms an educational community thriving on collaboration by people from diverse backgrounds with different skills who come together for common purposes. The University as Marianist challenges all its members to become servant-leaders who connect scholarship and learning with leadership and service.

This university community-comprehensive, Catholic and Marianist-exists not for itself, but to render service. The University creates an environment in which its members, working in a scholarly manner, are free to evaluate the strengths and weaknesses of their own work and the work of others. In partnership, through the Research Institute, Campus Ministry, as well as numerous student organizations, the University works with others to improve the human community.

Academic Calendar 2014-2015

Subject to change

FALL 2014

Date	Description
Mon, Aug 4	Degrees conferred--no ceremony
Thu, Aug 21	New Faculty Orientation
Sat-Tue, Aug 23-26	New Student Orientation
Sun, Aug 24	Upperclass students move into UD Housing
Tue, Aug 26	New Student Convocation
Tue, Aug 26	Last day to complete registration
Wed, Aug 27	Classes begin at 8:00 a.m.
TBD	New Graduate Assistant Orientation 8:30 a.m. - 4:00 p.m.
Mon, Sep 1	Labor Day-- no classes
Wed, Sep 3	Last day for late registration, change of grading options and schedules
Tue, Sep 9	Last day to change Second Session and full Summer Term grades
Wed, Sep 17	Last day to drop classes without record
Wed, Oct 8	Mid-Term Break begins after last class
Mon, Oct 13	Classes resume at 8:00 a.m.
Wed, Oct 15	Last day for Graduate and Doctoral students to apply for December 2014 graduation
Wed, Oct 22	First-Year students' midterm progress grades due by 4:00 p.m.
TBD	Family Weekend
Sat, Nov 1	Last day for Undergraduate students to apply for May 2015 graduation
Mon, Nov 10	Last day to drop classes with record of W
Tue, Nov 25	Thanksgiving recess begins after last class
Sat, Nov 29	Saturday classes meet

Mon, Dec 1	Classes resume at 8:00 a.m.
Mon, Dec 8	Feast of the Immaculate Conception/Christmas on Campus--no classes
Fri, Dec 12	Last day of classes
Sat, Dec 13	Study Day
Sun, Dec 14	Study Day
Mon-Fri, Dec 15-19	Exams--Fall Term ends after final examinations
Fri, Dec 19	University Housing closes for Christmas Break at 6:00 p.m.
Sat, Dec 20	Diploma Exercises at 9:45 a.m.
Tue, Dec 23	Grades due by 9:00 a.m.
Fri, Dec 26	Grades posted
Mon, Jan 26	Last day to change Fall Term grades

CHRISTMAS BREAK

Date	Description
Sun, Dec 21	Christmas Break begins
Sun, Jan 11	Christmas Break ends

SPRING 2015

Date	Description
Fri, Jan 9	Last day to complete registration
Mon, Jan 12	Classes begin at 8:00 a.m.
Fri, Jan 16	Last day for late registration, change of grading options and schedules
Mon, Jan 19	Martin Luther King, Jr. Day--no classes
Mon, Jan 26	Last day to change Fall Term grades
Sun, Feb 1	Last day for Graduate and Doctoral students to apply for May 2015 graduation
Mon, Feb 2	Last day to drop classes without record
Wed, Mar 4	Mid-Term Break begins after last class
Thu, Mar 5	Thursday only Graduate classes meet
Mon, Mar 9	Classes resume at 8:00 a.m.
Wed, Mar 11	First-Year students' midterm progress grades due by 4:00 p.m.
Sun, Mar 15	Last day for Undergraduate students to apply for August 2015 graduation
Wed, Apr 1	Last day for Undergraduate students to apply for December 2015 graduation
Wed, Apr 1	Easter Recess begins after last class
Mon, Apr 6	Easter Monday--no day classes--classes resume at 4:30 p.m.
Wed, Apr 8	Last day to drop classes with record of W
TBD	Bro. Joseph W. Stander Symposium- Alternate Day of Learning
Fri, Apr 24	Last day of classes
Sat, Apr 25	Study Day
Sun, Apr 26	Study Day
Mon-Fri, Apr 27-May 1	Exams-- Spring Term ends after final examinations
Sat, May 2	Doctoral/Graduate Commencement Exercises at 12:45 p.m.
Sun, May 3	Undergraduate Commencement Exercises at 9:45 a.m.

Tue, May 5	Grades due by 9:00 a.m. Deficiency slips due in Deans' offices
Thu, May 7	Grades posted
Mon, Jun 8	Last day to change Spring Term grades

SUMMER 2015--FIRST SESSION

Date	Description
Fri, May 8	Last day to complete registration
Sat, May 9	Saturday classes begin
Mon, May 11	Classes begin at 8:00 a.m.
Tue, May 12	Last day for late Summer Term-First Session registration, change of grading options and schedules
Thu, May 14	Last day for late full Summer Term registration, change of grading options and schedules
Wed, May 20	Last day to drop without record from First Session classes
Mon, May 25	Memorial Day--no classes
Mon, Jun 8	Last day to drop with record of W from First Session classes
Mon, Jun 8	Last day to change Spring Term grades
Fri-Sat, Jun 19-20	Exams--full Summer Term classes do not meet- First Session ends after final examinations
Tue, Jun 23	Grades due by 9:00 a.m. Deficiency slips due in Deans' offices
Thu, Jun 25	Grades posted
Wed, Jul 1	Last day for Graduate and Doctoral students to apply for August 2015 graduation
Wed, Jul 1	Last day to drop without record from full Summer Term classes
Tue, Jul 28	Last day to change First Session grades

SUMMER 2015--SECOND SESSION

Date	Description
Fri, Jun 19	Last day to complete registration
Sat, Jun 20	Saturday classes begin
Mon, Jun 22	Second Session classes begin
Tue, Jun 23	Last day for late Summer Term-Second Session registration, change of grading options and schedules
Wed, Jul 1	Last day for Graduate and Doctoral students to apply for August 2015 graduation
Wed, Jul 1	Last day to drop without record from Second Session and full Summer Term classes
Fri, Jul 3	Independence Day observed--no classes
Mon, Jul 13	Last day to drop with record of W from Second Session and full Summer Term classes
Tue, Jul 28	Last day to change First Session grades
Fri-Sat, Jul 31-Aug 1	Exams--Second Session and full Summer Term end after final examinations
Mon, Aug 3	Degrees conferred--no ceremony
Tue, Aug 4	Grades due by 9:00 a.m. Deficiency slips due in Deans' offices
Thu, Aug 6	Grades posted
Tue, Sep 8	Last day to change Second Session and full Summer Term grades

Off-Campus Academic Centers

The University of Dayton maintains an off-campus center for graduate study in Education & Health Sciences (Columbus). All programs and courses are closely supervised by the dean of Education & Health Sciences and the dean of the Graduate School. Most of these courses are taught by the faculty member teaching the same course on the main campus.

Related University Services

Besides the regular day sessions, the University conducts special as well as regular evening and summer sessions and offers short-term workshops, institutes, and conferences. All credited courses, whenever offered or in whatever form, conform to the same standards and are governed by the same policies and regulations prevailing during the regular day sessions.

As part of a comprehensive strategy for adult education through Graduate, Professional and Continuing Education, Special Programs and Continuing Education especially serves the part-time students of the Dayton community to make the University and its course offerings, both credit and noncredit, more easily available to them. Similarly, the Office of International Student and Scholar Services and the Intensive English Program, located in the Center for International Programs, serves students, faculty, staff, and visiting scholars from other countries who are studying or working at the University.

To foster interdisciplinary efforts, the Office of the Provost can administer courses designated UDI (University of Dayton Interdisciplinary) to accommodate interschool offerings and experimental programs.

Southwestern Ohio Council for Higher Education (SOCHE)

Students at the University of Dayton may register for courses for credit at Southwestern Ohio Council for Higher Education institutions (see below for a complete list) at the University of Dayton's rate per credit hour. Students will pay any applicable lab or related fees at the host institution. This policy applies only if the course is not available at the University of Dayton, space in the course is available, and pertains only to regular sessions of the academic year. The student also is required to have advisor's permission, must satisfy all course prerequisites, and must meet the host institution's admissions requirements. For more information go to www.soche.org. (<http://www.soche.org>)

The consortium of 22 colleges and universities was established to promote inter-institutional cooperation and community service. SOCHE holds regular conferences for faculty and staff, serves as a clearinghouse for the exchange of information, and promotes projects of educational research and experimentation. Many cooperation programs exist in:

- Teaching
- Research
- Publishing
- College finance and administration
- Other areas

Consortium member schools include:

- Air Force Institute of Technology
- Antioch College
- Antioch University Midwest
- Cedarville University
- Central Michigan University
- Central State University
- Clark State Community College
- Edison State Community College
- Kettering College of Medical Arts
- The Kettering Foundation
- Miami-Jacobs College
- Miami University-Middletown
- Miami University Regionals
- Sinclair Community College
- Southern State Community College
- United Theological Seminary
- Union Institute & University
- University of Dayton
- Urbana University
- Wilberforce University
- Wilmington College
- Wittenberg University
- Wright State University

Statement of Purpose

Approved by the Board of Trustees, May 14, 1969.

The University of Dayton, by tradition, by legal charter, and by resolute intent, is a church-related institution of higher learning. As such, it seeks, in an environment of academic freedom, to foster principles and values consonant with Catholicism and with the living traditions of the Society of Mary. Operating in a pluralistic environment, it deliberately chooses the Christian world-view as its distinctive orientation in carrying out what it regards as four essential tasks: teaching, research, serving as a critic of society, and rendering public service.

The University of Dayton has as its primary task to teach—that is, to transmit the heritage of the past, to direct attention to the achievements of the present, and to alert students to the changes and challenges of the future. It regards teaching, however, as more than the mere imparting of knowledge; it attempts to develop in its students the ability to integrate knowledge gained from a variety of disciplines into a meaningful and viable synthesis.

The University of Dayton holds that there is harmony and unity between rationally discovered and divinely revealed truths. Accordingly, it commits its entire academic community to the pursuit of such truths. It provides a milieu favorable to scholarly research in all academic disciplines, while giving priority to studies which deal with problems of a fundamentally human and Christian concern. It upholds the principle of responsible freedom of inquiry, offers appropriate assistance to its scholars, and endeavors to provide the proper media for the dissemination of their discoveries.

The University of Dayton exercises its role as critic of society by creating an environment in which faculty and students are free to evaluate, in a scholarly manner, the strengths and weaknesses found in human

institutions. While, as an organization, it remains politically neutral, objective, and dispassionate, it encourages its members to judge for themselves how these institutions are performing their proper tasks; to expose deficiencies in their structure and operation; to propose and actively promote improvements when these are deemed necessary.

The University of Dayton recognizes its responsibility to support, with means appropriate to its purposes, the legitimate goals and aspirations of the civic community and to cooperate with other agencies in striving to attain them. It assists in promoting the intellectual and cultural enrichment of the community; it makes available not only the resources of knowledge that it possesses, but also the skills and techniques used in the accumulation and dissemination of knowledge; and, above all, it strives to inspire persons with a sense of community and to encourage men and women of vision who can and will participate effectively in the quest for a more perfect human society.

Student Life and Services

At the University of Dayton, you're not alone. And not just because you'll make friends at every turn, but because our faculty, staff and community are eager to help you along your path. To guide you, advise you and even help you land a job after graduation.

As a Catholic, Marianist institution, our educational philosophy addresses the needs of the whole person: mind, body and spirit. And you'll find a plethora of offices are here to support you every step of the way.

In this section:

- Affirmative Action Office (p. 18)
- Athletics (p. 18)
- Bookstore (p. 18)
- Campus Ministry (p. 18)
- Campus Recreation (p. 19)
- Career Related Experiences (p. 20)
- Career Services (p. 20)
- Center for International Programs (p. 20)
- Community Wellness Services (p. 21)
- Community Standards and Civility (p. 23)
- Commuter Student Services (p. 21)
- Counseling Center (p. 21)
- Dining Services (p. 21)
- FlyerCard (p. 22)
- Flyer Express (p. 22)
- Health Center (p. 22)
- Housing and Residence Life (p. 23)
- International Student and Scholar Services Office (p. 23)
- Office of Multicultural Affairs (p. 24)
- Office of Student Learning Services (p. 24)
- Office of Student Learning Services Students with Disabilities (p. 25)
- Privacy Rights of Parents and Students (p. 26)
- Public Safety (p. 26)
- Residential Living (p. 27)
- Student Life and Kennedy Union (p. 23)
- Student Handbook (p. 27)

- Women's Center (p. 28)

Affirmative Action Office

The Compliance and Affirmative Action Office aids in the implementation of the University's commitment to equal opportunity, affirmative action and diversity. This office ensures campus compliance with Federal, State, and Local laws pertaining to non-discrimination and affirmative action.

Athletics

Many people throughout the country have come to know the University of Dayton through the accomplishments of its intercollegiate athletic teams. The mission of the Division of Intercollegiate Athletics at the University of Dayton reflects the mission of the University. That mission is embodied in the following core purposes:

- To educate the total person by integrating the primary academic purposes with educational possibilities and opportunities for young people beyond the classroom
- To teach the value of community and family through collaboration and teamwork
- To instill the fundamentals of sportsmanship, adhering to the values of respect, fairness, civility, honesty and responsibility
- To teach the tools of achievement, including self-discipline, personal responsibility and the setting of high standards
- To develop the individual talents of our student-athletes within the context of shared team goals
- To enhance diversity and minority opportunity at the University of Dayton
- To advance the University of Dayton locally, regionally and nationally through the more highly visible sports, particularly the men's basketball program

There are seven men's intercollegiate sports:

Fall

- Football
- Soccer
- Cross Country

Winter

- Basketball

Spring

- Baseball
- Golf
- Tennis

There are ten women's intercollegiate sports:

Fall

- Volleyball
- Soccer
- Cross Country

Winter

- Basketball
- Indoor Track

Spring

- Softball
- Rowing
- Golf
- Tennis
- Outdoor Track

Cheerleading tryouts, open to all students, are held each year.

Any student, male or female, who plans to participate in a varsity sport, must be certified through the NCAA Initial-Eligibility Clearinghouse. Additionally, student-athletes are required to complete a physical examination and provide documentation of their medical history and current insurance coverage.

The University of Dayton and its Division of Athletics are committed to abiding by the rules of the NCAA and the Atlantic 10 Conference. The volume and complexity of the NCAA rules prohibits addressing all the possible scenarios that may impact athletic eligibility. Therefore, you are encouraged to visit the Dayton Flyers website and NCAA (<http://www.daytonflyers.com/home>) to access the various rules and policies which assist our University in continuing to operate with honor and dignity.

Please do not hesitate to contact the Compliance Staff if you should have any questions.

University of Dayton
Athletics Division Compliance Office
300 College Park
Dayton, OH 45469-1230
Phone: (937) 229-4861
Fax: (937) 229-4969

Bookstore

The University of Dayton Bookstore is a service facility operated by the University. Its primary purpose is to provide for the intellectual needs of the University community by making available all required textbooks and by providing a source for essential engineering, art and academic supplies which students need in their areas of study. The University Bookstore also offers a convenient source for students to purchase:

- Everyday necessities
- Gifts
- Greeting cards
- Clothing
- General books
- Health care items
- Many items bearing the University name and/or logo

American Express, Discover, Flyer Express, MasterCard, Visa, and personal checks are accepted with proper I.D.

Campus Ministry

Faith formation and reflective religious dialogue play important roles in the education and development of the whole person at the University of

Dayton. As a primary agent in faith formation at UD, Campus Ministry, inspired by the University's Marianist tradition, forms persons and communities in a lived faith, expressed in worship, in challenging and compassionate relationships, and in commitment to justice and service.

With thirty staff persons and a wide variety of programs, UD has one of the largest and most active campus ministry programs anywhere.

Informed by the Roman Catholic Tradition, the vast majority of our programs appeal to students from different Christian backgrounds and those of other faiths. A full-time protestant campus minister serves as a part of the campus ministry team. Campus Ministry also connects students from other faith traditions to their respective faith communities off campus. A number of independent, religiously based student organizations exist on campus. Together, these provide a range of options and opportunities for students to be a part of a faith community during their time at UD.

Our primary activities for students are outlined below.

Residence Life Ministry

Each residential area has campus ministers who actively engage students in faith based activities. Student leaders guide participation in activities such as faith sharing groups, bible studies, retreats, Mass, service and social opportunities, and other prayer experiences. In these and other ways, campus ministry is able to accompany, encourage and support students in areas of leadership, personal growth, and spiritual development.

Center for Social Concern

Campus Ministry's Center for Social Concern is committed to faith-based social justice education, including direct service to the poor and marginalized, work on behalf of social justice and changing unjust structures in society that oppress and marginalize human beings. The Center for Social Concern provide regular BreakOut Trips, Summer Immersion Trips, and the Summer Appalachia Program, offer opportunities for service and justice education in domestic and international settings. Guest speakers and a number of other activities also contribute to these goals. At the heart of it all is a wide array of opportunities to reflect on the service and justice work in the context of faith.

Retreats and Faith Communities

Over twenty retreats are offered each year for UD students. The retreats vary in size, style, theme, and focus to provide opportunities for faith development in many ways. There are quiet relaxing guided retreats, wilderness retreats, retreats specifically for first-year students and graduate students, large community focused retreats, interdenominational retreats, and more that foster faith development through activities, discussion, and prayer. Most retreats are led by student teams who prepare through weekly meetings.

Students also join small Christian communities called PORCH. These student led groups meet regularly and focus in unique ways including faith sharing, scripture study, and theological reflection.

Campus Ministry's Program for Christian Leadership offers Callings, a pre-orientation experience for incoming first year students focused on fostering faith, vocation, and leadership for new UD students as well as PORCH communities, retreat and leadership experiences.

Liturgies and Prayer

Students, faculty, and staff are active in the liturgical life of the University as lectors, Eucharistic ministers, music ministers, Mass coordinators, and hospitality ministers at both daily and Sunday celebrations of the Eucharist. The sacrament of Reconciliation and Eucharistic adoration are scheduled regularly, and during the seasons of Advent and Lent, sung weekly Vespers are offered along with communal Reconciliation services. An interdenominational Christian worship service is held every Sunday during the academic year. Other opportunities for worship are available in the local community.

Campus Recreation

The Department of Campus Recreation is located on the "M" level of the RecPlex. The RecPlex, which opened in January 2006, houses a state of the art recreation facility. Full time undergraduate students are eligible to use the RecPlex with their UD student ID. The facility may be used by graduate students who purchase a RecPlex Membership. Highlights of the building include:

- Main Gym with four full sized wood court basketball courts and three racquetball courts, one of which can be converted for squash.
- MAC Gym with two rubberized courts surrounded by a professional grade dasher board system adequately sized to play a variety of sports including tennis, indoor soccer, basketball, volleyball, and floor hockey.
- Aquatic Center with a 25 yard eight lane lap pool, four foot deep vortex leisure pool, diving well, and an eight-person spa.
- Fitness Studios A, B, and C which are used for a variety of instructional and group fitness classes.
- 10,000 sq. ft. Fitness Floor is home to 80 cardio machines and 70 strength training stations.
- Wellness Assessment Lab from which services such as athletic training, massage, and personal training consultation are offered.
- Four lane 1/8 of a mile rubberized jogging track.

Campus Recreation is excited to feature a new 5+ acre outdoor facility due to the installation of an infill turf surface. This new resource matches the quality of the RecPlex and provides year round access and a consistent surface for sports programming.

Campus Recreation offers many programs and facilities for students, including:

- Intramural Sports
- Sport Clubs
- Aquatics
- Fitness Programs
- Climbing Wall
- Strength and Cardio Equipment

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

- Softball
- Flag Football
- Indoor and Outdoor Soccer
- Volleyball
- Basketball

- Dodge-ball
- Bowling
- Racquetball
- Golf meet
- Wallyball
- Floor Hockey

All students are invited to participate; ability is not important, just the desire to play. Please contact us at udintramurals@udayton.edu or udintramurals@notes.udayton.edu.

Another popular feature of the Department of Campus Recreation is the Sports Club Program. Currently, there are 36 recognized sports clubs on campus. The Sports Club Program offers students the opportunity to participate in a highly organized activity, while at the same time learning and developing new skills. Anyone interested in joining a sport club or starting a new one is encouraged to come in and speak with the Assistant Director of Sport Clubs.

Schedules concerning open recreation hours and scheduled events may be secured from the Campus Recreation Office. For more information please visit the website (<http://campus.udayton.edu/~recsport>) or call 229-2731.

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 students pursuing a four-year degree should consider one or more of these programs.

- Internships
- Career-related summer employment
- Cooperative education
- Student contract program positions
- Externships and/or job shadowing
- Community/service learning
- Volunteer opportunities
- International placement or study/work abroad opportunities

Internship, summer employment, cooperative education, and student contract program positions are posted in Hire a Flyer. This online system is available at no charge to all students and alumni and may be accessed from the Career Services website (<http://careers.udayton.edu>).

Career Services

The University of Dayton Career Services 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 advisors are available to discuss:

- Major selection
- Career direction
- Job search strategies

- Resume critique
- Networking
- Graduate school strategies
- Interview tips

Practice interviews with a career advisor can be digitally recorded and evaluated upon request to prepare the student for actual interviews by company representatives. All students, including first year students, are encouraged to utilize the services available. Appointments may be made by calling (937) 229-2045.

The Hire a Flyer Network is available from the Career Services web site for students to access job listings, post resumes, and register for events such as workshops, career fairs, and on-campus interviews with employers. Students may also access the Alumni Career Network through Hire a Flyer.

Career Fairs are scheduled Fall and Spring semesters for all majors. These events provide an opportunity for employers, students, and alumni to meet and discuss job opportunities. Approximately 150 companies attend looking for internship, co-op, and full-time employees.

The on-campus recruiting program is open to all students and alumni. On-campus recruiting is held October-April each year.

In addition, Career Services offers other venues for students to interact with employers as well as mini-courses, workshops, and presentations on a wide variety of job search and career related topics.

Additional information is available online (<http://careers.udayton.edu>).

Center for International Programs

The Center for International Programs provides leadership, coordination, strategic planning, and administrative support for the internationalization of campus. In cooperation with other University departments and Dayton area organizations, the CIP operates programs and provides services which enhance intercultural education at the University of Dayton. The CIP is part of Academic Affairs and Learning Initiatives, under the Office of the Provost. Our areas include:

Campus Engagement

The office of Campus Engagement facilitates opportunities for U.S. and international students, faculty and staff to learn from one another as a way to increase intercultural competence and awareness of one's own culture. We achieve this through strategic communication campus training and education; on-campus collaborative programming; and experiential learning opportunities including the Global Learning Living Community.

Education Abroad

University study abroad programs including university summer study abroad programs are managed through the Office of Education Abroad. Additional resources are available through partner institutions and affiliate programs for semester and year-long study. The education abroad office offers advising for all students to encourage engagement in educational, research and service experiences abroad.

International Student and Scholar Services

International Student and Scholar Services provides students and exchange visitors with immigration advising, workshops, orientation, academic and non-academic advising, as well as social and extracurricular activities. Services include support of international faculty

and research scholars and their dependents. The ISSS staff works collaboratively with other departments and organizations to advance the University's commitment to building a global community.

Intensive English Program

The University's English as a Second Language program develops students' English skills in preparation for an undergraduate or graduate program or the work place. Course offerings include writing and grammar, reading and vocabulary, oral communication, listening and speaking.

Partnership and Exchanges

The University's international exchanges and partnerships are managed through the CIP. UD's partnerships with international universities and institutions benefit our students, faculty and staff through education abroad programs, semester and year-long exchange programs, research collaborations, and more.

Community Wellness Services

Community Wellness Services supports and enhances the mission of the University of Dayton by promoting learning and personal development in the seven dimensions of wellness, providing alcohol and other drug interventions for students, and consultation to faculty and staff in these areas.

