



Academic Regulations

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General Requirements



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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 General Information sections on the four divisions.

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

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

The Bachelor of Science in Education may be awarded to holders of nonprofessional degrees from the University of Dayton with the completion of a minimum of thirty semester hours prescribed by the School of Education and Allied Professions 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 General Education and in the Competency Program.

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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 Allied Professions, 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.

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Competency Program



The Competency Program commits all academic programs at the University of Dayton to the common purpose of developing distinctive graduates who possess the critical communication, reasoning, and information competencies they need to function effectively in their academic, community, and professional lives. The four competency areas are part of both general and graduation competencies. General competencies form a base for effective written and oral expression, critical and quantitative reasoning, and processing and presenting print and electronic information. The general competencies are required for graduation in all four-year programs and are strongly emphasized in first-year courses and continue to be developed through a student's work in General Education, initial courses in the major, and lower-level electives. Academic departments and programs define the graduation competencies. Graduation competencies emphasize further development and maturation of the competency areas through courses in the major discipline and upper-level electives.

Reading and Writing General Competencies

The University's general reading and writing competency requirements are satisfied by completing ENG 101 and ENG 102, ENG 114, or ENG 198 with a grade of C- or higher. Students admitted to the University Honors program and students with sufficiently high verbal scores on the SAT and ACT are placed in ENG 114; Berry Scholars are placed in ENG 198. ENG 114 and ENG 198 are one-semester courses which satisfy the University requirement. Students who are placed in ENG 114 or ENG 198 do not receive credit for ENG 101 but are free to take elective course work in place of the waived first semester of composition.

All incoming first-year students are placed in ENG 101 unless:

- they are designated as Honors - placed in ENG 114
- they are in the Berry Scholars Program - placed in ENG 198
- they are placed in ENG 114 (receive EM credit for ENG 101). For a score of 5 they