Through prevention and intervention, the student is guided to create a balanced lifestyle to contribute to their optimal personal development. Community Wellness Services utilizes science based wellness promotion strategies to support the Marianist principles of community living and contribute to the educational mission of the University.

Community Wellness Services is located on the first floor of Gosiger Hall and in the McGinnis Center. Phone (937) 229-1233. Hours are 8:30 a.m. - 4:30 p.m. Monday - Friday. The main mailing address is Community Wellness Services, 300 College Park, Dayton, OH 45469-2610.

Commuter Student Services

Commuter Student Services provides an essential aspect to the University of Dayton campus. Commuter students knowledge and pride of the Dayton area help make out-of-town students feel more comfortable and at home while at the University. A lounge for commuter students is located in Kennedy Union 118 which is used for study, relaxation, and meeting friends. A telephone, microwave, and refrigerator are provided for the convenience of commuter students. Lockers are also available in the lounge and can be rented on a yearly basis.

The advisor to the commuter students provides services and facilities to meet the educational, developmental, and physical needs of these students and maintains contact with the academic and nonacademic areas of the University to increase understanding of these specific needs.

Counseling Center

The main purpose of the Counseling Center is to assist students in self-development, including personal adjustment, career planning, and social skills building. All students in need of objective insights or merely "a listening ear" are encouraged to make use of the Center's services. No student's concern is too minor to explore. This is usually accomplished through one-to-one and group counseling, although there are opportunities for workshops on certain topics, consultation, and

outreach programming for student, faculty, and staff groups. The Center also provides career and personality testing services.

Because counseling often involves sensitive personal matters, discussions between counselors and students are strictly confidential. An exception occurs when students' problems become life threatening. The University and the student may enter into a contract to establish conditions regarding required treatment/assessment, if there is imminent danger. The student may decide to use the services offered by the University or to receive treatment elsewhere. In the latter case, periodic review by the University is required to confirm that contract conditions are met. For the welfare of the student, problems warranting treatment more intensive than the University can offer may require temporary medical withdrawal from the University. The student may be readmitted to the University upon acceptable completion of contract conditions. In life threatening circumstances, the University assumes the position that the parents or guardians of the student generally should be notified, and it will initiate such notification if the student has not done so within an appropriate time, refuses to do so, or is unable to do so. Other exceptions to confidentiality include a) receiving a court order, and b) when evidence suggests abuse or endangerment to a person under the age of 18 or over 60.

Matriculating undergraduates, graduate assistants, and law students are eligible for services at no charge. Other graduate students, Intensive English Program participants and non-matriculated undergraduate students pay on a fee-for-service basis. Contact us for information about charges and services. The Center is accredited by The International Association of Counseling Services, Inc.

Dining Services

The University of Dayton Dining Services operates two full-service a la carte student dining facilities located in Kennedy Union, and Marycrest Complex, and two restaurants. Passports and The Grainary, located in the V.W. Kettering Residence Hall. The 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 lost 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. At the end of spring semester 50% up to a maximum of \$300 will roll over to the next school year.

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

- Standard Plan (3 blocks per day, 7 days) \$2,300.00/ semester
- Flexible Plan (debit account) \$2,300.00/ semester

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

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

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

FlyerCard

The FlyerCard is the official photo identification card at the University of Dayton. Your FlyerCard must be presented for purchases using your FlyerCard account(s), admission to the RecPlex, library services, and building access.

Your FlyerCard can be used as a form of payment for food, textbooks, supplies, laundry, printing, and other essential services. It is safe, fast, and convenient to use. You can view your transactions and the balance of your accounts by choosing the "My Account" link (<https://flyerexpress.udayton.edu>).

To get your FlyerCard, stop by the Campus Card Services office located in room 102 of the Powerhouse. The first FlyerCard received is issued at no charge. All students must be registered for classes before receiving their card. Visit the FlyerCard website (<http://FlyerCard.udayton.edu>) for a detailed view of the FlyerCard program.

Flyer Express

Flyer Express is a declining-balance prepaid account accessed with your FlyerCard. It is the convenient way to pay for products and services on and off campus. Your Flyer Express account eliminates the need to carry cash and saves you the hassle of searching for correct change. Flyer Express has you covered with whatever you need, 24 hours a day, 365 days a year. It is safe, fast, and convenient to use. The money in your Flyer Express account is carried over from one semester to the next and from year to year.

The Card Services office offers you multiple options to deposit funds into your account.

- Online (<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 or the Bursar's office in St. Mary's Hall
- At kiosks located in all Dining Services locations and the Roesch Library.

Flyer Express is accepted at:

- All Dining Service locations
- Art Street Cafe
- UD Bookstore
- Residence Hall laundry
- Campus Copy Center
- Selected vending areas
- The Hangar
- The Galley

- Stuart's Landing
- Campus Computer Store
- Roesch Library
- Post Office
- The Chill
- KU Box Office
- The Blend
- The Blend Express
- Selected off campus businesses.

Flyer Express is used to pay for printing in the Library and many computer labs. Visit the FlyerCard website (<http://FlyerCard.udayton.edu>) for a current listing of off campus vendors that accept Flyer Express.

Health Center

Medical care is available at the Health Center to all full-time and part-time undergraduate, graduate, and law students. During the academic year, the Health Center is open from 8:30 a.m. to 5:30 p.m. on weekdays, except University holidays. A physician is available for consultation every weekday morning and afternoon throughout the year, except University holidays. Summer hours are 8:30 a.m. to 4:30 p.m. with limited physician hours. Students should call the Health Center to schedule an appointment at 93131 or (937) 229-3131. In case of emergency, call Public Safety, (937) 229-2121.

Pre-admission physical examinations are not required, but students with chronic health problems are advised to have their physicians send records or recommendations to the medical director. Every student born after 1955 is required to show evidence of immunity to measles, mumps, and rubella. All students are required to fill out a tuberculosis screening. 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 \$75, depending on the length of the visit and the type of services provided. Charges for medicines dispensed, allergy injections, laboratory tests, and x-ray examinations are billed to ALL STUDENTS.

The University believes it is the responsibility of each student to have health insurance and therefore expects students will have it for the entire time they are enrolled. Having health insurance protects both the student and the community. International students are required to provide evidence that they have health insurance that will cover them the entire time they are a student at the University of Dayton. The University is not responsible for covering health care costs.

All charges incurred at the Student Health Center are reported to the Bursar to be entered on the student's account with the University. Inquiries regarding bills should be made at the Health Center between 9:00 a.m. and 3:00 p.m. weekdays. Itemized statements can be provided upon patient request. These are not automatic and the Health Center does not bill outside insurance companies directly, however students should bring a copy of their health insurance/pharmacy cards to each visit.

Housing and Residence Life

One of the most challenging and growth-oriented experiences available to students is residential living. The University strives to provide a co-curricular environment that both supports and challenges students to reach their full potential. Understanding, mutual respect, and openness to diversity foster the development of a positive community.

In order to attain this goal, professional, graduate, and undergraduate staffs in the Department of Housing and Residence Life are creating living and learning environments within University residence halls, suites, apartments, and houses. A student elected governance board or council represents residential student opinions and assists the residence life staff in providing programmatic initiatives for each on-campus living area.

All first-year and second-year students are required to live in UD housing unless they are married, are twenty-one years of age or older, or are local residents living with their legal guardian at their permanent residence within 40 miles of the University of Dayton campus. Junior and senior students have the opportunity to live in UD apartments and houses or to choose to live in non-University housing.

Upon official acceptance to the University of Dayton, the Office of Enrollment Management provides students with information and instructions for securing residential living accommodations. Questions regarding housing can be directed to Housing and Residence Life at (937) 229-3317 or email housing@udayton.edu (housing@notes.udayton.edu) or visit the Housing and Residence Life website (<http://housing.udayton.edu>).

International Student and Scholar Services Office

The International Student and Scholar Services Office provides students and exchange visitors with immigration advising, workshops, orientation, academic and non-academic advising, as well as social and extracurricular activities. ISSS extends its services and support to international faculty and research scholars and their dependents. The ISSS works collaboratively with other departments and organizations to advance the University's commitment to building a global community.

ISSS also presents Bridges, the international student orientation, every August, January, and May. All international students new to the University of Dayton must attend. During Bridges, ISSS assigns immigration check-in times to students. Completing immigration check-in is vital to maintaining F-1/J-1 status. All new undergraduate international students are also required to attend the University's New Student Orientation, for all new undergraduate students.

Student Life and Kennedy Union

A variety of cultural, educational, social, and recreational activities are presented in the Union regularly to enrich and enhance academic life and foster a spirit of community. In addition, this office provides support, direction, and programming opportunities for students and officially recognized student organizations. Activities in the union include game shows, trivia contests, movie nights, concerts, theatrical productions, lectures, dance ensembles, and recitals by students and faculty members. Meeting rooms, a ballroom, Boll Theatre, and University vans are available for use and can be reserved by calling 229-3333 (Kennedy Union Room 241). Information about student organizations

can also be found at go.udayton.edu/slku or by calling 937-229-3333 (Kennedy Union Room 241).

The John F. Kennedy Memorial Union, centrally located on the campus, offers comfortable surroundings and a variety of services for the University community. Lounges provide space for discussion, studying, and socializing. The Hangar games room on the ground-floor includes bowling lanes, pool tables, lounge space, a cafe, and video games. The ground-floor food court includes a full-service deli, pizza, southwest cuisine, daily specials, grill favorites, and desserts. Automatic teller machines, display cases, and vending machines are housed in the Union, as are student offices for the Campus Activities Board, Christmas on Campus, Daytonian Yearbook, Flyer News, Flyer TV, Orpheus literary magazine, Student Government Association, and a lounge for commuter students. Also in the union are the Information Center, Box Office, KU Dining Services, Catering Services, and the travel agency.

Student Life and Kennedy Union is responsible for registering all student organization-sponsored events, granting recognition to all student organizations, providing assistance for organization advisers, publicity approval, programming the Flyer TV information channel, and coordinating campus-wide events. The office works directly with commuter students, Student Government Association, IFC, NPC, NPHC, Flyer News, Flyer Radio, Daytonian Yearbook, Orpheus, Campus Activities Board, the Charity Concert Committee, Christmas on Campus, and all recognized student organizations.

Office of Community Standards and Civility

The Office of Community Standards and Civility administers the policies of the University of Dayton. Our primary focus is on helping students learn from the consequences of their actions and become a positive influence within the University of Dayton community and beyond.

The Standards of Behavior that guide our life together are:

Support of the Academic Community and the Development of the Whole Person

All students at the University of Dayton are expected to live and work in support of our academic mission and of the Marianist tradition of Catholic education, which is committed to the holistic formation of spirit, mind and body.

Community Living

Living in community is essential to the full development and education of the whole person. Building and sustaining the community we all treasure at the University of Dayton requires more than friendliness and is certainly about more than following rules. All students learn and apply essential life lessons about self-awareness, communication, cooperation, mutual respect, courage, forgiveness, patience and trust while living in community with others.

Dignity and Respect for All Members of the Community

Every person has innate dignity as all are made in the image and likeness of God. This understanding calls all members of the UD community to respect and love themselves and others.

The Common Good

The common good at the University of Dayton is defined as the sum total of social conditions which allow people, either as groups or individuals, to reach their fulfillment more fully and more easily. A concern for the common good leads us to make individual choices in light of how they affect, or may affect, other people and the community as a whole. Students are called to work actively to create and promote the common good at UD and beyond.

Visit the Community Standards and Civility web site to read about our Standards of Behavior in greater detail and to learn more about this department.

Office of Multicultural Affairs

The University of Dayton is committed to creating an environment that celebrates cultural diversity while focusing on the Marianist philosophy of service, leadership, and community. The Office of Multicultural Affairs, in the division of Student Development, provides facilities and services to support the academic achievement 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 nurturing community that promotes academic success.

Office of Student Learning Services

The Ryan C. Harris Learning Teaching Center (LTC) Office of Student Learning Services (SLS) is Your Partner in Learning. We offer a wide variety of services to assist all students in achieving academic success at the university.

Academic Coaching

Professional staff meet individually with students to:

- Discuss your academic goals
- Help motivate you toward success
- Provide information about a variety of study skills

Academic Renewal Course & Coaching Program-ARCC

- A one-credit, seven-week course offered every semester for any student who wants to learn more about how to be successful at UD or who may be struggling academically
- Focus on self-assessment and academic success planning
- Individual coaching sessions with the instructor through the end of the semester
- Limited seats available each semester by permission of SLS staff

Walk-In Tutoring

- Free tutoring and study groups available in selected general education courses
- Conducted by undergraduates who receive on-going training & supervision
- Hours and days vary by class. For specifics, click here (<http://learningservices.udayton.edu/tutor/schedule.html>).

Faculty and Staff Consultation

- Presentations and workshops covering topics related to learning and teaching for faculty and staff
- Assistance with implementation of learning, teaching, and student support strategies
- Individual consultation about academic needs of students with and without disabilities

Fully Integrated Resource, Support, and Transition Program- FIRST

- College transition program offered to students selected by the Office of Admissions
- A total package of academic support integrated into your regular schedule of courses
- Anchored by a 2 credit hour course, The Art & Science of Learning (UDI 175), in the fall semester
- For more information, visit the FIRST website (<http://learningsupport.udayton.edu/first>).

Online Resources

- Links to materials for use in class or individually by students: study tips and self-assessments
- GPA calculator
- Time management downloads including planners and schedules

Services for Students with Disabilities

- Individual consultation about disabilities and how best to coordinate accommodations
- Academic and testing accommodations for qualified students with disabilities
- On-going disability management advising
- Assistive technology evaluation and training
- Alternative format production

* For more information, see the Students with Disabilities section.

Supplemental Instruction- SI

- Group meetings with a student leader in addition to class.
- Assists you in mastering course material through discussion and hands-on activities

Student Consultations

- Regarding any academic issues in single or multiple sessions
- Referrals to campus and community resources
- Disability screenings

Workshops by Request

- Topics related to learning, teaching and support for student learning
- Stand-alone or series workshops

Write Place

- Offered by the LTC Office of Writing, Research & New Media
- Free peer-to-peer writing support for students
- Free Digital Drop-Off service for feedback at any stage of the writing process
- Afternoon and evening hours

Office of Student Learning Services: Students with Disabilities

The University of Dayton is committed to including all university students with disabilities as full participants in its programs, services and activities. The University complies with Section 503 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (ADAAA) of 2008.

Services for students with disabilities at the University of Dayton are provided through the Ryan C. Harris Learning Teaching Center (LTC) Office of Student Learning Services (SLS). SLS strives to ensure that students with disabilities have equitable access to opportunities at the University of Dayton so they can participate freely and actively in all facets of university life. SLS provides access to programs and services through academic, housing and testing accommodations; individual consultations; on-going disability management; and production of alternative format course materials. For students with disabilities, SLS:

- 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 access to university programs and services through reasonable accommodations to students with disabilities registered with SLS. SLS does not provide special, structured programs specifically for students with disabilities.
- Assists the university community in understanding the concept and the realities of disability and in working to eliminate barriers that limit the opportunities for students with disabilities at the University of Dayton.
- Assists the university in complying with the provisions of Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Acts (ADAAA) of 2008.

The Academic Accommodation Process

Students with disabilities are entitled to reasonable accommodations from the University of Dayton. At the post-secondary level, reasonable accommodations cannot fundamentally alter the essential functions of a course, program or service. Students asking for classroom or testing accommodations may request a Self-Identification Letter from SLS to be used as an aid in discussion of accommodations with their professors. This letter identifies recommendations for reasonable accommodations based upon consultation between the student and SLS staff to determine specific, individual needs. Since all students are ultimately responsible for their own academic achievement, the decision of whether to use recommended accommodations is the student's responsibility.

Roles and Responsibilities of Students, Faculty, and SLS Staff

Students have the right to:

- Freedom from discrimination based on their disability.
- Confidentiality of information in keeping with University policy and federal law unless otherwise requested by the student in writing.
- Equitable access to programs and services offered at the University of Dayton.
- Timely and effective implementation of reasonable accommodations.

- Support from SLS when the student has requested reasonable accommodations from a professor or staff member in a timely manner but the accommodations have not been implemented.
- File an appeal or grievance with the University of Dayton Office of Legal Affairs.

Faculty have the right to:

- Uphold the policies in the University of Dayton Student Handbook and/or academic regulations.
- Expect that all enrolled students are academically qualified and will be held to established academic and behavior standards.
- Request that a student present a current Self-Identification Letter issued by SLS.
- Consult with SLS staff regarding any concern with a student's request for reasonable accommodations or with SLS recommendations.
- Deny accommodations that are not requested in a timely fashion as outlined in published SLS guidelines.

Students have the responsibility to:

- Meet with their professors in a timely manner to discuss their request for reasonable accommodations and how those accommodations will be implemented.
- Provide professors with a copy of their current SLS Self-Identification Letter, if requested.
- Provide adequate notice for accommodation requests as outlined in published SLS guidelines.
- Fully participate with faculty, staff and SLS in the interactive process for determining and implementing reasonable accommodations.
- Use reasonable accommodations appropriately.
- Adhere to institutional standards of conduct as outlined in the "Student Standards of Behavior" published by the Office of Community Standards & Civility (<http://www.udayton.edu/studev/civility>).

Faculty have the responsibility to:

- Include a statement regarding accommodations in their course syllabus and bring this statement to the attention of students in the first class meeting of the semester. A suggested syllabus statement can be found on the SLS website under Faculty Resources.
- Evaluate students based on performance and ability, not on perception of disability or use of accommodations.
- Discuss the student's accommodation requests with the student. The professor may choose to ask the student to bring a current SLS Self-Identification Letter as an aid in this discussion.
- Contact SLS staff at 937.229.2066 (TTY 937.229.2059) if there are any concerns after meeting with the student about reasonable accommodations. Students are entitled to SLS-recommended reasonable accommodations until concerns are resolved.
- Refer students to SLS if a student brings disability documentation directly to faculty. Disability documentation should not be reviewed or kept by faculty.
- Refer students to SLS who express disability related concerns or who are struggling academically.

SLS has the responsibility to:

- Determine eligibility of a student with a disability based on appropriate disability documentation provided by a qualified professional.
- Ensure reasonable accommodations to qualified students with disabilities.
- Determine reasonable accommodations with the student and with other University officials, when necessary.
- Assist 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 Act (ADAAA) of 2008.
- Encourage the development of students' self-advocacy and self-determination skills.
- Provide confidentiality of student records according to FERPA regulations and other relevant statutes.
- Assist the university community in understanding the concept and the realities of disability and in working to eliminate barriers that limit the range of opportunities for students with disabilities at the university.
- Provide information regarding policies and procedures to students with disabilities in a timely manner and assure its availability in accessible formats upon request.

Registration with SLS

To register with SLS, please provide disability documentation from a qualified professional that substantiates a disability under Section 504 of the Rehabilitation Act of 1973 or Title III of the Americans with Disabilities Act of 1990 or the ADA Amendments Act of 2008. Visit the SLS website for more information on documentation guidelines.

Preferred format for delivery of disability documentation is via email attachment in pdf format to disabilityservices@udayton.edu. Please make sure the subject line of the email contains the student's full name and first year of enrollment at the University of Dayton.

Please contact SLS for assistance with submission with other delivery options.

Phone: 937.229.2066 TTY 937.229.2059

Email: disabilityservices@udayton.edu

University of Dayton
Office of Student Learning Services
Attn: Disability Services
300 College Park
Dayton, OH 45469-1302
Fax Number: (937) 229-3270

Privacy Rights of Parents and Students

In compliance with Section 438 of the General Education Provisions Act, the University of Dayton has published regulations designed to protect the privacy of parents and students as to the access and to the release of records maintained by the institution.

Public Safety

The Department of Public Safety seeks to provide a safe and secure environment for the entire University of Dayton community, which includes the students, faculty, staff, and visitors. The department provides police, parking, and emergency medical services to the U.D. campus

community. The Student Cadet program is also operated by Public Safety. Public Safety offices are located on the ground floor of College Park Center at 1529 Brown St.

Police

Police operations include enforcement of laws and campus regulations, criminal investigation, crime prevention, and providing for the physical security of University of Dayton property and interests. The department has primary jurisdiction for law enforcement and criminal investigation on all University of Dayton owned or controlled property, and all public property within the defined campus boundaries according to the mutual aid agreement with the City of Dayton Police Department. Police officers are all graduates of the Basic Police Academy and are sworn law enforcement officers, the same as their municipal counterparts. All full time police officers are required to maintain certification to provide emergency medical services to the campus community.

Emergency assistance is available 24 hours per day, seven days a week. Call 911 in the event of an emergency, or 229-2121 for all other assistance. (Non UD Network Phones will call the City of Dayton Police & Fire Departments when dialing 911.)

Parking Services

Parking Services is responsible for management of the University's more than 5,500 parking spaces located in over 50 parking lots, and with enforcement of parking regulations. Lots are patrolled daily by Parking Services Representatives, who issue citations to violators. The following information applies to student parking.

- Campus parking facilities are extremely limited. We recommend you determine parking availability before bringing a vehicle to campus, as on street parking is also severely restricted in the vicinity of campus.
- All vehicles parked on University of Dayton property must have a valid parking permit displayed, except during open parking hours.
- First-Year residential students will NOT be permitted to bring vehicles to campus.
- Graduate/law students and graduate assistants will be sold student parking permits.
- Commuting students will be sold permits for Lot S1.
- Students living in landlord housing within one mile of campus will be sold resident student permits.
- Resident student parking priority will be given to upper class students with the highest priority being given to students with disabilities, internships, co-op, or senior education majors.
- Information concerning permit sales will be disseminated to students annually.
- All students are required to apply online through the parking website (<http://www.udayton.edu/~safety/parking>).
- Evening students are sold N (night) permits, which are valid in Lot B at 4:15 p.m., Lots A, C, P, and S1 at 4:00 p.m. and anytime during weekends in any campus parking lot except those marked with a double letter. N (night) permits will be honored in Lot S1 anytime during the summer sessions.
- Students may contact Parking Services at (937) 229-2128, M-F 8:00 a.m.-4:30 p.m. or at parking@udayton.edu (parking@notes.udayton.edu).

Rescue Squad

The Department of Public Safety also provides around the clock emergency medical services, primarily through the support of the

University of Dayton Student Volunteer Rescue Squad. The Student Volunteer Rescue Squad is comprised of full-time undergraduate students who receive their training and equipment from the Department of Public Safety. All UD Student Rescue Squad members are nationally registered EMT-Bs 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.

Residential Living

The University of Dayton maintains a limited number of diverse housing units for graduate students. There are approximately 64 spaces for first-year law students in University housing. Housing needs of upper-class law and graduate students also may be accommodated on a space-available basis. Graduate and law students interested in University housing should contact Residence Life at 937-229-3317 upon their acceptance.

Students are advised to coordinate their housing arrangements as early as possible. If University housing is not available, information can be provided regarding private housing in the Dayton area.

Student Handbook

Each student at the University of Dayton is responsible for knowing and observing the policies, regulations, and procedures contained in the official student handbook. This publication also provides useful information on such subjects as University services, student organizations, and resource numbers.

The entire Student Handbook is available here (http://www.udayton.edu/studev/_resources/files/civility/student_handbook_2012_2013.pdf).

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.

Student Life and Kennedy Union

A variety of cultural, educational, social, and recreational activities are presented in the Union regularly to enrich and enhance academic life and foster a spirit of community. In addition, this office provides support, direction, and programming opportunities for students and officially recognized student organizations. Activities include theatrical productions, lectures, dance ensembles, and recitals and concerts by students and faculty members. Meeting rooms, a ballroom, Boll Theatre, and University vans are available for use and can be reserved

by calling 229-3333 (Kennedy Union Room 241). Information about student organizations can also be found at 229-3333 (Kennedy Union Room 241).

The John F. Kennedy Memorial Union, centrally located on the campus, offers comfortable surroundings and a variety of services for the University community.

- Lounges provide space for discussion, studying, and socializing.
- The Hanger games room on the ground-floor includes:
 - Bowling lanes
 - Pool tables
 - Lounge space
 - A cafe
 - Video game
- The ground-floor food court includes:
 - A full-service deli
 - Pizza
 - Southwest cuisine
 - Daily specials
 - Grill favorites
 - Desserts
- The Union offers:
 - Automatic teller machines
 - Display cases
 - Vending machines
 - As are student offices for:
 - The Campus Activities Board
 - Christmas on Campus
 - Daytonian Yearbook
 - Flyer News
 - Flyer TV
 - Orpheus literary magazine
 - Student Government Association
 - A lounge for commuter students
- Information Center
- Box Office
- Leadership Development Office
- KU Dining Services
- Catering Services
- Travel agency

Student Life and Kennedy Union is responsible for:

- Registering all student organization-sponsored events
- Granting recognition to all student organizations
- Providing assistance for organization advisors
- Publicity approval
- Programming the Flyer TV information channel
- Coordinating campus-wide events

The office works directly with:

- Commuter students
- Flyer News
- Flyer Radio

- Daytonian
- Orpheus
- Campus Activities Board
- Christmas on Campus
- All recognized student organizations

Women's Center

The Women's Center at the University of Dayton (937-229-5390) is an educational space which serves to enhance the climate for women and men on campus. Located on the second floor of Alumni Hall, the Center, which includes a Resource Center, gallery space, and several reservable rooms, advances the full and active participation of women students, staff and faculty who learn and work at the University of Dayton, while promoting campus and community conversations on the role of women in society and the world. The Center accomplishes this mission by facilitating and coordinating programs and initiatives which: promote the physical and psychological well being of women through education, support services and referral; provide an ongoing assessment of the campus climate for women; promote the active and full participation of UD women through service, education, mentoring, networking, and advocacy; inculcate leadership skills; address gender-related topics; provide information to the campus community on women's issues; provide a place to build a community of scholarship to advance research on women and gender; create a welcoming and safe space for persons of different racial, social, gender, religious, and cultural backgrounds; call women and men of all faiths to explore and incorporate faith-based living into their everyday lives. Connected, distinctive, and community-building, the UD Women's Center strives to promote equality, understanding, and mutual respect and to foster a strong educational community in which women and men are supported, challenged, and prepared to learn, lead, and serve. For more information on the UD Women's Center, visit <http://womenscenter.udayton.edu>.

Admission-Undergraduate

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

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

In this section:

- Application for Admission (p. 28)
- Advanced Standing by Examination (p. 28)
- Considerations for Admission (p. 29)
- High School Scholars (p. 30)
- International Students (p. 31)
- Programs for Select At Risk Students (p. 31)
- Transfer Students (p. 31)

- Veterans (p. 32)

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. The paper application has a \$50 application fee. This \$50 fee is waived if the electronic version of the Common Application or the University's application is submitted. Students are encouraged to submit applications early in their senior year

of high school. The University of Dayton has an early action deadline of December 15 and a regular decision deadline of March 1.

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

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

- The Test of English as a Foreign Language (TOEFL)
- The English Language Proficiency Test (ELPT)

- The Advanced Placement International English Language (APIEL) Examination, or
- The International English Language Testing System (IELTS).

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

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 (GED) certificate is also recognized for consideration by the admission committee.

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

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

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

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

American Studies, Art History, Communication, Criminal Justice Studies, Economics, English, Fine Arts, History, International Studies, Languages, Music, Music Therapy, Philosophy, Photography, Political Science, Psychology, Religious Studies, Sociology, Theatre, Visual Communication Design, Undeclared	4	2	1	1	1					1	6
Biochemistry4 Biology, Chemistry, Environment Biology, Premedicine Predenistry	4	2	1	1	1	1	1	1	1	1	3
Applied Mathematical Economics, Computer Science, Mathematics, Physical Science, Physics, Physics- Computer Science	4	2	1	1	1	1		1	1		4
Computer Information Systems	4	2	1	1	1	1		1	1		4
Geology, Environmental Geology	4	2	1	1	1	1		1			5

High School Scholars

The University of Dayton participates in the program established by Ohio Senate Bill 140, which allows high school juniors and seniors to enroll in college courses while still enrolled in high school, provided

space is available. This program is also known as the Post-Secondary Enrollment Options program. It is selective and limited to a specific number of students. Interested students must submit a High School Scholars Program application, available in the Office of Admission or in Dayton-area high school guidance offices in the Dayton area. A PDF

version of the application is also available on the admission website (catalog.udayton.edu/undergraduate/generalinformation/admission/highschoolsolars/%20http://www.udayton.edu/apply/pseo.php).

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 paper application has a \$50 application fee. This \$50 fee is waived if the electronic version of the Common Application or the University's application is submitted. The applicant whose native language is not English must demonstrate:

- A score of 523 (paper-based), or 70 (Internet-based) on the Test of English as a Foreign Language (TOEFL),
- A minimum score of 956 on the English Language Proficiency Test (ELPT),
- A minimum score of three (3) on the Advanced Placement International English Language (APIEL) Examination, or
- A minimum Band 6 score on the International English Language Testing System (IELTS) may be submitted in lieu of the TOEFL.

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 students applying to the School of Education and Health Sciences, are required to submit ACT, SAT, or Praxis I scores. All transfer candidates must submit official transcripts from all institutions previously attended. The dean's office of the appropriate college or school will evaluate the transcript(s) to determine the number of transferable credits. In general, all college credits earned with a "C" (2.0 on a 4.0 scale) or higher from any regionally accredited college or university will transfer and be included on the University of Dayton transcript. No credit will be given for a course in which the student earned below a "C". The evaluation to determine which courses will be accepted toward the degree will also be completed by the dean's office of the appropriate college or school.

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

Veteran Services Office

All departments at the University have been approved by the State Approving Agency for Veterans' Training. Please contact the Veterans Services Office to inquire as to whether your major is listed among those approved by the State Approving Agency. The Veteran Services Office is located in St. Mary's Hall, room 411, and will assist in processing the necessary forms for educational benefits. A student who is receiving V.A. benefits is required to complete and sign all required forms, which can be obtained through the University's Veteran Services Office. Students using veteran benefits must inform the Veteran Services Office of any changes made to major, enrollment, and registration. Failure to follow this procedure may result in cancellation of benefits by the V.A. For the conditions for good academic standing, visit Academic Standing under the Academic Information in the General Information section of the Catalog. If a student on probation fails to acquire the required cumulative grade point average at the end of the veteran's next full-time term, the benefits from the V.A. may cease.

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 undergrads are making their UD dream a reality.

In this section:

- Academic Scholarships for First Year Students (p. 32)
- Academic Scholarships for Returning Students (p. 32)
- Additional Opportunities (p. 32)
- Cancellation and Refunds (p. 33)
- Dining Services (p. 33)
- Employment (p. 34)
- Expenses (p. 34)
- Financial Aid Policy (p. 34)
- General Policy (p. 34)
- Grants (p. 34)
- Loans (p. 35)
- Other Scholarship Opportunities (p. 35)
- Payment Options (p. 35)
- Residence Life Policy (p. 35)
- Room and Board Per Term, Terms 1 and 2 August 2013-May 2014 (p. 36)
- Tuition Reductions (p. 36)
- Undergraduate Tuition and Charges August 2013-July 2014 (p. 36)

Academic Scholarships for First-Year Students

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

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

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

Application Procedure

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

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.

Additional Opportunities

Veteran Benefits

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

For additional information, visit www.gibill.va.gov (<http://www.gibill.va.gov>).

Vocational Rehabilitation

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

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

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

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

The Air Force Reserve Officers Training Corps (AFROTC) program is offered in cooperation with Wright State University by the Department of Aerospace Studies. All students who complete the General Military Course (freshman 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 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 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

Ohio War Orphans Scholarship

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

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 Residential Services website at housing.udayton.edu.

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

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

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

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

- During first week of classes 65%
- During second week of classes 30%

- During or after third week of classes 0%

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

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

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

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

All tuition refund requests and appeals must be in writing and directed to the Director of Student Accounts/Bursar.

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 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 lost 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. At the end of spring semester 50% up to a maximum of \$300 will roll over to the next school year.

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

- Standard Plan (3 blocks per day, 7 days) \$2,300.00/ semester
- Flexible Plan (debit account) \$2,300.00/ semester

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

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

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

Employment

The Federal Work-Study Program (Federally supported) provides work opportunities for full-time students who demonstrate financial need. While most work opportunities are on campus, employment is also available in local agencies and area elementary schools through the Federal Work Study Community Service Program.

University-Funded Employment (University supported) opportunities for students who do not qualify for the Federal Work-Study Program are also available.

Federal Work-Study and University-Funded student workers may work up to 20 hours per week during the school term and will receive payroll checks semi-monthly for their services. Students interested in pursuing opportunities in either of these programs should apply online at jobs.udayton.edu.

Expenses

Tuition for full-time students during the 2013-14 academic year (fall and spring terms) will total about \$35,800. Room and board on campus for this period would be approximately \$11,990 based on double room occupancy, Flexible Meal Plan, and a Flyer Express account for weekends. Books and supplies will cost approximately \$500.00 each term. In addition, the student will need funds to satisfy personal expenses and extra meals on the weekends.

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

Financial Aid Policy

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

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

The FAFSA should be submitted electronically each year (www.fafsa.gov) by March 1 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 dependent a dependent student by FAFSA definition) must possess a federal student aid PIN number. To apply for an FSA PIN, the appropriate parties should visit www.pin.ed.gov. Students are encouraged to call the Flyers First Office or Financial Aid

or meet with a Flyers First Counselor if they have questions regarding financial aid.

General Policy

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

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

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

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

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

Grants

Federal Pell Grant

The Pell Grant Program makes funds available to eligible undergraduate students who demonstrate high financial need. Apply by completing the Free Application for Federal Student Aid (FAFSA).

Federal Supplemental Educational Opportunity Grants

These federally supported, university-administered grants are provided to undergraduate students who have high financial need.

University Need Based Grant

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. A University Need Based Grant is intended to cover a portion of financial need. The Free Application for Federal Student Aid (FAFSA) is required annually for consideration.

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 call or visit the Office of Financial Aid.

Loans

Federal Perkins Loans

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

Federal Direct Loans

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

Federal 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.

Private Alternative Educational Loans

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

Other Scholarship Opportunities

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

The University will select students as nominees for scholarships offered by certain corporations, foundations, service organizations, alumni, families, and other benefactors.

Payment Options

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

Credit Cards - Payment for any University charges may be made online or by phone with MasterCard, Visa, American Express, and/or Discover.

UD Payment Option - The University offers an open credit arrangement with installment provisions. All students are eligible for this plan. Students complete a one-time Credit Account Agreement form which is automatically sent prior to the first term of enrollment. Features of the plan include:

- Four payments per semester
- Payments begin July 25 for fall term and December 27 for spring term
- Low interest charge of 1% per month on the ending balance
- No application charge and no credit review

Sallie Mae Payment Plan - The University of Dayton understands that sometimes you need some help managing your tuition bill. That's why we offer a tuition payment plan administered by Sallie Mae. The plan is a convenient, manageable payment solution that gives you the option to pay tuition in interest-free monthly installments, rather than one lump sum. The Sallie Mae tuition payment plan offers:

- More time to pay. Spread your tuition payments over a period of several months
- Interest savings. Use the plan to make monthly payments, interest free
- Convenience. You can enroll in the plan, manage your account and make payments online 24 hours a day

The tuition payment plan administered by Sallie Mae offers you the opportunity to pay your tuition, interest free, in 10 payments beginning June 1.

Go to tuitionpay.salliemae.com (<http://tuitionpay.salliemae.com>) to enroll. If you have any questions about the plan, call Sallie Mae at 1-800-635-0120 and a specialist will be happy to assist you.

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

Residence Life Policy

Each first- and second-year student (classified by a student's high school graduation year, not by the number of credit hours) under 21 years of age, unmarried, and not living at parent's/legal guardian's permanent residence within 40 miles of the University of Dayton is required to live in University housing. A completed notarized statement is required from first- and second-year students requesting to commute from a parent's/legal guardian's permanent residence.

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. Common area damage charges will be billed monthly when applicable. The same conditions shall also hold for any loss or damage to the University grounds, fixtures, furnishings, or other property provided by the University for use by the students.

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

Room and Board, per term, Terms I and II August 2013 through May 2014

Choices for First-Year Students

Founders Hall \$3445.00
 Marianist Complex \$3445.00
 Marycrest Complex \$3445.00
 Stuart Complex \$3445.00
 Single Rooms in these residence halls \$4000.00

Choices for Second Year Students

Virginia W. Kettering Suite Complex \$3445.00
 Campus South Apartments \$3445.00
 East Stewart Garden Apartments \$3445.00
 South Quad Garden Apartments \$3445.00
 819 Irving Avenue Apartments \$3445.00

Choices for Junior/Senior Students

Lawnview Apartments \$4050.00
 ArtStreet Apartments \$4050.00
 Caldwell Apartments \$4050.00
 Irving Commons Apartments \$3445.00
 1132 Irving Avenue Apartments \$4000.00
 1806 Brown Street Apartments \$4000.00
 Traditional Houses in the Student Neighborhoods \$4000.00
 New/Renovated/Sorority Houses in the Student Neighborhoods \$4200.00

Choices for Graduate/Law School Students

Plumwood Studio Apartments \$4000.00
 Plumwood Single Apartments \$4250.00
 218 L Street Efficiencies \$3445.00
 University Place Studio/Double Apartments \$4750.00
 University Place Single Apartments \$5100.00

Tuition Reductions

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

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

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

Senior Fellows

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

Undergraduate Tuition and Charges August 2013 through July 2014

Tuition Charges in Terms I and II

Full-time undergraduate student (12-18 semester hours), per term \$17,900
 3/4-time undergraduate student (8-11 semester hours), per term \$13,428
 Part-time undergraduate student (1-7 semester hours), per semester hour \$1,194
 Audit course, per undergraduate semester hour \$597

Tuition Charges in Term III

Tuition per semester hour \$1,194

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.

Academic Information-Undergraduate

In this section:

- Academic Standing (p. 37)
- Awards (p. 37)
- Class Attendance Policy (p. 43)
- Class Standing (p. 43)
- Dean's List (p. 43)
- Final Exam Policy (p. 44)
- First Year Experience Program (p. 44)
- General Requirements (p. 44)
- Grade Appeals (p. 45)
- Grades and Scholarship (p. 45)
- Graduation (p. 43)
- Honors (p. 46)
- Non-Disability Related Course Waiver Policy (p. 47)
- Student Records (p. 48)
- The Academic Honor Code (p. 48)
- Transcripts (p. 50)
- Transfer Policies (p. 47)
- Undergraduate Students in Graduate Courses (p. 50)

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.

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 - 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 Advisor Award.

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

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

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

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

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

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

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

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

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

Chemistry - American Chemical Society Analytical Award.

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

Chemistry - American Chemical Society, Division of Organic Chemistry Award to a Senior Student for a 1-year Membership.

Chemistry - American Institute of Chemists' Award.

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

Chemistry - Dupont Summer Research Fellowship 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 Carl I. Michaelis Scholarship Award to a Deserving Junior or Senior Majoring in Chemistry.

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

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

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

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

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

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

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

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

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

Communication-Debating - The Mary Elizabeth Jones Memorial Award of Excellence to an Outstanding Debator-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 Pearson Senior Book Award for Excellence in Computer Science-donated by the Addison-Wesley Publishing Company.

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

Continuing Education - The Nora Duffy Award to a Reentry 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.

Early Childhood 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.

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.

Elementary 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.

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.

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

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.

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 Reverend George J. Renneker, S.M., Award of Excellence for Outstanding Achievement in the School of Education and Health Sciences.

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 - Award of Excellence-Alumni Chair in Humanities Award for Students Writing in the Humanities Base Essay Contest.

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

Human Rights - Award of Excellence to Outstanding Senior.

Human Rights - Award of Excellence to Outstanding Junior.

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

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

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

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

International Studies - Outstanding Senior Award for International Studies.

International Studies - International Studies Peer Mentorship Award.

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

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

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

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

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

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

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

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

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

Management and Marketing - Management/Marketing Department Award for Perseverance to the Graduating Senior Majoring in Entrepreneurship, Leadership or Marketing Who Has Displayed the Most Initiative and Perseverance in Pursuing an Undergraduate Education-sponsored by the faculty of the Management and Marketing Department.

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

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

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

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

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

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

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

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

Mathematics - Senior Award for Excellence in Support of Mathematics.

Mathematics - Senior Award for Academic Excellence in Mathematics.

Mathematics - Sophomore Award for Excellence in Mathematics.

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

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

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

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

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

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

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

Mechanical Engineering Technology - The Jesse H. Wilder Award of Excellence to the Outstanding Graduating Senior in Mechanical

Engineering Technology-sponsored by the Dayton Chapter, Society of Manufacturing Engineers.

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

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

Military Science - The 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 Rev. Charles Polichek First Award of Excellence to the Outstanding Senior in Philosophy.

Philosophy - The Rev. 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, MD, 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.

Secondary 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.

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

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

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

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

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 Patrick F. Palermo Founders Fund Fellowship Award.

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

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

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

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

Class Attendance Policy

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

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

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

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

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

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

In cases where unusual circumstances combine to cause a student to miss any class time for reasons beyond the student's control (viz., personal illness, death in the immediate family, religious holidays, University-sanctioned activity, emergency limitations on commuter travel

in severe weather-related conditions), faculty members should give due diligence to reviewing the student's particular case

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

Class Standing

First-Year student: 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

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. However, undergraduate students 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 Flyers First website (<http://www.udayton.edu/flyersfirst>) .

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.

Dean's List

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

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.

The Dean's List and Dean's Recognition List can be viewed at: <http://www.udayton.edu/flyersfirst>.

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.
 - a. 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 seventeen credits per term limit covered by full-time tuition.

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

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

General Requirements

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

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

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

Students enrolled in the University as candidates for degrees should not take courses at other colleges or universities without first obtaining written permission from their respective deans. If the permission is granted, the dean will request "transient status" for such students at designated institutions. The University reserves the right not to accept credits for such courses when this procedure has not been followed.

The Bachelor of Science in Education and Health Sciences 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 in accord with the option chosen by the student. A progress report of every first-year student in each of the classes 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/NC-Satisfactory (C- or higher)/No Credit (D, F)

- Option 3-EM-Examination Credit

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. 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 from the Flyers Frist Office, 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. Replaced "P" in September 2008.
- **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.
- **R- Retaken.** An undergraduate student who receives a grade of D or F in a course taken under Option 1 at the University of Dayton may retake that course under Option 1 at the University of Dayton and remove the original D or F from the cumulative GPA. When a course has been retaken and the subsequent grade is higher than or equal to the previous grade, the previous grade will not count towards the student's cumulative GPA. The transcript will reflect this event by noting the original grade with an "E" (Grade Excluded) and the term and cumulative GPA's will be adjusted. A student may have no more than 15 semester hours of "retaken" grades. Cumulative grade point averages will reflect the changes within 30 days after the grades are posted.

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

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

Addendum to Retake Policy

When a student retakes a course which he or she has taken more than once previously, the retaken course will serve to replace both previous grades (if it is the same as or higher than each). The number of "retaken hours" will be counted as the total hours for the two courses in which the grades are replaced; e.g., if a student retakes PSY 101 in which he or she had previously earned F two times, the new passing grade will replace both Fs, but will count as 6 credit hours taken instead of 3. This student will then be able to take up to 9 additional course grades.

EM- Examination

This mark indicates University of Dayton credit given to a student on the basis either of the Advanced Placement Program of the CEEB or of examinations taken prior to or after admission to the 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. EM credit is limited to 24 semester hours (exclusive of AP and CLEP General Examination credits).

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

The University reserves the right to change the grading system.

Grade-Point Averages

Semester Grade-Point Average:

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

Cumulative Grade-Point Average:

Is the total number of cumulative quality points divided by the number of cumulative credit hours carried by the student under Option 1. If a course is repeated, the grade points for both the original grade and the new grade are computed. If a course is retaken (see R) and the subsequent grade is higher than or equal to the previous grade, the previous grade will not count towards the student's CGPA henceforth. Marks of I, K, N, IP, S, W, X, NC, and EM are disregarded in the computation of the CGPA.

Cumulative Academic Unit Grade-Point Average:

Includes only those courses completed at the University of Dayton and required for the specific degree obtained and/or approved for inclusion by the student's school or college.

Honors

1. To graduate with honors, a student must have completed a minimum of 60 semester hours at the University of Dayton and have an academic degree program grade-point average at the University of Dayton of 3.50 or higher, based on a 4.00 scale. The academic degree program grade-point average includes all courses taken at the University of Dayton under grading Option 1 and accepted as graduation credits by the student's academic unit, i.e. school or college. Determination of a student's initial honors category recognized in the graduation program is made on the basis of the student's academic record at the conclusion of the term preceding the

student's last term at the University or on the basis of the student's academic record at the conclusion of his or her last term.

2. If a student qualifies for honors or moves into a different category of honors on the basis of his or her academic degree program grade-point average, the diploma issued will note the appropriate honor category and notation will be made on the transcript and permanent record. Due to time constraints no adjustments/corrections can be made to the actual printed graduation program.
3. Honors status will be determined by the academic degree program grade-point average and will include only those courses completed at the University of Dayton. Students who transfer to the University of Dayton under the terms of an articulation agreement with a community college may be eligible for honors at graduation even if they have not completed the minimum of 60 semester hours at the University provided that they have met all terms of the articulation agreement.
4. The notation of honors is made in the commencement program, on the diploma, on the student's permanent record, and on the transcript, as follows:
 - Cum Laude- if the academic degree program grade point average is greater than or equal to 3.50 but less than 3.70
 - Magna Cum Laude- if the academic degree program grade point average is greater than or equal to 3.70 but less than 3.90
 - Summa Cum Laude- if the academic degree program grade point average is greater than or equal to 3.90
5. Any exceptions to this procedure are the decision of the dean of the student's academic unit.

Transfer Policies

Transfer of Credit Policy

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

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

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

Internal Transfer Policy

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

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

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

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.

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 which states that an educational institution must establish a written institutional policy concerning the confidentiality of student education records and that students must be notified of this statement of policy and their rights under the legislation. In accordance with the Act, students and parents of dependent students at the University of Dayton have the following rights:

1. The right to inspect and review educational records covered by the Act or personally identifiable information contained therein.
2. The right to challenge the contents of these records.
3. The right to a formal hearing, if necessary, for a fair consideration of such a challenge.
4. The right to place an explanatory note in the record in the event that a challenge of contents is unsuccessful.
5. The right to control, with certain exceptions, the disclosure of the contents of the records.
6. The right to be informed of the existence and availability of the institutional policy covering FERPA rights.
7. The right to report violations of FERPA legislation to the Department of Education.

A complete policy statement on student records in accordance with the requirements of FERPA can be found in the student handbook, published by the Office of Student Development. Copies of the policy also are available at the following University offices: Vice President for Student Development and Dean of Students, Provost, and Registrar.

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 and 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 and 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 and 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 and 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

B. Normally, the maximum penalty for a single proven case of academic dishonesty is an F in the course. No provision can then be made for the student to receive a W. Under some circumstances, such as repeated offenses, theft, intimidation, or breaking and entering, additional penalties may be imposed by the University. These penalties may include dismissal from the major, dismissal from the school or college, removal from the University Honors Program, or dismissal from the University.

C. All honor code violations, as determined by the instructor after consultation with the student, require that the chair of the department or program director in which the incident occurred be notified of the violation by the instructor. If a student accepts the instructor's accusation and/or penalty, the case will be considered resolved and no further action shall be required. The instructor shall send an Academic Dishonesty

Incident Report form to the dean(s) of the student's academic unit(s) – possible double major. If a student does not admit the violation or accept the proposed penalty, the student may contact the chair or program director in which the incident occurred and initiate an appeal process. If the appeal is decided in favor of the student, no report will be placed in the student's file. If during the appeal process the student is found responsible, the report will be placed in the dean(s)' offices of the student's academic unit(s) – possible double major. If the student transfers between academic units, all reports will be transferred to the new dean's office.

D. If a possible violation is reported after the grade for a course has been submitted, the case will be adjudicated only if the Office of the Provost determines that the alleged offense is of sufficient gravity to warrant consideration. Only matters that could reasonably result in sanctions reflected in a student's permanent record will ordinarily meet the "sufficient gravity" test in this context. The Office of the Provost shall decide on the process of adjudication

E. If a student with a possible violation withdraws, transfers, or is, for any reason, not currently enrolled at the University the University may maintain a continuing interest in, and complete the adjudication of the matter, if, in the judgment of the Office of the Provost, the matter is of sufficient gravity to warrant resolution. The Office of the Provost shall have the discretion to determine whether the adjudication will occur before or after the student's re-enrollment, and the process of adjudication.

F. A student may not graduate with an unresolved Academic Honor Code violation which, in the judgment of the Office of the Provost, is of sufficient gravity to warrant resolution. Certification for the degree will be withheld pending a final resolution of the Academic Honor Code matter. The Office of the Provost shall decide on the process of adjudication

G. If a violation is reported after a student has graduated, transferred, or otherwise terminated his or her enrollment at the University, the case will be adjudicated only if the Office of the Provost determines that the case is of sufficient gravity to warrant consideration. The Office of the Provost shall decide on the process of adjudication. In a case involving a student who has already received a degree, sanctions up to and including the revocation of a degree or certificate are possible. The Office of the Provost has the final authority to revise and implement any sanctions.

V. Appeal Procedure

A student who believes an accusation of academic honor code violation or penalty is not valid may appeal in the sequential manner listed below. If the student does not appeal the decision of the instructor, or accepts the accusation and penalty at any time during the appeal process, the Academic Dishonesty Incident Report form shall be sent to the student's dean(s) by the instructor.

A. If no resolution occurs in the private conversation with the instructor, the student may appeal to the department chair or program director in which the incident occurred. The student must submit a written account, including a detailed explanation of their actions, along with any circumstances concerning the incident. This appeal must be made within ten business days after meeting with the instructor. The chair may use reasonable means, including meeting with the instructor and student, to reach a determination on the accusation and/or penalty within thirty business days.

B. If no resolution occurs with the department chair or program director, the student has ten business days to file a written appeal to a review

committee formed by the department chair or program director in which the incident occurred. The review committee shall be composed of at least two tenured faculty and one student. The review committee will first select a chair, and then meet with the student and instructor involved on separate occasions and gather any additional evidence or information related to this appeal. The student has the right to see and hear the evidence, to question any witnesses against the student, and to present evidence and witnesses on the student's behalf. Both the student and the instructor must cooperate with the review committee. The review committee shall make known its recommendations and the reasons for its recommendations in writing to the department chair or program director, the student, and the instructor within thirty business days.

C. If the student or faculty member disagrees with the review committee's decision, either may then make an appeal to the dean of the unit in which the incident occurred. The dean must make known his or her decision, and reason(s), in writing to the student, the instructor, chair or program director, and department review committee within thirty business days.

D. A final appeal may be made to the Provost within ten business days after the dean's decision. The Provost must make known his or her decision, and reason(s), in writing to the student, the faculty member, chair or program director, dean, and review committee within thirty business calendar days. The final authority rests with the Provost.

Academic Dishonesty Incident Report (catalog.udayton.edu/undergraduate/generalinformation/academicinformation/theacademichonorcode/Academic_Dishonesty_Incident_Report.pdf)

Transcripts

A transcript of the permanent academic record is a confidential document to be released in compliance with the regulations of the Family Educational Rights and Privacy Act of 1974 as amended. The Registrar will issue transcripts upon a request signed by the student provided that no outstanding financial obligation to the University exists. All transcripts so requested require payment in advance. A complimentary transcript certificate will be given to each graduate when the official diploma is issued. For more information please visit: <http://www.udayton.edu/flyersfirst>.

Undergraduate Students in Graduate Courses

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

1. Graduate courses to count toward the undergraduate degree:
 - a. Approval must be obtained from the director of the appropriate graduate program.
2. Graduate courses to count toward the graduate degree:
 - a. Approval must be obtained from the director of the appropriate graduate program.
 - b. Unless the student has been accepted into a combined baccalaureate/master's degree program, the student must be within 15 semester hours of completing the semester-hour requirements for graduation in the undergraduate program.
 - c. Credit obtained for the graduate courses may not be counted toward both the bachelor's degree and any future master's degree unless the student has been admitted to a combined Bachelors + Masters program.

d. The undergraduate student whose status is less than full-time or 3/4-time must pay the graduate tuition rates to register in graduate courses for graduate credit.

Libraries and Research Services

The University Libraries are comprised of:

- Marian Library (p. 51)
- Roesch Library (p. 51)
- School of Law Library (p. 51)

Also in this section:

- Access to Other Resources (p. 50)
- International Marian Research Institute (IMRI) (p. 50)
- Literature Searching (p. 51)
- Research Institute (UDRI) (p. 51)
- School of Education & Health Sciences Curriculum Materials Center (p. 51)

Access to Other Resources

The University Libraries are part of Ohio's OhioLINK project, linking the library resources of over 80 of Ohio's public and private academic and public libraries, and the State Library of Ohio. A delivery system among these institutions provides rapid delivery of requested materials, usually within three days. The library is an associate member of the Center for Research Libraries, giving it access to hundreds of additional specialized collections. The library is an active member of the Library Division of the Southwestern Ohio Council for Higher Education, which furthers access to regional libraries. Graduate students also have direct, on-site borrowing privileges with all OhioLINK libraries and with nearly all of the Southwestern Ohio Council for Higher Education libraries.

International Marian Research Institute (IMRI)

Johann G. Roten, S.M., Program Director

The Marian Library/International Marian Research Institute is recognized as the largest and most comprehensive collection of materials on the Virgin Mary and as a leading center for Marian studies. Established in 1943 by the Marianists at the University of Dayton, the Marian Library comprises over 100,000 books and pamphlets which include theological, Scriptural and ecclesial documents and commentaries, biographies of Marian devotees, sermons, and Marian art. It also has collections of postcards, religious images, postage stamps, medals, rosaries, Christmas crèches, and recordings of Marian music.

A principal mission of the Marian Library is to promote research in Marian studies. The International Marian Research Institute was founded in 1975 (in affiliation with the Pontifical Theological Faculty Marianum in Rome) offering an academic program leading to the licentiate (S.T.L.) and the doctorate (S.T.D.) in theology; the master's degree in religious studies with a Marian concentration (in conjunction with the Department of Religious Studies of the University of Dayton); a certificate in Marian studies; and a guided program of studies. The academic program is organized in a three-year cycle and serves a diverse, international student population: laity (men and women), priests, and religious. While most students seek the degree in theology with specialization

in mariology, others simply wish to satisfy personal interests in Marian studies.

The Marian Library provides exhibits of Marian art, reference services, circulation of books and videos, conferences and workshops. Four publications originate at the Marian Library: Marian Library Studies, a scholarly journal of original research; Marian Studies, the journal of the Mariological Society of America; the Marian Library Newsletter, which covers current books and topics of interests; and Art and Spirituality, a series of monographs promoting personal meditation through religious art.

The Marian Library maintains the Mary Page (<http://www.udayton.edu/mary>) with extensive resources: information on art exhibits and classes, Marian ecclesial documents, FAQs, and seasonal meditations.

Literature Searching

Roesch Library subscribes to over 200 databases. These provide information in every area of study offered by the University. Most are available both on and off campus. The library also has access to several hundred additional databases from a variety of commercial database providers. Librarians work with graduate students and faculty to search these resources when appropriate. There is no charge for this service.

Marian Library

The Marian Library, located on the seventh floor of the Roesch Library, houses the world's largest collection of published materials on the Virgin Mary. Its comprehensive collection is devoted to information about and references to the Virgin Mary found in works of Scripture, doctrine, history, tradition, art, culture, spirituality, and devotion. The multi-language collection includes over 95,000 books and pamphlets (6,000 of which were printed before 1800), 165 periodicals, a clipping file of over 60,000 items, and a growing number of microforms. These works are supplemented by a Marian stamp collection, Christmas crèche collection, statues, medals, postcards, and other works of art. Publications include Marian Studies (papers given at the annual meeting of the Mariological Society of America), Marian Library Studies (original research on Marian topics), and the twice-yearly Marian Library Newsletter. The Marian Library's collections can be accessed via the University Libraries' online catalog. Hours, an explanatory video, and information on current art exhibits can be found on the Mary Page (<http://www.udayton.edu/mary/library>).

Research Institute (UDRI)

The University includes research as one of its stated purposes. In addition to faculty members in academic departments, a large staff of research scientists, engineers, and technicians conduct basic and applied research. Most of these activities are externally funded and are conducted in the laboratories of the University of Dayton Research Institute.

Several hundred students are employed in research programs in accord with the University's emphasis on integration of research and instruction. In addition to financial benefits, this research participation provides students with valuable experience and an exposure to issues at the forefront of contemporary science and engineering.

Roesch Library

Roesch Library has over 1 million print and electronic books and access to over 68,000 print and e-journals. The library is open 127 hours a week throughout much of the academic year and 24 hours per day during final exams. Research assistance is provided in a variety of forms at the Information or Research Help desks including email, IM, text, and telephone. Roesch Library provides computers, printers, copiers and scanners as well as cameras and Kindle e-book readers to borrow. Study spaces have moveable chairs and tables. On the first floor groups may connect laptops to widescreen monitors for easy collaboration. Individual and group study rooms are also available. All floors provide wireless network access for students working on laptops or mobile devices. The Libraries are one of the founding members of OhioLINK, a consortium of Ohio libraries that share resources and provide rapid access to and delivery of over 46 million items available at college and university libraries across the state. Access to the Libraries' Web page, databases, and online catalog (<http://udayton.edu/libraries>).

School of Education & Health Sciences Materials Center

The Brother Louis J. Faerber, S.M., Curriculum Materials Center (CMC) houses the SEHS's specialized education collections and is located in Chaminade Hall. Its collection includes professional education books and journals, children and young adult literature, elementary and secondary textbooks, standardized assessments, teaching aids (games & manipulatives), DVD's, CD's, videocassettes, audiocassettes, LP records, charts, material kits, and other resources. The CMC also houses research projects, theses, and dissertations completed for the SEHS'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.

School of Law Library

The University of Dayton School of Law Library is located in Joseph E. Keller Hall. Its collection contains over 181,000 volumes and 68,000 physical units of microforms. The open-stack arrangement of the Law Library permits easy access to all materials.

Interdisciplinary, Experimental and Special Areas-Undergraduate

In this section:

- Adult Degree Advancement Program (p. 52)
- Air Force Reserve Officers Training Corps (p. 52)
- Cooperative Education (p. 52)
- Core Programs (p. 52)
- Distance Learning Courses (p. 53)
- Education Abroad (p. 53)
- Experiential Education Programs (p. 54)
- Fitz Center for Leadership in Community (p. 54)
- General Studies (p. 55)
- Information Technology Facilities and Services (p. 55)

- Institute for Pastoral Initiatives (p. 55)
- Interdisciplinary Studies (p. 58)
- Office of Educational Services (p. 63)
- Pre-Law (p. 63)
- Research Institute (p. 63)
- Reserve Officers Training Corps (p. 64)
- University Honors Program (p. 64)

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 you to complete your bachelor's degree at a pace that fits nicely with your lifestyle. Day and evening classes are available. Tuition for the ADAP students is very affordable, with cost per credit hour comparable to other adult degree programs.

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

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

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

Air Force Reserve Officers Training Corps (AFROTC)

Air Force Reserve Officers Training Corps (AFROTC) is designed to create future leaders for the United States Air Force. The program is based out of the host school at Wright State University but classes are conducted on the University of Dayton campus to alleviate any transportation concerns. A wide range of scholarships-to include full tuition-are available to qualified students. For more information contact the Air Force ROTC Detachment located in Millett Hall, room 118, at Wright State University or phone (937) 775-2730 or e-mail, afrotc@wright.edu.

Cooperative Education (COP)

Cooperative education is an optional plan of full-time, on-campus study alternating with terms of full-time, off-campus paid work experience in industry, business, or government. Among the expected benefits to the student are on-the-job experience, career identification, financial assistance, and professional development. The work terms average seventeen weeks. Three full work terms are considered minimum for the program. Students are encouraged to begin their first co-op work experience after their third or fourth semester of academic study.

Placement in a job is not guaranteed since it depends on the student's qualifications and on the availability of jobs.

College of Arts and Sciences & School of Business Administration

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

School of Engineering

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

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

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

Core Programs

The University of Dayton's Core Program offers an innovative, interdisciplinary curriculum program consisting of a sequence of courses that fulfill many of the University's Common Academic Program Requirements. These courses address a common theme, "Human Values in a Pluralistic Culture," and are carefully coordinated with one another so that students experience the integrated character of the liberal arts. Extra-curricular speakers, arts events, and other activities related to course content are an important part of the program.

Core accepts approximately 150 students each year, representing 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 earn credit toward the Honors Program with Core courses.

Distance Learning Courses

The University of Dayton offers a select number of distance learning courses that can be taken as requirements for a major, a minor, or as electives. Unless otherwise stated, these are offered by University of Dayton academic departments that deliver undergraduate programs and are fully-accredited. The choices of distance learning courses available each semester varies, but is listed in the course composite for that semester. Selection of courses should be made by students in consultation with their academic advisor. Commonly students complete distance learning courses during the summer, to help accrue academic credit while living and working from home. Details about the courses should be sought from the academic department offering the course and the instructor of that course. In general most of these courses require Internet connectivity and utilize a number of online learning methods. Students should check what the requirements for each distance learning course are, how it relates to their major, and when and how the course begins. For additional information about UD's distance learning courses and programs, and how to be successful in the online learning environment, visit <http://learn.udayton.edu>.

Education Abroad

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

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

Summer Education Abroad - Interdisciplinary

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

Summer Education Abroad - Disciplinary

Summer education abroad programs which are specific to one area of study are also offered on a regular basis. Summer 2012 options included programs for business, communication, and psychology.

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

Semester/Academic-Year Education Abroad

The University of Dayton has developed partnerships and participates in exchange agreements with several overseas institutions. In addition to University of Dayton tuition, students are responsible for their room and board in the host country, international travel, and personal expenses. Most financial aid (including institutional scholarships and grants) applies to exchange programs. For the most current list of partners, visit the website (http://www.udayton.edu/international/university_initiatives/partners.php).

Other Opportunities

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

Service Abroad

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

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

Release Agreement and Travel Registration

All students participating in a university-sponsored international program must complete the Release and Agreement Form which releases the University from liability for claims including, but not limited to, injury, delay, and damage while abroad. As part of this agreement, the student agrees to abide by the University's standards of behavior while in the host country or countries. Students are also required to complete: the Health Information and Emergency Treatment Authorization Form which requests medical information; and the Behavioral Contract which outlines the institution's expectations for behavior while abroad. Depending on the program, students may need to complete the Authorization Form in order to transfer academic credit earned as part of a study abroad program to the University of Dayton.

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

exchange or non-University-sponsored program are required to register with the U.S. State Department.

International SOS

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

High Risk Travel

The University will suspend all University-sponsored and organized instructional programs in countries or specific areas within countries for which the Department of State (DOS) has issued a Travel Warning or the Center for Disease Control (CDC) has issued a Travel Health Warning. If a warning is issued after the program is underway, the University's International Response Team (IRT) will review each situation on a case-by-case basis to determine the appropriate course of action. Refunds will be evaluated on a case-by-case basis and may depend on specific service-provider refund policies.

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

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

Travel Waiver Requests: Requests for a travel waiver will be considered under limited circumstances. Waiver requests should be submitted to the Center for International Programs and include a description of the learning, service, and/or research objectives of the trip; the importance of the program to the educational, research, service, or professional development of the group or individual; the political and physical conditions at the proposed site that could impact health and safety; the level of risk to the individual or group health and safety, including the traveler(s) knowledge of the area and conditions; a description of travel conditions within the country and an evacuation plan should it become necessary; and a signed High Risk Travel Waiver/Release for each traveler.

In addition to review of the warnings in question and the required waiver, the University's CIP will seek to obtain information regarding the actions of U.S. companies and organizations in country. The CIP will also consult with relevant country experts at International SOS or other relevant

organizations in country to obtain additional information and advice on the situation. IRT members will have the opportunity to review the waiver application along with the additional information collected by the CIP and provide input. An IRT waiver review subcommittee will make the final decision regarding travel waivers. There is no appeal process for waivers that are denied.

University of Dayton's Foreign Liability Insurance - Excluded Countries

The University's commercial insurance carrier's foreign liability policy excludes some countries from the "coverage territory". Check with the CIP for a complete and up-to-date list of excluded countries.

In order for the third party insurer to consider these countries as coverage exclusion exceptions, travelers must submit to the Center for International Programs the following at least one month in advance of travel: 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 CIP will send this information to the Chair of the University of Dayton Insurance Review Committee who will seek a response from the insurance provider. The decision will be communicated to the travelers.

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 www.udayton.edu/careerservices.

Fitz Center for Leadership in Community

The mission of the Fitz Center for Leadership in Community is to initiate and sustain partnerships with urban neighborhoods and larger communities for comprehensive community building and to provide a context for connected learning and scholarship. The Fitz Center's vision is for the University of Dayton to become a national leader in the education of community builders - including students, faculty, staff, and alumni - through their participation in community building partnerships. Grounded in Catholic social teaching and Marianist ideals, the Fitz Center stimulates, coordinates, and facilitates learning and scholarship on leadership that builds and sustains community.

The Fitz Center builds on the University's and the Marianists' long experience of linking University resources to those of the Dayton community to solve regional problems, develop community leaders,

and build neighborhoods and nonprofits. Through the Fitz Center, the University has built collaborative relationships with dozens of neighborhood, community, nonprofit, and local government organizations and associations in efforts that have enriched the quality of life for thousands of citizens within Dayton and surrounding communities. These projects also have afforded meaningful learning opportunities to hundreds of students and dozens of faculty members annually.

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

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

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

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

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

The Fitz Center provides an interdisciplinary minor in family development within the College of Arts and Sciences. It also conducts research on a broad range of contemporary family and community issues and offers opportunities for the development of social science research skills through tutorials and participation in its ongoing research projects. The Center serves as a resource to local governmental, health, religious, educational, and social service agencies by evaluating programs and developing solutions to the problems of families and the communities in which they live. The Fitz Center is committed to an integrated perspective on families and communities that draws on multiple disciplines. For more

information on this minor, visit FDV in Academic Information. The Fitz Center also houses the research division of the Montgomery County Office of Family and Children First. This office is available to assist students and faculty interested in local human services issues.

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

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

General Studies (GEN)

The Bachelor of General Studies program permits students to pursue a non-traditional degree outside of any departmental major. Students can utilize the academic resources of the University to meet their individual, educational needs. For more information, click [here](#) (p. 165).

Information Technology Facilities and Services

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

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

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

Institute for Pastoral Initiatives

The Institute for Pastoral Initiatives mobilizes the resources of the University of Dayton for partnerships with the church that create and implement innovative pastoral initiatives designed to meet the needs

of the church and to articulate faith within the context of contemporary culture.

The Institute co-directs the unique Forum for Young Catechetical Leaders for students. The FORUM prepares students to be certified to become catechists in the Catholic Church. Students are introduced to outstanding catechetical leaders from around the country. Each semester students gather one Saturday a month for a full day of catechetical formation. This is the only such program in the USA in a Catholic University.

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

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

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

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

Inst for Pastoral Int-Marianist Courses

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

IPM 221. Community. 1 Hour
Exploration of the key theological principles for understanding the meaning and formation of community within the Marianist spirit.

IPM 222. Marianist Studies: Spirituality. 1 Hour
Examination of the cultivation of a life of prayer informed by Marianist spiritual traditions, particularly the role of Mary and the commitment to permanent Marianist mission.

IPM 223. Marianist Studies: Prayer. 1 Hour
MARIANIST STUDIES: PRAYER An exploration of Father William Joseph Chaminade's methods and practices of prayer with insights for individual and group prayer.

IPM 224. Marianist Studies: Social Justice. 1 Hour
An exploration for integrating the insights of Father William Joseph Chaminade with the realities of modern life in envisioning a Marianist approach to social change for the twenty-first century.

IPM 225. Marianist Studies: Leadership. 1 Hour
Exploration of how to integrate excellent leadership skills with goals and principles of the Marianist mission. Designed for those invited to hold leadership roles in the Marianist family.

IPM 226. Marianist Studies: Charism. 1 Hour
Exploration of the concept of charism focusing on the Marianist charism. Emphasis on the principles and practices of Marianist spirituality, the Marianist apostolate and its importance in forming Marianist life, and the real and potential impact of the Marianist mission on the wider Church and global community.

IPM 227. Marianist Studies: Education. 1 Hour
Advanced course in Marianist education based on a basic understanding of the Characteristics of Marianist Education (CMEs). Emphasis on the manner in which Marianist education interweaves instruction with development of persons committed to Fr. Chaminade's mission to educate in the faith and to multiply Christians.

IPM 228. Marianist Studies: Mary. 1 Hour
Survey of the roles Mary has which make her a model for believers to follow: believer, prophet, God-bearer/mother, disciple, and companion. Special attention is given to the events of her life and the life of her son Jesus. Prerequisite(s): (IPM 220, IPM 221) or permission of instructor.

Inst for Pastoral Int Courses

IPI 100. Survey of Catholic Doctrine. 1 Hour
Comprehensive survey of Catholic doctrine which systematically follows the structure of the Nicene-Constantinopolitan Creed. Prerequisite(s): Permission.

IPI 121. Conscience. 1 Hour
The steps, stages of development, and concepts concerning moral decision making as practiced within the context of the Roman Catholic faith. Prerequisite(s): IPI 100 or permission of instructor.

IPI 130. Introduction to Scripture. 1 Hour
An introductory overview of Christian scripture that is foundational for Old and New Testament online courses.

IPI 131. Introduction to Old Testament. 1 Hour
Study of contemporary Old Testament studies to learn how to read a biblical text in terms of its literary qualities and cultural influences on interpretations. Prerequisite(s): REL 210.

IPI 132. Introduction to New Testament. 1 Hour
Introduction to the New Testament with a focus on the text's cultural contexts, literary composition, theological themes, and pastoral applications. Prerequisite(s): REL 211.

IPI 180. Faith & Human Development. 1 Hour
Study of the development of Christian spirituality as part of human moral and psychological development. Prerequisite(s): Permission.

IPI 210. Introduction to Prayer. 1 Hour
Introduction to the nature and types of prayer understood and practiced in Scripture and the theological and liturgical tradition of the Roman Catholic Church. Prerequisite(s): IPI 100 or permission of instructor.

IPI 211. Prayer with Children. 1 Hour
Survey of how children develop spiritually and the best practices for teaching children techniques in prayer and developing their spiritual life. Prerequisite(s): IPI 100 or permission of instructor.

IPI 212. Introduction to Liturgy. 1 Hour
Introduction to the public and communal worship of the Church, its purpose and features, with special attention paid to the Mass and the Liturgy of the Hours. Prerequisite(s): IPI 100 or permission of instructor.

IPI 220. Catholic Social Teaching. 1 Hour
Survey of the foundations and key themes of the social teaching of the Roman Catholic Church. Prerequisite(s): IPI 100 or permission of instructor.

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

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

IPI 226. Ecclesiology: The Pilgrim Church. 1 Hour

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

IPI 227. Ecclesiology: Reframing Church. 1 Hour

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

IPI 229. Introduction to Islam. 1 Hour

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

IPI 250. Church History I. 1 Hour

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

IPI 251. Church History II. 1 Hour

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

IPI 253. History of Catholic Social Action. 1 Hour

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

IPI 254. United States & World Poverty. 1 Hour

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

IPI 260. Introduction to Catechesis. 1 Hour

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

IPI 300. Christology. 1 Hour

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

IPI 301. Mary. 1 Hour

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

IPI 302. Sacraments. 1 Hour

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

IPI 303. Sacraments of Initiation. 1 Hour

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

IPI 304. Sacrament of Marriage. 1 Hour

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

IPI 400. Advanced Catholic Social Teaching. 1 Hour

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

IPI 435. Scripture & Justice. 1 Hour

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

IPI 450. Vocation Ministry. 1 Hour

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

IPI 451. Communication & Community. 1 Hour

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

IPI 452. Collaboration in Community. 1 Hour

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

IPI 453. Pastoral Culture. 1 Hour

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

IPI 454. Leadership Ministry. 1 Hour

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

IPI 455. Administrative Ministry. 1 Hour

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

IPI 456. Church Living System. 1 Hour

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

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

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

IPI 461. Parish as a Learning Community. 1 Hour

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

IPI 462. Many Faces of Adult Learners. 1 Hour

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

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

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

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

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

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

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

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

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

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

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

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

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

IPI 481. Relational Ministry with Youth. 1 Hour

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

IPI 482. Prayer & Worship with Adolescents. 1 Hour

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

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

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

IPI 484. Planning Youth Ministry. 1 Hour

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

IPI 496. Parish & Social Action. 1 Hour

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

Interdisciplinary Studies

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

Interdisciplinary-AS Courses

ASI 100. Academic Reading & Dialogue. 3 Hours

Academic Reading and Dialogue.

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

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

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

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

ASI 150. Introduction to the University Experience. 1 Hour

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

ASI 201. Personal Value Development. 2 Hours

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

ASI 203. The Dayton Community. 3 Hours

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

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

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

ASI 228. Focus on Women. 1 Hour

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

ASI 301. Democracy & Deliberation. 3 Hours

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

ASI 305. Appalachian Studies. 3 Hours

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

ASI 320. Cities & Energy. 3 Hours

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

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

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

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

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

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

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

ASI 325. Cities & Institutions. 3 Hours

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

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

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

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

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

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

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

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

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

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

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

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

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

ASI 347. Physics & Literature. 3 Hours

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

ASI 350. Interdisciplinary Film Study. 1 Hour

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

ASI 357. Vocation & the Arts. 3 Hours

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

ASI 358. Christianity, Citizenship & Society. 3 Hours

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

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

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

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

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

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

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

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

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

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

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

ASI 390. Social Justice in Latin America. 3 Hours

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

ASI 395. Integrative Capstone Project, India. 3 Hours

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

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

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

ASI 398. Special Topics in International Development. 3 Hours

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

ASI 399. Interdisciplinary Topics. 3 Hours

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

ASI 404. Applied Study in Community Issues. 3 Hours

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

ASI 448. Seminar in Family Development. 1 Hour

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

ASI 495. Integrative Capstone Project, India Program. 0 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 110. Maximizing Your International Experience - Explore. 1 Hour

No description available.

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

The purpose of this course is to introduce student athletes to various life skills needed to successfully manage the pressures of being a student athlete. It will also help them recognize the unique demands of college student-athletes and assist them in acquiring skills, which allow them to respond to those challenges.

UDI 146. Trans College Athlete Grad. 1 Hour

No description available.

UDI 152. Student Challenges. 0.5 Hours

No description available.

UDI 164. Faith, Vocation & Leadership. 1 Hour

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

UDI 165. Chaminade Scholars. 0.5 Hours

No description available.

UDI 166. Choosing Your Career. 1 Hour

No description available.

UDI 172. Stargazing. 1 Hour

No description available.

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

Students in this course will explore topics related to learning and the brain as well as a wide variety of strategies and techniques for improving their own learning.

UDI 176. Human Rights Week Committee. 1 Hour

No description available.

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

No description available.

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

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

UDI 185. Junior Achievement Economic Education Project. 1 Hour

The Junior Achievement Program has designed introductory economic education packages to elementary classrooms. This course is a unique opportunity to do "service-learning" in the Dayton Public Schools and possibly charter schools in the vicinity. To be a JA tutor, no prior experience in economics is necessary; any college student is qualified. After training, each participant will be assigned to an area teacher (typically at the elementary or junior level) to make arrangements to present the material in 5-6 two-hour increments.

UDI 188. Technology Certification. 1 Hour

No description available.

UDI 201. UD Interdisciplinary Experience II. 6 Hours

No description available.

UDI 202. Financial Strategies/Real World. 1 Hour

No description available.

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 inquired-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 214. Peace Leadership. 1 Hour

No description available.

UDI 220. Maxie Prepare. 1 Hour

No description available.

UDI 233. Sophomore Year Experience. 1 Hour

No description available.

UDI 238. Liturgical Music Practicum. 1 Hour

No description available.

UDI 241. Literature Peace Prize. 1 Hour

No description available.

UDI 247. Introduction to Principles of Liturgy for Christian Musicians. 1 Hour

This course provides the liturgical background and knowledge for the new undergraduate music ministers.

UDI 250. Exploring Everyday Technology. 1 Hour

No description available.

UDI 251. ULD-Pear Academic Leadership. 1 Hour

No description available.

UDI 262. Sustainability Energy. 1 Hour

No description available.

UDI 265. Christian Leadership Development. 1.5 Hour

No description available.

UDI 270. Premedical Community Health Experience. 1 Hour

Many medical schools create pre-medical programs to support local students interested in pursuing a career in medicine. For instance, at Reach Out Montgomery County, UD premedical students presently attend a workshop call triage training before volunteering in at the free clinic as intake specialist. This training introduces the pre-medical student to the basics of communication and documentation as a part of the intake procedure during a provider visit as the free clinic. Vital signs, BMI, and basic screening tools are now used to capture the reason for the patient's visit. Students are assigned in pairs and in direct communication with the RN clinic supervisor as they perform initial assessment "intake" information.

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 278. Health Careers Seminar. 1 Hour

No description available.

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 310. Maxie: On-Site. 0-1 Hours

No description available.

UDI 315. The River Steward Experience I. 1 Hour

Classroom experience for First Year River Stewards. This course focuses on leadership development in the pursuit of education, experience and action within the community. Open to first year River Stewards only.

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 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 course provides a study of world wines from several perspectives (history, organoleptics, geography, and economics) to develop in the student a deeper understanding and appreciation of wine both personally and socially.

UDI 353. Project Letterpress. 0.5 Hours

Students receive intensive instruction on setting letterpress type and work on the design, printing, and cuating of a large edition of letterpress prints. Prerequisite(s): VAF253.

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

No description available.

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 programs, 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.

UDI 365. Faith, Vocation & Leadership. 1.5 Hour

No description available.

UDI 366. Challenging Faith. 1 Hour

This course explores ways of balancing social life and faith on UD's campus. Students will reflect on life experiences and discuss alcohol, sexuality, and over commitment as challenges to their faith journeys.

UDI 368. Marianist Studies in Community. 1.5 Hour

Living in intentional community will guide the students participating in the Marianist Student Community program. Student will engage in formation and dialogue concerning the Catholic and Marianist mission and identity of UD through formation in-service, prayer, and community building.

UDI 371. Art Street Experience. 1 Hour

No description available.

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, literal and artistic standpoints with the assistance of panel discussions led by faculty members from the Humanities.

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 explores 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 service learning mini-course, (approximately 13) students are selected to be the REAL Dayton. Leaders will enhance, incorporate and reflect upon servant leadership skills to be effective leaders for this fall break program. Also during course meeting time, the leaders will work as a team to develop and plan the service projects, reflection activities and educational opportunities for the REAL Dayton program. At the end of the course leaders will reflect on the service projects completed during the REAL Dayton, the effectiveness of the program for UD students and their own experience as servant leaders.

UDI 391. Civic Scholar Experience III. 1 Hour

No description available.

UDI 392. Dayton Civic Scholar. 1 Hour

No description available.

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

No description available.

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

No description available.

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

Classroom experience for Second Year River Stewards. This course focuses on leadership development in the pursuit of education, experience and action within the community. Open to Second Year River Stewards only.

UDI 419. Forum - Young Catechetical Learner. 1 Hour

No description available.

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.

BAI 150. Business Educational Planning. 1 Hour

Introduction to the School of Business Administration, the University, and educational planning.

BAI 151. Business Integration Experience. 1 Hour

Integrated introduction to major business processes and decision making.

BAI 294. Special Topics in the School of Business Administration. 3 Hours

Special Topics in the School of Business Administration.

BAI 400. Dean's Leadership Laboratory. 0-3 Hours

Leadership experience under the supervision of the Dean's office. Permission of Dean's office.

BAI 497. Laboratory Work Experience. 1-6 Hours

Under faculty sponsorship and in association with a participating industrial, commercial, educational, health-care, or governmental organization; practical experience in work associated with the student's major or minor concentration. (See internship coordinator for details.) Does not count toward major. Prerequisite(s): Permission of dean.

Office of Educational Services

The Office of Educational Services provides assistance to Catholic schools, public school districts, and other educational providers to enable school personnel to reach policy decisions based on relevant knowledge and value commitments. "Relevant knowledge" includes financial studies, needs assessments, attitude surveys, enrollment projections, and other information necessary for making intelligent decisions about specific policies. "Value commitments" include consideration of educational aims and ethical questions inherent in policy decisions. One of the priorities of the office is service to Catholic schools. Another is its effort to act as a network to link those who share/value concerns as they relate to educational policy-making. The office is located in, draws support from, and uses the resources of the School of Education and Allied Professions. For more information contact the Associate Dean, School of Education & Health Sciences.

Pre-Law

The Prelaw Program, designed to serve students from all areas of the University, provides undergraduates and alumni interested in law school with opportunities to acquire the knowledge and skills necessary for a successful legal career. While students interested in careers in law should choose their undergraduate majors to match their interests and abilities, they should also contact the Prelaw Program as early in their undergraduate careers as possible so they can receive effective prelaw advice.

The Prelaw Program, with fourteen prelaw faculty advisors, provides students with suggestions for courses that help develop skills needed for legal education, with information about the law school admission process, with aid in taking the Law School Admission Test (LSAT) including simulated tests and prep workshops, and with help in completing law school applications. In addition, the Program supports the Political Science prelaw internship, allowing students to gain valuable experience working in an attorney's office, sponsors both the undergraduate chapter of Phi Alpha Delta and a mock trial program in which students compete locally, regionally, and nationally, and offers personalized advising based on the individual student's talents, interests, and goals.

For further information concerning the Prelaw Program at the University of Dayton, students should contact the Prelaw Program in Alumni Hall, Room 124; phone (937) 229-4229.

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 professional research scientists, engineers, and technicians conduct basic and applied research. These activities are externally funded and most 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 work experience and exposure to issues at the forefront of contemporary science and engineering.

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.

University Honors Program

The University Honors Program provides curricular offerings, programming, and benefits to undergraduates who achieve and maintain superior academic records. Students earn the designation "University Honors student" in one of two ways. Entering first-year students with outstanding academic credentials are accepted into the Honors Program upon admission to the University. Students may also enter the Honors Program after their first year with a minimum 3.5 grade-point average. All University Honors students are expected to maintain at least a 3.5 GPA.

Membership in the University Honors Program requires continued progress towards one of the Honors Program-designated diplomas. Honors students complete the requirements for an Honors diploma in one of two ways: by earning 15 Honors credits and completing a six-credit Honors thesis project, or by earning 21 Honors credits without a thesis. To receive the Honors with Distinction diploma, Honors students earn 21 Honors credits and also complete the six-credit Honors thesis project.

Students are offered a selection of Honors courses each term including special sections of General Education courses. In most instances first-year University Honors students will be placed in The Freshman Writing Seminar for Honors students (ENG 114), a semester course that substitutes for a two-semester English requirement for non-Honors students. A limited number of upper class Honors courses are also available each semester. Students may also earn Honors credits through Honors-designated learning living communities, completion of the Chaminade Scholars program, or completion of the CORE program. Honors students must earn a grade of B or better for any Honors courses to count towards the Honors diploma requirements. Specific ways of earning Honors credits can be found on the Honors Program website at honors.udayton.edu. Students who meet the University Honors Program graduation requirements will earn an Honors Program-designated diploma and key.

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. All University Honors students are guaranteed a place in U.D. housing during their undergraduate career. Special Honors housing is available for a limited number of University Honors students, and upper-class University Honors students who choose to live together receive preferential treatment in the annual housing lottery. 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.

University Honors students undertaking Honors thesis projects may apply for thesis grants; outstanding projects may be eligible for funding through the Palermo Honors Program Founders Fund. Grants may also be available for Honors students who present their academic research at professional conferences. University Honors students completing at least sixty semester credit hours are eligible to apply to the Cordell W. Hull International Fellows Fund for University Honors students. Established in 1997-98, this fund awards grants to support international learning, leadership, and service projects. Finally, a limited number of upper-class awards may be made to Honors students who demonstrate academic excellence and financial need.

Directories

Search the Directories by:

- Faculty (p. 78)
- Governing and Advisory Boards (p. 64)
- Graduate Faculty (p. 64)
- Officers of the University (p. 65)
- Research Institute Staff (p. 71)

Graduate Faculty

Nearly all tenured or tenure-track faculty members at the University of Dayton, with rank of at least Assistant Professor, are members of the Graduate Faculty, as are most *Emeritus/Emerita* faculty, Distinguished Service Professors and Distinguished Professors at Large. In addition, many other individuals with appropriate experience and qualifications, both internal and external to the University of Dayton community, have been granted Graduate Faculty Status. Students should contact their Dean's office for an up-to-date list of graduate faculty in his or her academic unit.

Governing and Advisory Boards

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Vice President for Finance and Administrative Services	Thomas E. Burkhardt
Vice President for Student Development	William M. Fischer, J.D.
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Vice President for Mission and Rector	Rev. James F. Fitz, S.M.
Vice President for Facilities Management	Beth H. Keyes
Director, Campus Ministry	Crystal C. Sullivan

OFFICE OF THE PRESIDENT

Title	Name
President	Daniel J. Curran, Ph.D.
Vice President for Mission and Rector	Rev. James F. Fitz, S.M.
Executive Assistant to the President	Jane Perrich

Academic Affairs

Title	Name
Provost	Joseph E. Saliba
Assistant to the Provost	Margaret Lisjak
Faculty Hiring Coordinator	Amy Askren
Institutional Researcher for Academics	Elisa A. Bernal
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Associate Provost for Academic Affairs and Learning Initiatives and Director, Ryan C. Harris Learning-Teaching Center	Deborah J. Bickford
Associate Director, LTC, Director, Office of Writing, Research, and New Media	Stephen W. Wilhoit
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Director, University Honors Program	David W. Darrow
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Coordinator	Pattie Waugh	Assistant Dean	Cynthia T. Shafer
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		Director, Hanley Group Derivatives Trading Center	OPEN
		Director, Center for Integration of Faith and Work	Bro. Victor Forlani, S.M.
		Director, Fiore Talarico Center for Professional Selling	Tony Krystofik
		Director, Center for Leadership and Executive Development	Robert F. Smith
		Director, Business Research Group	Richard D. Stock

Director, Media Production Group	Michael R. Kurtz
Dean, School of Education and Health Sciences	Kevin R. Kelly
Director, Office of Information Technology	Josh S. Schrank
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Director, Education Field Office	Connie L. Bowman
Director, Publications	Vacant
Director, School Study Council of Ohio	Angela Dicke
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Associate Dean for Undergraduate Studies	Riad Alakkad
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Assistant Dean and Executive Director of Enrollment Management and Marketing	Claire Schrader
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Dean, University Libraries	Kathleen M. Webb
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Director, Marian Library	Thomas A. Thompson, S.M.
Executive Director, International Marian Research Institute (IMRI)	Francois Rossier, S.M.
University Archivist and Coordinator of Special Collections	Jennifer Brancato

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Accounting	Donna Street
Biology	Jayne B. Robinson
Chemical and Materials Engineering	Charles E. Browning
Chemistry	Mark B. Masthay
Civil and Environmental Engineering and Engineering Mechanics	Don Chase
Communication	Jonathan A. Hess
Computer Science	Dale Courte
Counselor Education and Human Services	Molly A. Schaller
Economics and Finance	Trevor Collier
Educational Leadership	David A. Dolph
Electrical and Computer Engineering	Guru Subramanyam
Engineering Management and Systems	Edward Mykytka
Engineering Technology	Scott Schneider
English	Shelia Hassell-Hughes
Geology	Daniel Goldman
Health and Sport Science	(Interim) Lloyd L. Laubach
History	Juan Santamarina
Languages	Francisco Penas-Bermejo
Management and Marketing	Terence Lau
MIS, Operations and Supply Management and Decision Sciences	E. James Dunne
Mathematics	Joe D. Mashburn
Mechanical and Aerospace Engineering	J. Kelly Kissock
Military Science	Daniel R. Redden
Music	Sharon D. Gratto
Philosophy	John A. Inglis
Physics	John Erdei
Political Science	Jason Pierce
Psychology	Carolyn Roecker Phelps
Religious Studies	Daniel Thompson
Sociology, Anthropology, and Social Work	Laura Leming, F.M.I.
Teacher Education	Connie L. Bowman
Visual Arts	Judith L. Huacuja

academic programs

Title	Name
American Studies	Vacant
CORE	Willaim Trollinger
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Dietetics	Vacant
Doctor of Physical Therapy	Philip A. Anloague
Electro-Optics	Partha Banerjee
Human Rights Studies	Natalie Hudson
International Studies	Marybeth Carlson
Prelaw	Laura Hume
Premedical Programs	Kathy Scheltens
Theatre	Darrell F. Anderson
Women's and Gender Studies	Rebecca S. Whisnant

university libraries

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research

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Associate Director, Research Institute	Allan S. Crasto
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Division Head, Energy and Environmental Engineering	OPEN
Division Head, Energy Technologies & Materials	Sukhjinder Sidhu
Division Head, Multiscale Composites and Polymers	Brian P. Rice
Division Head, Nonstructural Materials	Susan S. Saliba

Division Head, Structural Integrity	John J. Ruschau
Division Head, Sensor Systems	Larrell B. Walters
Head, Sustainment Technologies Integration Office	David K. Calder
Director, Contracts and Grants	Claudette M. Groeber
Administrator, Purchasing Agent and Property	Jon J. Borgwardt
Controller	Kathleen R. Wisenbach
Manager, Information Technologies	D. Kiefer Campbell
Director, Technology Partnerships	Matthew E. Willenbrink
Communication Administrator	Pamela L. Gregg

campus ministry

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Associate Director of Campus Ministry, Center for Social Concern	Nicholas Cardilino
Assistant Director of Campus Ministry, Retreats and Faith Communities	Allison Leigh
Assistant Director of Campus Ministry, Liturgy	Kathy Sales
Campus Minister	Mike Bennett
Campus Minister	Kelly Bohrer
Campus Minister	Colleen Brown
Campus Minister	Maria O. Burkett
Campus Minister	Gerald Chinchar, S.M.
Campus Minister	Teri Dickison
Campus Minister	Bridget Ebbert
Campus Minister	Lauren Farrell
Campus Minister	Katrina Hamilton
Campus Minister	Rev. LaKendra Hardware, Ph.D.
Campus Minister	Linda L. Jackson, O.P.
Campus Minister	Steve Joeegen
Campus Minister	Michelle Khawam
Campus Minister	Terri Lauer
Campus Minister	Jen Morin Williamson
Campus Minister	Katie Mathews
Campus Minister	Elizabeth Montgomery
Campus Minister	Mary Neibler
Campus Minister	James Pera
Campus Minister	Thomas Pieper, S.M.
Campus Minister	Krystle Powell
Campus Minister	Kathleen Rossman, O.S.F.
Campus Minister	Logan Rudemiller
Campus Minister	Colleen Ryan
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finance and administrative services

Title	Name
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Controller	Angela K. Buechele
Internal Auditor	Cindy Ryan
Assistant Vice President and Treasurer	Philip G. Chick
Assistant Treasurer and Tax Manager	Ann Garcia
Assistant Vice President for Finance	Thomas J. Weckesser
Director, Student Accounts and Bursar	Beth Gloekler
Director, Purchases and Business Services	Ken R. Soucy
Vice President for Facilities Management	Beth H. Keyes
Director, University Campus Planning	Richard G. Perales
Director, Legal Affairs and University Counsel	Mary Ann Poirier
Director, Institutional Reporting	Susan Sexton
Vice President for Human Resources	Joyce M. Carter
Director, Dining Services	Paula H. Smith
Executive Director, Public Safety and Chief of Police	Bruce E. Burt

Human Resources

Title	Name
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Administrative Associate to the Vice President	Kathryn A. Henry
Assistant Vice President of Human Resources	Andrea L. Zavakos
Manager, Human Resources Operations	Steven D. Perucca
Manager, Learning and Development	Celine M. O'Neill
Director, Employee & Labor Relations	M. Lee Jackson
Manager, Benefits	Elizabeth A. Schwartz
Benefits Coordinator	Teresa Hansen
Manager, Compensation	Anthony Linz
Manager, Employment & Risk Services	Jennifer G. Duwel
Director, Human Resources Information Systems	Noyra C. Valentin
HRIS Analyst	Stefanie M. Rich

student development

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Sr. Administrative Assistant	Annette Mitchell
Associate Vice President for Student Development and Dean of Students	Christine Schramm
Assistant Vice President for Health/Wellness Promotion and Director of the Counseling Center	Steven D. Muller
Assistant Vice President for Student Development	Cari S. Wallace
Assistant Dean of Students and Executive Director of Housing and Residence Life	Steven T. Herndon
Assistant Director of Residence Life, East Campus	Trent Pinto
Director of Residence Life	Christina Smith
Assistant Director of Residence Life, West Campus	OPEN
Associate Director of Housing Operations	Jim Froehlich
Associate Dean of Students and Director of Community Standards and Civility	Debra P. Monk
Assistant Director, Community Standards and Civility	Amanda Pollack
Conduct Coordinator of Community Standards and Civility	Jessica Hoelting
Assistant Dean of Students and Director of Multicultural Affairs	Patricia L. Alvarez
Assistant Director of Multicultural Affairs and Leadership Initiatives	Daria Y. Graham
Assistant Director for Student Services	Carols T. Stewart
Director, Student Life and Kennedy Union	Amy D. Lopez-Matthews
Assistant Director, Student Life	Patrick Chenault
Associate Director, Kennedy Union	Leanard A. Presock
Night Operations Manager	Allison Moon
Associate Director, Student Life	Gwyn F. Stump
Associate Director, Kennedy Union	Amy V. Lee
Assistant Director, Student Life and Kennedy Union	Christopher Johnson
Assistant Director, Kennedy Union	Brandy A. Clifford
Director, New Student Programs	Re'Shanda Grace-Bridges
Director, Greek Life and Leadership Programs	Kevin M. Cane
Assistant Director, Greek Life and Leadership Programs	Jimmy McLeod
Assistant Director, New Student Programs	Melissa T. Flanagan
Director, Campus Recreation	Melissa Longino

Sr. Associate Director, Operations and Assessment	David B. Ostrander
Assistant Director, Facility and Member Services	Mark A. Hoying
Assistant Director, Aquatics and Event Services	Amanda Rupp
Assistant Director, Adventure Recreation and Camps	Emily Wilk
Associate Director, Business Operations and Student Development	Donn W. Shade
Assistant Director, Fitness and Marketing	Johnny Chase
Medical Director, University Health Center	Mary P. Buchwalder, M.D.
Assistant Dean of Students and Director of Community Wellness Services	OPEN
Associate Director of the Counseling Center	Rebecca Cook
Assistant Director, Counseling Center	Erin W. Shiner
Director, Communications and Community Relations	Edel M. Jesse
Director, Information Technology	Brian S. Turner
Technology Support Specialist	Chris Wagner
Director of Budgets and Financial Operations	Nancy Stork
Coordinator of Assessment and Planning	Justin Keen

university advancement

Title	Name
Vice President for University Advancement	David Harper
Executive Assistant to the Vice President	Karla T. Brooks
Associate Vice President for University Advancement	Christopher Morrison
Executive Director for Corporate Fund	Derrick Dukes
Executive Director Advancement Relations	Ddanna Grant
Executive Director University Events	Paula Sideras

athletic programs and facilities

Title	Name
Vice President/Director of Athletics	Tim Wabler
Assistant to the Vice President/ Director of Athletics	Debbie Seaman
Assistant Vice President of Athletics/ Director of UD Arena and Arena Sports Complex	Tim O'Connell

Assistant Vice President of Athletics/Sports Program Administration	Mike Kelly
Associate Director of Athletics	Neil Sullivan
Associate Director of Athletics/ Director for Athletic Performance	Joe Owens
Assistant Director of Athletics for Compliance and Finance/Senior Woman Administrator (SWA)	Angie Petrovic
Assistant Director of Athletics for Corporate Development	Rob Poteat
Assistant Director of Athletics for Sports Media Relations & Information	Krystal Warren
Assistant Director of Athletics for Multimedia	Michael LaPlaca
Assistant Director of Athletics/ Frericks Center Equipment and Transportation	Ken Keck
Assistant Director of Athletics for Ticketing	Adam Tschuor
Director of Business and Student Services	Angie Russell
Director, Sports Information	Doug Hauschild
Director, Athletics/Development	Brian Tracy
Manager, Champions and Scholars Fund	OPEN
Assistant Director of Marketing/ Game Operations and Spirit	Adrienne Green
Assistant Director, Communications	Jenna Willhoit
Assistant Director, Communications	Ross Bagienski
Academic Counselor	Elizabeth Flach
Academic Counselor	Vera Gomes
Academic Counselor	Heather Hogan
Learning Specialist	Jenifer Gerard
Assistant Athletics Business Manager	Margaret Gantt
Faculty Athletics Representative	J. Michael O'Hare, Ph.D.
Basketball Strength & Conditioning Coach	Paul Ivkovich
Strength & Conditioning Coach	Mark Thobe
Head Baseball Coach	Tony Vittorio
Assistant Baseball Coaches	Matt Talarico, James Roberson
Men's Head Basketball Coach	Ryan "Archie" Miller
Assistant Men's Basketball Coaches	Allen Griffin, Kevin Kuwik, Tom Ostrom
Men's Basketball Operations Coordinator	Bill Comar
Assistant Coordinator, Basketball Operations	Eric Farrell
Women's Head Basketball Coach	Jim Jabir
Assistant Women's Basketball Coaches	Adeniyi Amadou, Shauna Green, Camryn Whitaker
Women's Basketball Operations Coordinator	OPEN
Men's Cross Country Coach	Rich Davis

Women's Cross Country Coach	Sarah Haveman
Women's Head Track & Field Coach	Jason Francis
Head Football Coach	Rick Chamberlin
Assistant Football Coaches	Landon Fox, Chris Ochs, Kevin McCoy, Kevin Hoyng, Jordan Softcheck, David Mendez
Golf Program Coordinator/Men's Head Golf Coach	Gary "Gip" Hoagland
Women's Head Golf Coach	Sally Kosters
Women's Head Rowing Coach	Mike Wenker
Men's Head Soccer Coach	Dennis Currier
Assistant Men's Soccer Coaches	Richardo Lara, David Oberholtzer
Women's Head Soccer Coach	Mike Tucker
Assistant Women's Soccer Coaches	Tiffany Hansen, Brian Jankowski
Head Softball Coach	Cara LaPlaca
Assistant Softball Coach	Sarah Harman
Men's & Women's Tennis Coach	Ryan Meyer
Assistant Tennis Coach	OPEN
Head Volleyball Coach	Matt Affolder
Assistant Volleyball Coaches	Stephanie Ross, Ryan Freeburg
Manager of Sports Medicine	Nate Seymour
Assistant Trainer	Kristin Tritt
Assistant Trainer	Phillip Wilkerson
Assistant Trainer	Steve Porterfield
Equipment & Awards Manager	Tony Caruso
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Research Institute Staff

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Amama, Placidus Bepeh (2008), Research Scientist - B.S., University of Calabar, 1992; Ph.D., Yokohama National University, 2002.

Anneken, David T. (2009), Associate Research Engineer - B.S., University of Cincinnati, 2006.

Arbuckle, Nicole B. (2009), Research Scientist - B.A., Bellarmine University, 2006; M.A., University of Dayton, 2009.

Ashbrook, Phillip A. (2006), Research Engineer - B.S., University of Dayton, 2006.

Aulds, J. Michael (1975), Senior Research Engineer - B.T., University of Dayton, 1975.

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Barklay, Chadwick D. (2007), Group Leader-Distinguished Research Scientist - B.S., Wright State University, 1987; M.S., University of Dayton, 2004; Ph.D., 2007.

Beblo, Richard V. (2010), Research Engineer - B.S., Bucknell University, 2003; M.S., University of Pittsburgh, 2007; Ph.D., 2010.

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Bogle, Andrew E. (2010), RF Electromagnetics Engineer - B.S., Michigan State University, 2001; M.S., 2004; Ph.D., 2007.

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Bowers, Drew M. (2007), Research Psychologist - B.S., University of Dayton, 2005; M.A., 2007.

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Brown, Lisa, M. (2008), Research Biologist- B.S., Marshall University, 2003; M.S., 2006.

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Chavada, Nilesh (2009), Biomass Production Engineer – B.S., Osmania University, 2006; M.S., University of Dayton, 2011.

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- Ferguson, Richard T. (1973), Fitz Center for Leadership in Community, Administrative - B.A., University of Dayton, 1973; M.A., Ohio State University, 1993.
- Ferguson, Susan M. (1990), Center for Catholic Education, Administrative - B.S., University of Dayton, 1975; M.S., 1982.
- Ferratt, Thomas W. (1986), Management Information Systems, Operations Management, and Decision Sciences, Professor, Sherman-Standard Register Professor of MIS - B.B.A., University of Notre Dame, 1968; M.B.A., Ohio State University, 1973; Ph.D., 1974.
- Figueroa, Daniel (2005), Global Languages and Cultures, Lecturer - B.A., Universidad de Concepcion, 1989; M.Ed., Wright State University, 2004.
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- Flach, Lawrence (1989), Chemical and Materials Engineering, Professor - B.Sc., University of Cape Town, 1980; M.Sc., 1982; Ph.D., University of Colorado, 1989.
- Flanagan, Melissa T. (1989), Student Activities, Administrative - B.S., Western Illinois University, 1986; M.A., Bowling Green State University, 1988.
- Fleischmann, Ellen L. (1998), History, Associate Professor - B.A., Wesleyan University, 1977; Ph.D., Georgetown University, 1996.
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- Friese, Carl F. (1992), Biology, Associate Professor - B.S., University of Connecticut, 1982; M.S., University of Rhode Island, 1984; Ph.D., Utah State University, 1991.
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- Greenlee, Janet S. (1999), Accounting, Associate Professor - B.S., 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.
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- 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.
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- Jennings, Glenna (2013), Visual Arts, Assistant Professor - B.A., Pepperdine University, 1995, 1995; B.F.A., Art Center College of Design, 2004; M.F.A., University of California, 2010.
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- John, Barbara H. (2002), Economics and Finance, Lecturer - B.A., Dartmouth College, 1977; M.A., University of Colorado at Boulder, 1985.
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- Johnson, Kelly S. (2002), Religious Studies, Associate Professor - B.A., University of Notre Dame, 1986; M.A., 1987; Ph.D., Duke University, 2001.
- Johnson, Patricia A. (1979), Philosophy, Professor - B.A., Eckerd College, 1967; M.A., Columbia University, 1969; M.A., University of Toronto, 1974; Ph.D., 1979.
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- Jones, Jeffrey C. (2002), Visual Arts, Associate Professor - B.F.A., University of Tennessee at Chattanooga, 1998; M.F.A., University of Cincinnati, 2000.
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- Kanet, John J. (2002), Management Information Systems, Operations Management, and Decision Sciences, Professor, Niehaus Chair in Operations Management - B.S., Lehigh University, 1967; M.B.A., Loyola College, 1971; Ph.D., Pennsylvania State University, 1979.
- Kango-Singh, Madhuri (2009), Biology, Assistant Professor - B.S., Vikram University, 1989; M.S., Devci Ahilya University, 1991; Ph.D., 1997.
- Kargl, Kathleen W. (2013), Visual Arts, Lecturer – B.S., University of Dayton, 1992.
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- Katsuyama, Ronald M. (1973), Psychology, Associate Professor - B.S., University of California, 1966; Ph.D., Vanderbilt University, 1977.
- Kavanaugh, Jeffrey L. (2003), Biology, Lecturer - B.S., University of Kansas, 1984; M.S., 1988; Ph.D., Virginia Polytechnic Institute, 1998.
- Kearns, Robert J. (1984), Biology, Professor - B.S., Washington State University, 1968; M.S., 1975; Ph.D., 1978; M.T. (ASCP), 1971.
- Kebede, Messay (1998), Philosophy, Professor - B.A., University of Grenoble, France, 1971; M.A., 1973; Ph.D., 1976.
- Keen, Virginia (2007), Mathematics, Assistant Professor - B.A., Western Michigan University, 1972; M.A., 1975; Ph.D., Michigan State University, 1994.
- Kelly, Katherine L. (2010), Library, Assistant Professor - B.S., Ohio University, 2008; M.S., Syracuse University, 2010.
- Kelly, Mary Kay (2005), Teacher Education, Associate Professor - B.A., College of St. Benedict, 1987; B.S., University of Minnesota, 1990; M.Ed., Miami University, 1996; Ph.D., 2001.
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- Kimbrough, R. Alan (1969), English, Professor - B.A., Carthage College, 1965; A.M., Brown University, 1966; Ph.D., 1974.
- King, Wesley C., Jr. (1996), Management and Marketing, Professor - B.B.A., Valdosta State College, 1975; J.D., University of Georgia, 1983; Ph.D., 1988.
- Kinnucan-Welsch, Kathryn (1997), Teacher Education, Professor - B.A., University of Illinois at Urbana-Champaign, 1971; M.A., Western Michigan University, 1988; Ed.D., 1995.
- Kirschman, Keri (2005), Psychology, Associate Professor - B.A., Denison University, 1997; M.A., University of Kansas, 1999; Ph.D., 2003.
- Kissock, John K. (1995), Mechanical and Aerospace Engineering, Professor - B.S., University of Colorado, 1982; M.S., Washington University, 1989; Ph.D., Texas A&M University, 1993.
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- Kowalski, Theodore J. (2000), Educational Leadership, Professor, Kuntz Chair in Educational Leadership - B.S., Indiana State University, 1965; M.S., 1968; Ph.D., 1971.
- Kozak, Michael J. (2013), School of Engineering, Lecturer - B.S., University of Akron, 1982; M.S.M.E., University of Cincinnati, 1986; Reg. Prof. Engr.
- Kozar, Rev. Joseph F., S.M. (1985), Religious Studies, Assistant Professor - B.A., University of Dayton, 1969; M.A., 1973; M.Div., University of St. Michael's College, Toronto, 1976; Ph.D., 1989.
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- Masthay, Mark (2006), Chemistry, Associate Professor - B.A., University of California, San Diego, 1978; M.S., University of California, Riverside, 1984; Ph.D., Carnegie Mellon University, 1988.
- Mathes, Constance R. (1989), Teacher Education, Clinical Faculty - B.A., Wright State University, 1973; M.Ed., 1980.
- Mathews, Jay (2013), Physics, Assistant Professor – B.S., Colorado State University, 2007; M.S., Arizona State University, 2010; Ph.D., 2011.

- McCombe, John P. (2001), English, Professor - B.S., University of Pittsburgh, 1987; M.A., 1996; Ph.D., Ohio State University, 2000.
- Mc Cue, Lesley A. (2012), Teacher Education, Teacher in Residence – B.A., Notre Dame College, 2004; M.Ed., Wright State University, 2009; Ph.D., University of Dayton, 2012.
- McCutcheon, James R., III (1997), Music, Artist-in-Residence - B.S., University of Dayton, 1973; B.M., Wright State University, 1978; M.M., 1991.
- McEwan, Ryan (2008), Biology, Assistant Professor - B.S., University of Kentucky, 1999; M.S., 2002; Ph.D., Ohio University, 2006.
- McGreal, Paul E. (2011), Law, Professor – B.A., Williams College, 1989; J.D., Southern Methodist University, 1992; LL.M., Yale, 1994.
- McGrew, Allen J. (1995), Geology, Associate Professor - B.A., Earlham College, 1983; M.S., Stanford University, 1987; Ph.D., University of Wyoming, 1992.
- McLeod, Alexis (2009), Philosophy, Assistant Professor - B.A., University of Maryland, 2002; M.A., University of Oklahoma, 2005; Ph.D., University of Connecticut, 2009.
- Meek, William (2009), Management and Marketing, Assistant Professor - B.S., Bradley University, 2003; M.B.A., 2004.
- Merithew, Caroline A. (2002), History, Associate Professor - B.A., University of Missouri, 1990; M.A., University of Illinois at Urbana-Champaign, 1994; Ph.D., 2000.
- Merriman, Harold L. (2006), Health and Sport Science, Associate Professor - B.A., Atlantic Union College, 1982; Ph.D., Loma Linda University, 1990; M.P.T., Andrews University, 1997.
- Miller, Dan E. (1978), Sociology, Anthropology, and Social Work, Professor - B.S., University of Iowa, 1970; M.A., 1972; Ph.D., 1979.
- Miller, Nancy A. (2002), Political Science, Associate Professor - B.A., Clemson University, 1995; M.A., Rice University, 2000; Ph.D., 2002.
- Miller, Sheila (2004), Law, Professor of Lawyering Skills - B.A., Miami University, 1983; J.D., University of Cincinnati, 1987.
- Miller, Tracy K. (2002), Management and Marketing, Lecturer - B.S.B.A., Ohio State University, 1985; M.L.H.R., 1986.
- Miller, Vincent (2009), Religious Studies, Professor & Gudorf Chair in Catholic Theology- M.A., University of Notre Dame, 1990; Ph.D., 1997.
- Mohan, Nancy (1987), Economics and Finance, Associate Professor - B.S., Indiana University, 1975; M.B.A., Wright State University, 1977; Ph.D., University of Cincinnati, 1986.
- Monk, Debra P. (1999), Residential Programs, Administrative - B.A., University of North Carolina at Charlotte, 1993; M.A., University of Dayton, 1995.
- Montoya, R. Matthew (2008), Psychology, Assistant Professor - B.A., University of California, Berkeley, 1996; M.A., University of Massachusetts/Dartmouth, 1998; Ph.D., University of North Carolina at Chapel Hill, 2004.
- Moon, Donald L. (1974), Electrical and Computer Engineering and Electro-Optics, Professor - B.S.E.E., West Virginia Institute of Technology, 1963; M.S.E.E., University of Toledo, 1966; Ph.D., Ohio State University, 1974.
- Moore, Cecilia A. (1996), Religious Studies, Associate Professor - A.B., Sweet Briar College, 1988; M.A., University of Virginia, 1991; Ph.D., 1996.
- Morgan, Thomas L. (2006), English, Associate Professor - B.A., University of Oregon, 1993; M.A., University of Buffalo, 1999; Ph.D., 2004.
- Morman, Paul J. (1990), History, Professor - 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.
- Morris III, Willie L. (1993), Music, Associate Professor - B.M.E., East Carolina University, 1982; M.A., Stephen F. Austin State University, 1984; D.M.A., University of Missouri at Kansas City Conservatory of Music, 1996.
- Mosher, Arthur D. (1994), Global Languages and Cultures, Associate Professor - B.A., Wheaton College, 1971; M.A., Syracuse University, 1975; Ph.D., University of Massachusetts, 1979.
- Mosser, Kurt (1992), Philosophy, Associate Professor - B.A., Southern Methodist University, 1979; M.A., University of Chicago, 1982; Ph.D., 1990.
- Moulin, Eugene K. (1968), Counselor Education and Human Services, Professor - B.A., Mount Union College, 1956; M.E., Kent State University, 1959; Ph.D., University of Toledo, 1968.
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- Mueller-Hansen, Karolyn (2009), Biology, Assistant Professor - B.S., Pennsylvania State University, 1980; M.S., Drexel University, 1984; Ph.D., University of Delaware, 1990.
- Mundew, Leslie M. (2002), Economics and Finance, Lecturer - B.S., Ohio State University, 1979; M.B.A., Harvard University, 1984.
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- Myszka, David H. (1989), Mechanical and Aerospace Engineering, Associate Professor - B.S.M.E., State University of New York at Buffalo, 1985; M.S.M.E., 1989; M.B.A., University of Dayton, 1996; Ph.D., 2009; Reg. Prof. Engr.
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- Nickell, Philip K. (2011), Biology, Lecturer – B.S., Wright State University, 2002; M.S., Wright State University, 2004; Ph.D., University of Notre Dame, 2011.
- Nielsen, Mark G. (2001), Biology, Associate Professor - B.A., Oberlin College, 1988; Ph.D., Stanford University, 1994.
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- Oldenski, Thomas, S.M. (1994), Educational Leadership, Associate Professor - B.A., University of Dayton, 1972; M.Ed., Boston College, 1975; M.A., Western Michigan University, 1978; Ed.S., University of Dayton, 1984; Ph.D., Miami University, 1994.
- O'Mara, Erin M. (2011), Psychology, Assistant Professor – B.A., Quinnipac University, 2003; M.A., Northern Arizona University, 2005; Ph.D., University of Tennessee, 2011.
- Ordóñez, Raúl, E. (2001), Electrical and Computer Engineering, Professor - B.S., Monterrey Institute of Technology, 1994; M.S., Ohio State University, 1996; Ph.D., 1999.
- Orji, Cyril (2005), Religious Studies, Associate Professor - B.A., University of Ibadan, 1990; M.Div., Dominican House of Studies, 1994; M.Ed., North Dakota State University, 2003; Ph.D., Marquette University, 2005.
- Pair, Donald L. (1991), Geology, Professor - B.S., St. Lawrence University, 1983; M.Sc., University of Waterloo, 1986; Ph.D., Syracuse University, 1991.
- Pan, Yue (2003), Management and Marketing, Associate Professor - B.A., Tsinghua University, 1996; B.Eco., 1996; M. Eng., 1998; Ph.D., University of Georgia, 2003.
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- Pautz, Michelle (2008), Political Science, Assistant Professor - B.A., Elon University, 2003; M.A., Virginia Polytechnic Institute, 2005; Ph.D., 2008.
- Payne, Michael A. (1977), Philosophy, Associate Professor - B.A., Xavier University, 1966; M.A., Boston College, 1970; Ph.D., University of Georgia, 1972.
- Pedrotti, Leno M. (1987), Physics, Professor - B.A., Wright State University, 1981; Ph.D., University of New Mexico, 1986.
- Peñas-Bermejo, Francisco J. (1991), Global Languages and Cultures, Professor - B.A., Universidad Complutense, 1984; M.A., University of Georgia, 1986; Ph.D., 1991.
- Penno, Robert P. (1987), Electrical and Computer Engineering, Associate Professor - B.S.M.E., Rose-Hulman Institute of Technology, 1971; M.S.E.E., 1984; Ph.D., University of Dayton, 1987.
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- Peters, Jonathan (2013), Communication, Assistant Professor – B.S., Ohio University, 2007; J.D., The Ohio State University, 2010; Ph.D., University of Missouri, expected August 2013.
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- Plungis, Joan (2006), Library, Associate Professor - B.A., Ohio State University, 1974; M.A., Case Western Reserve University, 1977; M.L.S., Indiana University, 1988.
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- Ren, Dan (2013), Mathematics, Assistant Professor – B.S., Beijing Normal University, 2004; M.A., 2006; M.S., New Mexico State University, 2008; Ph.D., Boston University, 2013.
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- Rice, Frances E. (1999), Library, Associate Professor - B.A., University of Dayton, 1976; M.B.A., 1987; M.L.S., Kent State University, 1996.
- Richards, Stephen B. (2000), Teacher Education, Associate Professor - B.A., University of North Carolina at Chapel Hill, 1976; M.A., East Carolina University, 1979; Ed.D., Florida Atlantic University, 1999.
- Richards, William M. (1970), Philosophy, Professor - B.A., LeMoyne College, 1966; Ph.D., Georgetown University, 1970.
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- Ritterhoff, Kimberly A. (2011), Health and Sport Science, Lecturer – B.S., Ohio University, 2003; M.S., Wright State University, 2011.
- Roberts, William P. (1980), Religious Studies, Professor - 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.
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- Rodgers, Linda V. (1998), Counseling Center, Administrative - B.A., Mt. Mary College, 1989; M.S., University of Wisconsin-Milwaukee, 1991; Ph.D., 1998.
- Rodriguez, Dario N. (2012), Psychology, Lecturer – B.A., University of Dayton, 2006; M.A., University of Dayton, 2008; Ph.D., John Jay College of Criminal Justice & the Graduate Center, 2012.
- Roecker Phelps, Carolyn E. (1995), Psychology, Associate Professor - B.S., University of Illinois, 1984; M.S., Illinois State University, 1990; Ph.D., University of Iowa, 1994.
- Rogero, Leroy H. (2008), Accounting, Lecturer - B.S., University of Dayton, 1968; M.S., 1971.
- Roten, Rev. Johann G., S.M. (1987), International Marian Research Institute, Administrative - B.Ed., Ecole Normales des Instituteurs, Sion, 1963; B.A., College of St. Michel, Fribourg, 1962; S.T.L., University of Fribourg, 1969; Lic.Phil., 1972; S.T.D., Pontifical Theological Faculty Marianum in Rome, 1987.
- Rowe, John J. (1977), Biology, Professor - B.S., Colorado State University, 1968; M.S., Arizona State University, 1971; Ph.D., University of Kansas Medical Center, 1975.
- Roy, Haimanti (2013), History, Assistant Professor – B.A., Presidency College, 1996; M.A., Jawaharlal Nehru University, 1998; Ph.D., University of Cincinnati, 2006.
- Ruggiero, John G. (1995), Economics and Finance, Professor, Edmund B. O'Leary Chair in Economics - B.A., State University of New York at Cortland, 1988; M.A., Syracuse University, 1992; Ph.D., 1995.
- Rush, Tobias W. (2011), Music, Assistant Professor – B.A., Adams State College, 1996; M.M., University of Northern Colorado, 1998; D.A., University of Northern Colorado, 2007.
- Russo, Charles J. (1996), Educational Leadership, Joseph Panzer Professor of Education - B.A., St. John's University, 1972; M.Div., Seminary of the Immaculate Conception, 1978; J.D., St. John's University School of Law, 1983; Ed.D., St. John's University Graduate School of Education and Human Services, 1989.
- Sableski, Mary (2012), Teacher Education, Clinical Faculty – B.S., University of Dayton, 1998; M.S., University of Dayton, 2001; Ph.D., The Ohio State University, 2007.
- Saintignon, Paula L. (1983), Mathematics, Lecturer - B.S., Bowling Green State University, 1978; M.S., University of Dayton, 1982.
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- Salih, Jusuf (2012), Religious Studies, Assistant Professor – B.A., Marmara University, 1994; M.A., Marmara University, 1997; M.A., University of Virginia, 2006; Ph.D., University of Virginia, 2011.
- Salisbury, William D. (2002), Management Information Systems, Operations Management, and Decision Sciences, Assistant Professor - B.B.A., Ohio University, 1986; M.B.A., Miami University, 1988; Ph.D., University of Calgary, 1996.
- Sandhu, Sarwan S. (1980), Chemical and Materials Engineering, Professor - B.Sc., Panjab University, 1961; B.S.Ch.E., 1966; M.S.E., University of New Brunswick, 1970; D.I.C., Imperial College, University of London, 1973; Ph.D., University of London, 1973.
- Sandy, Michael R. (1987), Geology, Professor - B.S., Queen Mary College, University of London, 1980; Ph.D., 1984.
- Santamarina, Juan C. (1997), History, Associate Professor - B.A., University of Wisconsin-Madison, 1989; Ph.D., Rutgers University, 1995.
- Sanyal, Tamisra (2009), Computer Science, Lecturer - B.S., University of Calcutta, 1973; M.S., India Institute of Technology Kanpur, 1976; M.Tech., 1976; M.S., University of Rochester, 1983.
- Sarangan, Andrew M. (2000), Electro-Optics, Professor - B.A.Sc., University of Waterloo, 1991; M.A.Sc., 1993; Ph.D., 1996.
- Scantlin, Ronda M. (2002), Communication, Associate Professor - B.A., Bethany College, 1992; M.A., University of Kansas, 1995; Ph.D., University of Texas-Austin, 1999.
- Schaller, Molly A. (1989), Counselor Education and Human Services, Associate Professor - B.A., Ohio State University, 1987; M.S., Miami University, 1989; Ph.D., Ohio University, 2000.
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- Sexto, Laura Elizabeth (2012), History, Lecturer – B.A., University of California Santa Cruz, 1997; M.A., New York University, 2002; Ph.D., University of California, Irvine, 2012.
- Sexton, Maureen (2005), English, Lecturer - B.A., University of Dayton, 1995; M.A., 2002.
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- Sievers, David A. (2009), Music, Artist-in-Residence - B.M.A., Washington State University, 1994; M.M.A., Boise State University, 1996; D.M., Indiana University, 2009.
- Simon, Julie (2010), Mathematics, Lecturer - B.A., Wellesley College, 1983; Ph.D., University of Illinois, 1989.
- Singh, Amit (2007), Biology, Associate Professor - B.S., H.P. University, 1988; M.S., Devi Ahilya University, 1990; Ph.D., 1995.
- Skill, Thomas D. (1984), Communication, Professor - B.A., State University of New York at Buffalo, 1978; M.A., 1980; Ph.D., 1984.
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- Song, Yong (2008), Physics, Lecturer - B.S., University of Science and Technology of China, 1996; M.S., 1999; M.S., University of Cincinnati, 2001; Ph.D., 2008.
- Sparks, John R. (1995), Management and Marketing, Associate Professor - B.B.A., West Texas State University, 1988; Ph.D., Texas Tech University, 1995.
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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., Texas A&M University, 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., Ohio State University, 1985; Ph.D., Temple University, 1993.

Todd, Adam G. (2010), Law, Associate Professor of Lawyering Skills - B.A., Brown University, 1983; J.D., Rutgers School of Law, 1990.

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., University of Dayton, 2008.

Trick, Kimberly A. (1994), Chemistry, Lecturer - B.Ch.E., University of Dayton, 1984; M.S., 1988; Ph.D., 1994.

Trohalaki, Steven (2013), Chemistry, Visiting Assistant Professor – B.S., State University of New York, Albany, 1979; Ph.D., 1987.

Trollinger, Susan (2007), English, Associate 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), Visual Arts, Lecturer – B.A., Hampshire College, 1998; Ph.D., Stanford University, 2011.

Tsonis, Panagiotis A. (1989), Biology, Professor - B.S., Patras University, 1977; M.S., Nagoya University, 1980; Ph.D., 1983.

Turner, Daniel A. (2012), Chemistry, Visiting Assistant Professor – B.A., Capital University, 2006; Ph.D., The Ohio State University, 2012.

Uhlman, Todd (2009), History, Lecturer - B.A., Indiana University, 1998; Ph.D., Rutgers University, 2008.

Untener, Joseph A. (1987), Engineering Technology, Professor - B.M.E., General Motors Institute, 1984; M.S., Purdue University, 1985; Reg. Prof. Engr.

- Usman, Mohammad (2007), Mathematics, Associate Professor - M.S., Ohio University, 2001; M.A., 2001; Ph.D., University of Cincinnati, 2007.
- 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.
- Van Zandt, Victoria (2005), Law, Associate Professor of Lawyering Skills - B.A., Ohio State University, 1991; J.D., University of Dayton, 1996.
- Valenzano, Joseph M. III (2011), Communication – B.A., Providence College, 2000; M.A., University of Maine, 2002; Ph.D., Georgia State University, 2006.
- Velasquez, Ernesto (2009), Philosophy, Assistant Professor - B.A., University of Illinois at Chicago, 1998; M.A., University of Hawaii at Manoa, 2000; Ph.D., State University of New York at Buffalo, 2009.
- Venard, Paul (2007), Law Library, Associate Professor - B.S., John Carroll University, 1997; J.D., Kent State University, 2001; M.L.I.S., 2005.
- Ventura, Renato (2010), Global Languages and Cultures, Assistant Professor - B.A., Trinity College, 2003; M.A., University of Connecticut, 2006; Ph.D., University of Connecticut, 2011.
- 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, 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, Associate Professor - B.A., Ohio State University, 1975; M.A., 1979; Ph.D., 1985.
- Walter, Beth A. (2013), Communication, Lecturer – B.A., Carlow University, 1996; M.A., Duquesne University, 2004; Ph.D., expected 2014.
- Walters, Glenn R. (1997), Communication, Media Executive-in-Residence - B.A., Denison University, 1952; M.A., University of Dayton, 1986.
- Wang, Fukuo Albert (2005), Economics and Finance, Associate Professor - B.A., National Taiwan University, 1982; M.B.A., University of North Carolina, 1989; Ph.D., 1994.
- 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, Assistant Professor - B.A., Western Washington University, 1997; M.A., University of Washington, 2000; Ph.D., 2008.
- Watras, Joseph L. (1979), Teacher Education, Professor - B.A., Boston University, 1965; M.Ed., University of Hawaii, 1969; Ph.D., Ohio State University, 1972.
- 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.
- 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., Ohio State University, 2007; L.L.M., Capital University, 2010.
- Welkener, Michele (2008), Counselor Education and Human Services, Assistant 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.
- Westendorf, Thomas J. (1982), Office of the Registrar, Administrative - B.S., University of Dayton, 1978; M.B.A., 1986.
- 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), Visual Arts, Associate Professor - B.S., University of Delaware, 1983; M.F.A., Tyler School of Art of Temple University, 1993.
- Whitaker, Joel A. (1993), Visual Arts, 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), Visual Arts, Associate Professor - B.A.Ed., 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, Martha L. (2006), Global Languages and Cultures, Lecturer - B.A., State University of New York, 1965; M.S., Wright State University, 1985; M.A., Georgia State University, 1975.

- 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, Assistant 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., 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.
- Wolff, Robert L. (1958), Engineering Technology, Professor - B.S., University of Dayton, 1959; M.B.A., Xavier University, 1967.
- Work, Nicola (2009), Global Languages and Cultures, Assistant 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, Associate 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 – Associate Degree, Kettering College of Medical Arts, 1969; 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.
- Yao, Zhongmei (2009), Computer Science, Assistant Professor - B.E., Donghua University, 1997; M.S., Louisiana Tech University, 2004.
- Yengulalp, Lynne (2009), Mathematics, Assistant Professor - B.S., Miami University, 2001; M.S., 2003.
- Yocum, Sandra (1992), Religious Studies, Associate Professor - B.A., University of Oklahoma, 1976; Ph.D., Marquette University, 1987.
- Yoder, Donald D. (1989), Communication, Associate Professor - B.S., Iowa State University, 1973; M.A., University of Nebraska-Lincoln, 1975; Ph.D., Ohio State University, 1982.
- Young, Pamela R. (2011), Educational Leadership, 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 and Systems, Assistant Professor – B.S., United States Air Force Academy, 1983; M.S., George Mason University, 1988; Ph.D., Air Force Institute of Technology, 1995.
- Zamierowski, Edward E., S.M. (1974), Fitz Center for Leadership in Community, Administrative - B.S.E., University of Dayton, 1955; M.S., Ohio State University, 1960; Ph.D., University of Nairobi, 1973.
- Zargham, Mehdi (2013), Computer Science, Professor – B.Sc., Computer College/School of Planning and Computer Application, 1977; M.Sc., Michigan State University, 1980; Ph.D., 1983.
- Zhan, Qiwen (2002), Electro-Optics, 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, Assistant 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.
- Zink, Julie (2006), Law, Professor of Lawyering Skills - B.A., Wright State University, 1996; J.D., University of Dayton, 1999.
- Zois, Catherine J. (1998), Psychology, Associate 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.

Undergraduate - Common Academic Program

The Common Academic Program (CAP) is the portion of the curriculum shared by all undergraduate students, starting with the entering class in 2013. It embodies seven UD learning goals: scholarship, faith traditions, diversity, community, practical wisdom, critical evaluation of our times, and vocation. The courses challenge students and faculty to link aspects of their own lives, majors, and careers to a broader world. Students' unique learning experiences promote knowledge, skills and dispositions through engaging, developmental, and integrated courses and experiences that are necessary for 21st Century graduates.

Learning Outcomes

- Scholarship:** All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community based work intended for public presentation and defense.
- Faith traditions:** All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative, and critical inquiry regarding major faith traditions. Students will be familiar with the basic theological understandings and central texts that shape Catholic beliefs and teachings, practices, and spiritualities. Students' abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.
- Diversity:** All undergraduates will develop and demonstrate intellectually informed, appreciative, and critical understanding of the cultures, histories, times, and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference. Students' understanding will reflect scholarly inquiry, experiential immersion, and disciplined reflection.
- Community:** All undergraduates will develop and demonstrate understanding of and practice in the values and skills necessary for learning, living, and working in communities of support and challenge. These values and skills include accepting difference, resolving conflicts peacefully, and promoting reconciliation; they encompass productive, discerning, creative, and respectful collaboration with persons from diverse backgrounds and perspectives for the common purpose of learning, service, and leadership that aim at just social transformation. Students will demonstrate these values and skills on campus and in the Dayton region as part of their preparation for global citizenship.
- Practical wisdom:** All undergraduates will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge, values, and skills in their chosen profession or major course of study. Starting with a conception of human flourishing, students will be able to define and diagnose symptoms, relationships, and problems clearly and intelligently, construct and evaluate possible solutions, thoughtfully select and implement solutions, and critically reflect on the process in light of actual consequences.

6. Critical evaluation of our times: Through multidisciplinary study, all undergraduates will develop and demonstrate habits of inquiry and reflection, informed by familiarity with Catholic Social Teaching, that equip them to evaluate critically and imaginatively the ethical, historical, social, political, technological, economic, and ecological challenges of their times in light of the past.

7. Vocation: Using appropriate scholarly and communal resources, all undergraduates will develop and demonstrate ability to articulate reflectively the purposes of their life and proposed work through the language of vocation. In collaboration with the university community, students' developing vocational plans will exhibit appreciation of the fullness of human life, including its intellectual, ethical, spiritual, aesthetic, social, emotional, and bodily dimensions, and will examine both the interdependence of self and community and the responsibility to live in service of others.

Requirements

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹	12
HST 103 The West & the World	
REL 103 Introduction to Religious & Theological Studies	
PHL 103 Introduction to Philosophy	
ENG 100 Writing Seminar I ²	
Second-Year Writing Seminar ³	0-3
ENG 200 Writing Seminar II	
Oral Communication	3
CMM 100 Principles of Oral Communication	
Mathematics	3
Social Science	3
Arts	3
Natural Sciences	7
Crossing Boundaries	variable credit
Faith Traditions	
Practical Ethical Action	
Inquiry	
Integrative	
Advanced Study	variable credit
Philosophy and/or Religious Studies	
Historical Studies	
Diversity and Social Justice	3
Major Capstone	0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

CAP Components

First-Year Humanities

The first-year Humanities component will introduce the seven student learning outcomes and develop appropriate disciplinary objectives as part of the first-year courses in Religious Studies, Philosophy, History and English that create a foundation for student learning in the rest of the Common Academic Program and their majors. These courses will exhibit, at an introductory level, the value of humanistic inquiry and reflection as a means of advancing the seven learning outcomes. Particular emphasis will be placed on the diversity outcome. Collectively, these courses will introduce students to the concept that learning is a process of integrating knowledge within and across disciplines. To help students understand the relationship between disciplines and to begin to understand the importance of integrating knowledge across disciplines, the faculties of the departments offering these courses will develop other common elements, questions or themes to be considered in these courses. These courses challenge students to ask the question: "What does it mean to be human?" These courses will, when considered collectively, familiarize students with central concepts and texts of the Catholic intellectual tradition.

The CAP program will contain two writing courses, a first-year writing seminar and a second-year writing seminar. As part of the First-Year Humanities component of the CAP, students will enroll in either a first-year writing seminar or a first-year honors writing seminar. Many students will begin by taking the first-year writing seminar. This course focuses on personal and academic literacies, with an emphasis on expository writing and the development of college-level reading, writing, research, and critical thinking skills as well as a process approach to writing. With its focus on personal and academic literacies, the first-year writing seminar addresses directly the question, "What does it mean to be human?" as it explores the relationship between reading/writing (or literacy) and being human. Based on placement criteria, some students will qualify to enroll in the first-year honors writing seminar. This course will also engage the question of what it means to be human in a manner fitting the context of a themed writing seminar (see description of second-year writing seminar below). Together, then, the first-year writing seminar and the first-year honors writing seminar will provide all incoming first-year students with a course in writing that supports multiple HIR outcomes and explores the question, "What does it mean to be human?" Students who complete the first-year honors writing seminar will not take the second-year writing seminar.

- Religious Studies
- Philosophy
- History
- Writing

Second-Year Writing

The second-year writing seminar, taken by students who completed the first-year writing seminar, is a variable theme composition course focused on academic discourse, research, and argumentation. Students will further develop their reading, writing, research, and critical thinking abilities as they come into contact with the ways that various disciplines (at least three) engage a particular theme. In addition, by studying scholarship across disciplines students will develop rhetorical awareness about the arguments, approaches, and conventions of these disciplines. A focus throughout the course will be on enabling students to take a

process approach to making effective arguments in a complex academic context.

Oral communication

To enhance students' ability to communicate effectively, all students will complete three hours in oral communication, normally in their first or second year of study. The Oral Communication foundational course will focus on the concepts of dialogue and debate, with the goals of engaging in constructive mutual dialogue in conversations and meetings; developing the ability to articulate, analyze, and defend a position in a public forum; understanding the differences between dialogue and debate; and understanding relative advantages and disadvantages of each mode of communication. With its focus on dialogue and debate, the course will assist students in the development of the skills necessary for learning, living, and working in communities. By developing the ability to engage in conversation that advances understanding, students will be better able to interact and collaborate with persons from diverse backgrounds and perspectives.

Mathematics

To enhance quantitative reasoning skills, all students will complete three hours in mathematics. The particular course will vary based on the students' major and background in mathematics. The mathematics courses are most closely related to the *HIR* outcomes related to scholarship, practical wisdom and critical evaluation of our times.

Social Sciences

Essential to life in the 21st century is an understanding of the relationship between individuals, groups and institutions. All students will complete three hours in the social sciences. The social science course will be a theme-based course that varies across sections but shares common learning outcomes. The course will use social science methods and social theory to critically examine a human issue or problem from at least three social science disciplinary perspectives (anthropology, economics, political science, psychology and sociology). The course will emphasize outcomes related to scholarship, critical evaluation of our times, and the diversity of the human world.

Arts

To ensure that all students acquire a basic understanding of the arts as significant manifestations of diverse cultural, intellectual, aesthetic, and personal experiences, all students will complete a three hour component in the Arts. The Arts component may include courses from the Departments of Music, Visual Arts, English and the Theatre Program. Courses will assist students to develop skills and acquire experiences that enable them to understand, reflect upon, and value the creative process within the context of the arts. The requirement may be satisfied by taking studio and performance courses as well as historical studies courses. Students may satisfy the three hour requirement with one three hour course or a combination of one- and two-hour courses. Given the diversity of the Arts, the specific learning outcomes addressed will vary across courses.

Natural Science

An understanding of many significant issues confronting our world today requires a basic understanding of science. Students must take two three-hour lecture courses in the physical or life sciences or computer science, at least one of which should be accompanied by a corresponding one-hour laboratory section. Lecture sections are either a pre-requisite or co-

requisite to their correlative laboratory sections. Students are exposed to at least two of the five disciplines: biology, chemistry, computer science, geology, and physics. The science component actively challenges students to explore the scientific dimensions of complex, controversial or unresolved problems facing human society. It furthers the development of the outcomes related to scholarship, practical wisdom and critical evaluation of our times by challenging students to achieve an enriched understanding of the scientific method by applying it to issues of broad public interest. The community outcome is enhanced through the team-based learning that occurs in the laboratory setting.

Crossing Boundaries

The Crossing Boundaries component includes four courses (Faith Traditions, Practical Ethical Action, Inquiry and Integrative courses) that challenge students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia. As a Catholic, Marianist, comprehensive university, the University of Dayton is particularly well-suited to develop curricular programs that forge these links and to offer extracurricular experiences to help students reflect on and understand these links. These courses focus on faith traditions, practical ethical action, Inquiry and Integration. Collectively, these courses will strengthen the Catholic intellectual tradition in significant ways. This tradition in Catholic and Marianist higher education emphasizes the centrality of theology and philosophy, the importance of linking faith and reason, the integration of knowledge, and the application of that knowledge to personal and social situations in the world today. Collectively, these courses will build on our strengths as a comprehensive Marianist university by engaging students and faculty across disciplinary lines and across academic units in order to see the relationship between the practical and the theoretical and to understand issues in a more integrative and holistic perspective. The student learning outcomes related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for this set of courses.

The course on faith traditions is designed to encourage students to better understand, reflect on, and place their own religious beliefs and experiences in a broader historical or cultural context. Courses satisfying the faith traditions component may be offered by any department provided that the courses incorporate some of the ideas from the introductory religious studies course and that they develop students' ability to examine their own faith commitments and to participate in dialogue with other faith traditions. The courses will: 1) place religious traditions within their historical context; 2) examine their philosophical foundations or the internal logic of religious thought, language, and practice; 3) compare religious traditions by examining their philosophical foundations, historical origins, artistic expressions, canonical texts, and/or storied practices; or 4) examine a religious tradition with which students are unfamiliar (e.g., a non-Christian tradition).

- Faith Traditions
- Practical Ethical Action
- Inquiry
- Integrative

Capstone

The ability of students to integrate the knowledge acquired in the undergraduate career, both within the major and in the Common Academic Program, is greatly enhanced by a capstone experience. All students will have a capstone course or experience in their major. The capstone will provide students the opportunity to engage, integrate, practice, and demonstrate the knowledge and skills they have developed

in their major courses and which reflect learning outcomes associated with the *Habits of Inquiry and Reflection*. The capstone will provide students the opportunity to engage in the scholarship, activity and/or practice of their major field and further the students' understanding of their chosen vocation, career or profession. Students will present their work in a forum appropriate to their major. This course or experience will be designed by faculty in each major. It may, or may not be assigned credit hours.

Advanced religious studies

As a Catholic and Marianist institution of higher education, the University regards religious studies and philosophy as having special roles in the undergraduate curriculum and in the attainment of University-wide learning outcomes. Students are expected to deepen their knowledge of the religious and philosophical traditions that inform the Catholic and Marianist education. Advanced study in these areas, especially when conducted through interdisciplinary courses, also assists students in constructing integrated knowledge of the central human questions examined in a liberal education. The fields of philosophy and religious studies, together with historical study are indispensable for students' education in the Catholic intellectual tradition. Students will take courses beyond the 100 level in these fields to further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional and civic lives and also for the just transformation of the social world. By requiring every student to take six hours of courses in the areas of religious studies or philosophy and three hours in history beyond the 100 level, the University expects students to engage in liberal learning that connects theory and practice and to draw upon the resources of the Catholic intellectual tradition as they consider how to lead wise and ethical lives of leadership and service.

Students will have flexibility in fulfilling these requirements. First, these courses will frequently focus on issues related to, and satisfy the criteria for the Faith Traditions, Practical Ethical Action, Inquiry and Integrative components of the CAP. Second, the criteria for these requirements are disciplinary-based in the fields of religious, philosophical and historical studies and therefore not limited to specific departments. Courses offered outside the Departments of Philosophy, Religious Studies and History may count towards the advanced religious studies, philosophy and history requirements if the courses draw extensively from those disciplinary perspectives and address in significant ways aspects of the Catholic intellectual tradition. Courses satisfying the religious studies component might examine the central beliefs, texts or practices of one or more religious traditions or movements; examine ethics as a central feature of a religious tradition including the use of Catholic social teaching as a resource, or; examine cultural expressions of religious identity or tradition as the central focus of theological or religious studies. Courses satisfying the advanced philosophical studies component might evaluate competing solutions to theoretical or ethical options in the present day, or draw on the philosophical resources of the Catholic intellectual tradition to address the challenges of their times. Courses satisfying the advanced historical studies component might engage students in the study and analysis of primary materials to further develop students' historical sensibilities in a way that illuminates the historical dimensions of *HIR* learning outcomes. The course could examine a historical topic drawing on the work of historians to show how interpretations of the past may change over time.

Advanced philosophy

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Students will have flexibility in fulfilling these requirements. First, these courses will frequently focus on issues related to, and satisfy the criteria for the Faith Traditions, Practical Ethical Action, Inquiry and Integrative components of the CAP. Second, the criteria for these requirements are disciplinary-based in the fields of religious, philosophical and historical studies and therefore not limited to specific departments. Courses offered outside the Departments of Philosophy, Religious Studies and History may count towards the advanced religious studies, philosophy and history requirements if the courses draw extensively from those disciplinary perspectives and address in significant ways aspects of the Catholic intellectual tradition. Courses satisfying the religious studies component might examine the central beliefs, texts or practices of one or more religious traditions or movements; examine ethics as a central feature of a religious tradition including the use of Catholic social teaching as a resource, or; examine cultural expressions of religious identity or tradition as the central focus of theological or religious studies. Courses satisfying the advanced philosophical studies component might evaluate competing solutions to theoretical or ethical options in the present day, or draw on the philosophical resources of the Catholic intellectual tradition to address the challenges of their times. Courses satisfying the advanced historical studies component might engage students in the study and analysis of primary materials to further develop students' historical sensibilities in a way that illuminates the historical dimensions of *HIR* learning outcomes. The course could examine a historical topic drawing on the work of historians to show how interpretations of the past may change over time.

Diversity and Social Justice

As a Marianist university, the University has a special concern for the poor and marginalized and a responsibility to promote the dignity, rights and responsibilities of all persons and peoples. The University curriculum is responsible for contributing to this effort and does so throughout the Common Academic Program, but in a more focused way through a Diversity and Social Justice component. Every student will investigate human diversity issues within a sustained academic context by taking at least three credit hours of course work that have a central focus on one or more dimensions of diversity that are relevant to social justice. The course must have a central focus on one or more dimensions of human diversity on the basis of which systems, institutions, or practices that obstruct social justice have functioned. The dimensions may include, but are not limited to, race, gender, socioeconomic class, and sexual orientation. Courses may address diversity within the United States, in a global context, or both. Since the course uses a social justice framework, it will consider constructive responses to such injustice.

Courses approved to satisfy the Diversity and Social Justice component will build on earlier CAP courses addressing diversity including the First-Year Humanities courses, the Second-Year Writing Seminar, and the Social Science, Arts, Natural Science, and Oral Communication courses. The Diversity and Social Justice component may not double count with these courses, but may double count with courses taken to satisfy other CAP components or courses taken in the student's major.

Approved Courses

Use links below or scroll down to view all CAP approved courses:

- First-Year Humanities (p. 104)
- Second-Year Writing Seminar (p. 104)
- Oral Communication (p. 104)
- Mathematics (p. 104)
- Social Science (p. 104)
- Arts (p. 104)
- Natural Sciences (p. 105)
- Crossing Boundaries - Faith Traditions (p. 105)
- Crossing Boundaries - Practical Ethical Action (p. 105)
- Crossing Boundaries - Inquiry (p. 106)
- Crossing Boundaries - Integrative (p. 106)
- Advanced Religious Studies (p. 107)
- Advanced Philosophical Studies (p. 107)
- Advanced Historical Studies (p. 108)
- Diversity and Social Justice (p. 108)
- Major Capstone Course or Experience (p. 109)

First-Year Humanities

ASI 110	Development of Western Culture in a Global Context	7
ASI 120	Development of Western Culture in a Global Context	8
ENG 100	Writing Seminar I	3
ENG 100A	Writing Seminar 1A	2
ENG 100B	Writing Seminar 1B	2
ENG 200H	Writing Seminar II	3
HST 103	The West & the World	3
PHL 103	Introduction to Philosophy	3
REL 103	Introduction to Religious & Theological Studies	3

Second-Year Writing Seminar

ENG 200	Writing Seminar II	3
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Oral Communication

CMM 100	Principles of Oral Communication	3
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Mathematics

MTH 114	Contemporary Math	3
MTH 129	Calculus for Business	3
MTH 137	Calculus I with Review	4
MTH 148	Introductory Calculus I	3
MTH 168	Analytic Geometry & Calculus I	4
MTH 205	Mathematical Concepts II	3
MTH 207	Introduction to Statistics	3

Social Sciences

CMS 316	Intercultural Communication	3
CMS 414	Global Communication	3

ECO 203	Principles of Microeconomics	3
ECO 204	Principles of Macroeconomics	3
POL 101	Global Politics	3
POL 331	Nationalism & Ethnopolitics	3
PSY 101	Introductory Psychology	3
PSY 341	Social Psychology	3
PSY 375	Psychology of the Arts	3
PSY 443	Psychology of Women	3
SOC 322	Sex Roles & Society	3
SOC 332	Sociology of Women	3
SOC 341	Self & Society	3
SOC 352	Community	3
SSC 200	Integrated Social Science CAP Pilot	3

Arts

ENG 203	Major British Writers	3
ENG 204	Major American Writers	3
ENG 205	Major World Writers	3
ENG 270	Reading & Writing in the American University	4
ENG 271	Technical Writing Laboratory	2
ENG 272	Writing & Research	3
ENG 301	Survey of Early English Literature	3
ENG 302	Survey of Later English	3
ENG 305	Survey of American Literature	3
ENG 322	Masterpieces of World Literature	3
ENG 333	Images of Women in Literature	3
ENG 334	Modern Men -- Images	3
ENG 335	African American Literature	3
ENG 336	Gender in Fiction	3
ENG 338	Images of Business	3
ENG 339	American Indian Literature	3
ENG 340	The Prison in Literature	3
ENG 341	Asian-American Literature	3
ENG 342	Literature & Environment	3
ENG 345	Colonial & Postcolonial Literature	3
ENG 346	Literature & Human Rights	3
ENG 353	Literature of the Renaissance	3
ENG 360	US Latina/Latino Literature	3
ENG 362	Shakespeare	3
MUS 201	Music In Concert	3
MUS 203	Sights & Sounds of Music	3
MUS 205	Music, Instruments & Technology	3
MUS 223	Introduction to Music Technology	2
MUS 232	Integrating the Arts	2
MUS 303	Introduction to Music of the World	3
MUS 304	History of American Music	3
MUS 306	History of American Jazz	3
MUS 307	Development of American Popular Song	3
MUS 327	Music in Film	3
MUS 352	Understanding Sacred Music & Worship in the Local Church	3

REL 352	Understanding Sacred Music in Worship in the Local Church	3
THR 105	Introduction to Theatre	3
VAF 104	Foundation Drawing	3
VAF 203	Drawing thru Process	3
VAF 225	Painting for Non-Majors	3
VAF 242	Ceramics II	3
VAH 101	Introduction to the Visual Arts	3
VAH 201	Survey of Art I	3
VAH 202	Survey of Art II	3
VAH 203	Survey of Art III	3
VAP 100	Darkroom Photography	3
VAP 101	Foundation Photography	3
VAP 200	Digital Photography for Non-Majors	3
VAR 210	Visual Journal	3

Natural Sciences

BIO 101	General Biology I	3
BIO 151	Concepts of Biology I: Cell & Molecular Biology	3
BIO 152	Concepts of Biology II: Evolution & Ecology	3
BIO 395	Global Environmental Biology	3
CHM 123	General Chemistry	3
CHM 200	Chemistry & Society	3
CHM 304	Physical Chemistry	3
CPS 150	Algorithms & Programming I	4
EGR 320	Systems Design Scholars Seminar	3
GEO 103	Principles of Physical Geography	3
GEO 109	General Geology	3
GEO 115	Physical Geology	3
GEO 116	Geological History of the Earth	3
GEO 204	Geology for Teachers	4
GEO 208	Environmental Geology	3
GEO 218	Engineering Geology	3
HSS 305	Human Anatomy	3
PHY 105	Physical Science - Energy & the Environment	3
PHY 108	Physical Science of Light & Color	3
PHY 201	General Physics	3
PHY 206	General Physics I - Mechanics	3
PHY 250	Descriptive Astronomy	3-4
SCI 180	Foundations of Integrated Natural Science I- The Dynamic Universe	4
SCI 190	The Physical Universe	3
SCI 200	FinsII: Dynamic Universe	4
SCI 210	The Dynamic Earth	3
SCI 220	The World of Chemistry	3
SCI 230	Organisms, Evolution & Environment	3
SCI 240	Organisms, Evolution & Health	3
SCI 300	Computing in a Global Society	3
SCI 310	Earth & Sky	3
SEE 301	Global Change & Earth Systems	3

Crossing Boundaries - Faith Traditions

HST 305	Medieval Europe	3
HST 307	Renaissance & Reformation	3
HST 372	History of Religion in the United States	3
MUS 352	Understanding Sacred Music & Worship in the Local Church	3
REL 304	Hinduism	3
REL 306	Buddhism	3
REL 308	Islam	3
REL 315	The Gospels	3
REL 318	Studies in Paul	3
REL 323	History of Christianity I	3
REL 328	United States Catholic Experience	3
REL 352	Understanding Sacred Music in Worship in the Local Church	3
REL 356	The Christian Tradition of Prayer	3
REL 366	The Holocaust: Theological & Religious Responses	3
REL 377	The Inner Journey in Myth, Bible & Literature	3
REL 471	Women & Religion	3

Crossing Boundaries - Practical Ethical Action

ASI 371	Professional Ethics in a Global Community - Business Administration	3
ASI 372	Professional Ethics in a Global Community - Education	3
ASI 373	Professional Ethics in a Global Community - Engineering	3
ASI 374	Professional Ethics in a Global Community - Philosophical	3
ASI 375	Professional Ethics in a Global Community - Religious	3
CJS 303	Corrections	3
EDT 305	Philosophy & History of American Education	3
PHL 310	Social Philosophy	3
PHL 312	Ethics	3
PHL 313	Business Ethics	3
PHL 315	Medical Ethics	3
PHL 316	Engineering Ethics	3
PHL 317	Ethics & Modern War	3
PHL 318	Family Ethics	3
PHL 319	Information Ethics	3
PHL 321	Environmental Ethics	3
PHL 327	Philosophy of Peace	3
PHL 330	Philosophy of Science	3
PHL 334	Philosophy & Ecology	3
PHL 371	Philosophy & Human Rights	3
PHL 375	Ethical Theory	3
PHL 376	Philosophy & Revolution	3
PHL 377	Philosophy & Mass Media	3
POL 306	Public Policy Analysis	3
POL 371	Environmental Policy	3
REL 344	Christian Marriage	3

REL 358	Liberation Theology	3
REL 360	Christian Ethics	3
REL 363	Faith & Justice	3
REL 365	Christian Ethics & the Environment	3
REL 367	Christian Ethics & Health Care Issues	3
REL 368	Christian Ethics & the Business World	3
REL 369	Christian Ethics & Engineering	3
SEE 402	Sustainability Research II	3
SOC 323	Juvenile Justice	3
SOC 327	Criminology	3
SOC 331	Marriage & the Family	3
SOC 336	Organizations in Modern Society	3
SOC 410	Victimology	3
SWK 331	Death, Dying & Suicide	3

Crossing Boundaries - Inquiry

ACC 200	Introduction to Accounting	3
AMS 300	American Cultures	3
ANT 306	Culture & Power	3
ANT 315	Language & Culture	3
ANT 336	Epidemics, Power & the Human Condition	3
CEE 390	Environmental Pollution Control	3
CEE 422	Design & Construction Project Management	3
CHM 200	Chemistry & Society	3
CHM 313	Organic Chemistry	3
CJS 305	Criminal Law	3
CJS 315	Criminal Procedure	3
CMM 416	Development of Mass Media	3
ECE 203	Introduction to MATLAB Programming	1
ECO 203	Principles of Microeconomics	3
ECO 204	Principles of Macroeconomics	3
EDT 322	Perspectives on Education & Social Justice	3
EGR 103	Engineering Innovation	2
EGR 201	Engineering Mechanics	3
EGR 202	Engineering Thermodynamics	3
EGR 203	Electrical & Electronic Circuits	3
EGR 311	Principles of Nanotechnology	3
ENG 370	Report & Proposal Writing	3
ENG 371	Technical Communication	3
ENG 372	Business Communication	3
ENG 373	Medical Writing	3
FIN 250	Personal Finance	3
GEO 103	Principles of Physical Geography	3
GEO 218	Engineering Geology	3
GEO 450	Applied Geographic Information Systems	4
GEO 485	Geographic Information Systems Applications in Water Resources Planning & Management	4
HST 220	Survey of Ancient History	3
HST 260	Survey of Asian History	3
HST 280	Survey of Middle Eastern History	3
HST 320	European Military History	3
HST 321	Modern France	3

HST 322	History of England	3
HST 331	History of India	3
HST 335	History of South Asia	3
HST 342	Environmental History of the Americas	3
HST 343	History of Civil Engineering	3
HST 356	Comparative History of Women in the Third World	3
HST 357	Latin America in the Twentieth Century	3
HST 358	Social & Cultural History of Latin America	3
HST 359	History of American City Planning	3
HST 370	Economic & Business History of the United States	3
HST 374	Ireland & America	3
HST 398	History of Blacks in the United States, 1526-1900	3
HST 399	History of Blacks in the United States Since 1900	3
MIS 300	Survey of Management Information Systems	3
MIS 302	Systems Thinking	3
MKT 300	Survey of Marketing	3
OPS 300	Introduction to Operations & Supply Management	3
PHL 302	Symbolic Logic	3
PHL 304	Philosophy of Human Nature	3
PHL 306	Philosophy of Knowledge	3
PHL 307	Philosophy & Women	3
PHL 323	Philosophy & Literature	3
PHL 324	Philosophy & Film	3
PHL 325	Philosophy of Music	3
PHL 350	Classical Greek Philosophy	3
PHL 360	Existentialism	3
PHL 370	Political Philosophy	3
PHL 378	Concept of the Self	3
PHY 207	General Physics II - Electricity & Magnetism	3
PHY 232	The Physics of Waves	3
SCI 230	Organisms, Evolution & Environment	3
SCI 240	Organisms, Evolution & Health	3
SCI 300	Computing in a Global Society	3
SCI 310	Earth & Sky	3
SOC 204	Modern Social Problems	3
SOC 343	Mass Communication in Modern Society	3
SOC 351	Urban Sociology	3
SOC 353	Internet Community	3
SOC 435	Economy & Society	3

Crossing Boundaries - Integrative

ASI 320	Cities & Energy	3
ASI 322	Cities & Suburbs: The Influence of Place (Social Science)	3
ASI 347	Physics & Literature	3
ASI 495	Integrative Capstone Project, India Program	0
EDT 323	Historical Literacy & Historical Thinking	3
EDT 340	Educating Diverse Student Populations in Inclusive Settings	3
ENG 321	Reading Popular Music	3
HSS 275	History of Physical Education & Sport	3
HSS 295	Nutrition & Health	3

HSS 360	Sport & Bodies	3
HST 341	Historical Perspectives on Science, Technology & Society	3
HST 344	History of Science, Technology & the Modern Corporation	3
HST 349	Technology & the Culture of War	3
HST 355	American Urban History	3
HST 376	Social & Cultural History of the United States	3
MGT 490	Managing the Enterprise	3
MTH 219	Applied Differential Equations	3
MUS 205	Music, Instruments & Technology	3
MUS 301	Music History & Literature I	3
MUS 302	Music History & Literature II	3
MUS 328	History of the American Musical	3
PHL 314	Philosophy of Law	3
PHL 320	Philosophy of Art	3
PHL 330	Philosophy of Science	3
PHL 355	Asian Philosophy	3
PHL 363	African Philosophy	3
PHL 364	Race, Gender & Philosophy	3
PHL 377	Philosophy & Mass Media	3
PHL 379	Latin America Philosophy	3
PHL 380	Language & Our World	3
REL 372	Religion & Film	3
REL 373	Religion & Literature	3
REL 374	Religion & the Arts	3
REL 375	Religion & Science	3
SEE 250	Introduction to Sustainability, Energy & the Environment	3
SEE 303	Constructions of Place	3
SEE 401	Sustainability Research I	3
SOC 326	Law & Society	3
SOC 328	Racial & Ethnic Minorities	3
SOC 330	Perspectives on Aging	3
SOC 333	Sociology of Sexualities	3
SOC 339	Social Inequality	3
SWK 307	Mental Health Services	3
SWK 330	Perspectives on Aging	3
SWK 335	Social Work & Environmental Justice	3
SWK 360	International Social Work	3
VAH 320	Latin American Art	3
VAH 330	Arts of Asia	3
VAH 360	Art History & Feminism	3

Advanced Religious Studies

REL 304	Hinduism	3
REL 306	Buddhism	3
REL 308	Islam	3
REL 315	The Gospels	3
REL 318	Studies in Paul	3
REL 323	History of Christianity I	3
REL 328	United States Catholic Experience	3

REL 344	Christian Marriage	3
REL 356	The Christian Tradition of Prayer	3
REL 358	Liberation Theology	3
REL 360	Christian Ethics	3
REL 363	Faith & Justice	3
REL 365	Christian Ethics & the Environment	3
REL 366	The Holocaust: Theological & Religious Responses	3
REL 367	Christian Ethics & Health Care Issues	3
REL 368	Christian Ethics & the Business World	3
REL 369	Christian Ethics & Engineering	3
REL 372	Religion & Film	3
REL 373	Religion & Literature	3
REL 374	Religion & the Arts	3
REL 375	Religion & Science	3
REL 377	The Inner Journey in Myth, Bible & Literature	3
REL 471	Women & Religion	3

Advanced Philosophical Studies

ASI 371	Professional Ethics in a Global Community - Business Administration	3
ASI 372	Professional Ethics in a Global Community - Education	3
ASI 373	Professional Ethics in a Global Community - Engineering	3
ASI 374	Professional Ethics in a Global Community - Philosophical	3
ASI 375	Professional Ethics in a Global Community - Religious	3
EDT 305	Philosophy & History of American Education	3
PHL 301	Practical Logic	3
PHL 302	Symbolic Logic	3
PHL 304	Philosophy of Human Nature	3
PHL 306	Philosophy of Knowledge	3
PHL 307	Philosophy & Women	3
PHL 310	Social Philosophy	3
PHL 312	Ethics	3
PHL 313	Business Ethics	3
PHL 314	Philosophy of Law	3
PHL 315	Medical Ethics	3
PHL 316	Engineering Ethics	3
PHL 317	Ethics & Modern War	3
PHL 318	Family Ethics	3
PHL 319	Information Ethics	3
PHL 320	Philosophy of Art	3
PHL 321	Environmental Ethics	3
PHL 323	Philosophy & Literature	3
PHL 324	Philosophy & Film	3
PHL 325	Philosophy of Music	3
PHL 334	Philosophy & Ecology	3
PHL 350	Classical Greek Philosophy	3
PHL 355	Asian Philosophy	3
PHL 360	Existentialism	3

PHL 363	African Philosophy	3
PHL 364	Race, Gender & Philosophy	3
PHL 370	Political Philosophy	3
PHL 371	Philosophy & Human Rights	3
SEE 401	Sustainability Research I	3
SEE 402	Sustainability Research II	3

Advanced Historical Studies

AMS 300	American Cultures	3
ASI 120	Development of Western Culture in a Global Context	8
ASI 320	Cities & Energy	3
CMM 416	Development of Mass Media	3
HSS 275	History of Physical Education & Sport	3
HST 220	Survey of Ancient History	3
HST 251	American History to 1865	3
HST 252	American History Since 1865	3
HST 260	Survey of Asian History	3
HST 280	Survey of Middle Eastern History	3
HST 305	Medieval Europe	3
HST 307	Renaissance & Reformation	3
HST 313	The Dual Revolution & its Consequences - Europe 1815-1914	3
HST 314	Modern Europe in Decline 1890-1945	3
HST 315	Europe in the Postwar Era 1945-Present	3
HST 320	European Military History	3
HST 321	Modern France	3
HST 322	History of England	3
HST 326	Russia, The Soviet Union & Beyond 1860-Present	3
HST 331	History of India	3
HST 333	Modern Middle East	3
HST 334	History of the Palestinian-Israeli Conflict	3
HST 335	History of South Asia	3
HST 337	History of Africa - 19th Century to Present	3
HST 341	Historical Perspectives on Science, Technology & Society	3
HST 342	Environmental History of the Americas	3
HST 343	History of Civil Engineering	3
HST 344	History of Science, Technology & the Modern Corporation	3
HST 346	History of American Aviation	3
HST 349	Technology & the Culture of War	3
HST 351	American Women's & Gender History	3
HST 353	History of Women in European Societies	3
HST 355	American Urban History	3
HST 356	Comparative History of Women in the Third World	3
HST 357	Latin America in the Twentieth Century	3
HST 358	Social & Cultural History of Latin America	3
HST 359	History of American City Planning	3
HST 365	American Films as History	3
HST 370	Economic & Business History of the United States	3
HST 372	History of Religion in the United States	3
HST 374	Ireland & America	3

HST 375	History of United States Foreign Relations	3
HST 376	Social & Cultural History of the United States	3
HST 382	History of Mexico	3
HST 383	History of the Caribbean	3
HST 398	History of Blacks in the United States, 1526-1900	3
HST 399	History of Blacks in the United States Since 1900	3
MUS 301	Music History & Literature I	3
MUS 302	Music History & Literature II	3
VAH 360	Art History & Feminism	3
VAH 382	History of Photography II	3
VAH 480	Twentieth Century Art I	3

Diversity and Social Justice

ANT 150	Cultural Anthropology	3
ANT 336	Epidemics, Power & the Human Condition	3
ANT 368	Immigration & Immigrants	3
CJS 336	Comparative Criminal Justice Systems	3
EDT 222	Development in MC and AYA	3
EDT 340	Educating Diverse Student Populations in Inclusive Settings	3
ENG 333	Images of Women in Literature	3
ENG 335	African American Literature	3
ENG 336	Gender in Fiction	3
ENG 339	American Indian Literature	3
ENG 340	The Prison in Literature	3
ENG 341	Asian-American Literature	3
ENG 345	Colonial & Postcolonial Literature	3
ENG 346	Literature & Human Rights	3
ENG 360	US Latina/Latino Literature	3
HSS 220	Adapted Physical Activity	3
HSS 275	History of Physical Education & Sport	3
HSS 302	Global & Cultural Nutrition	3
HSS 354	Sport in the Global Community	3
HST 334	History of the Palestinian-Israeli Conflict	3
HST 351	American Women's & Gender History	3
HST 353	History of Women in European Societies	3
HST 355	American Urban History	3
HST 365	American Films as History	3
HST 374	Ireland & America	3
MUS 303	Introduction to Music of the World	3
PHL 355	Asian Philosophy	3
PHL 363	African Philosophy	3
PHL 379	Latin America Philosophy	3
REL 358	Liberation Theology	3
REL 360	Christian Ethics	3
REL 363	Faith & Justice	3
REL 471	Women & Religion	3
SOC 328	Racial & Ethnic Minorities	3
SOC 333	Sociology of Sexualities	3
SOC 339	Social Inequality	3
SOC 432	Structure of Privilege	3
SWK 335	Social Work & Environmental Justice	3

SWK 360	International Social Work	3
VAH 320	Latin American Art	3
Major Capstone or Course Experience		
ACC 497	Professional Work Experience	1-6
AMS 400	Interdisciplinary Research	3
ASI 397	Capstone Seminar on Human Rights Advocacy	3
BIO 420	Seminar	1
CEE 450	Civil Engineering Design	3
CHM 496	Professional Practices Seminar	0
CJS 447	Senior Seminar in Criminal Justice Studies	3
CME 431	Chemical Engineering Design II	3
CME 453L	Process Control Laboratory	2
CMM 480	Communication Capstone Project & Presentation	3
CPS 490	Senior Capstone Project & Presentation	1
ECE 432L	Multidisciplinary Design II	3
ECO 490	Senior Seminar in Applied Economics	3
ECT 490	Senior Project	3
EDT 436	AYA Capstone Course	3
EDT 465E	Internship & Practicum in Early Childhood Administration	6
EDT 471	Student Teaching- Foreign Languages K-12	12
EDT 474	Student Teaching- Middle Childhood	12
EDT 475	Student Teaching-Adolescent to Young Adult	12
EDT 476	Student Teaching- Intervention Specialist: Mild/Moderate	12
ENG 490	Seminar	3
FIN 479	Seminar in Bond Portfolio Management	3
FIN 493	Seminar in Investments	3
GEO 477	Honors Thesis Project	3
GEO 478	Honors Thesis Project	3
GEO 498	Geological Research & Thesis	4
GNS 480	Senior Capstone	0
HSS 455	Selected Studies in Exercise Science	1-3
HSS 465	Physical Therapy Seminar	3
HSS 485	Sport Management Internship	3
HSS 490	Exercise Science Internship - On Campus	2
HSS 496	Medical Nutrition Therapy II	3
HST 498	History Capstone Seminar	3
IET 490	Senior Project	3
INB 450	Seminar in Current Global Issues	3
INS 499	Senior Capstone Seminar	3
LNG 495	The Language Major in Professional Careers	1
MCT 490	Mechanical Engineering Technology Senior Project	3
MED 480	Pre-Medicine Capstone	1
MEE 432L	Multidisciplinary Engineering Design Laboratory II	3
MFG 490	Senior Project	3
MGT 410	Senior Seminar in Experiencing Leadership	3
MGT 430	Senior Seminar in Entrepreneurship	3
MIS 465	MIS Project I-Analysis & Design in Teams	3
MIS 475	MIS Project II-Design & Implementation in Teams	3

MKT 450	Buyer Behavior & Market Analysis	6
MKT 455	Marketing Planning & Strategy	3
MTH 480	Math Capstone	3
MUS 450	Degree Recital	0
MUS 480	Capstone Project Seminar	1
MUS 481	Capstone Project & Presentation	1
OPS 485	Capstone Operations & Supply Management Project I	1
OPS 495	Capstone Operations & Supply Management Project II	5
PHL 440	Seminar - Advanced Problems in Philosophy	3
PHL 451	Seminar - Individual Philosophers	3
PHL 461	Seminar - Contemporary Epistemology	3
PHL 462	Seminar - Contemporary Ethics	3
PHL 463	Seminar - Contemporary Metaphysics	3
PHY 480	Capstone Project & Presentation	1
POL 499	Political Science Capstone	3
PSY 471	History of Psychology	3
PSY 478	Honors Thesis Project	3
PSY 480	Senior Seminar Capstone	3
PSY 499	Independent Research Seminar Capstone	3
REL 490	Capstone Seminar	3
SOC 409	Senior Project	3
THR 440	Problems in Theatre II	3
THR 490	Special Problems in Theatre	3-5
VAD 498	Senior/Professional Seminar	3
VAD 499	Portfolio and Paper	1
VAF 498	Senior/Professional Seminar- Fine Arts	3
VAF 499	Portfolio & Paper- Fine Arts	1
VAH 485	Art History Seminar	3
VAP 498	Senior/Professional Seminar- Photography	3
VAP 499	Portfolio and Paper	1
VAR 495	Senior Project Seminar	1
VAR 496	Project, Presentation & Paper	3
WGS 490	Senior Seminar in Women's & Gender Studies	3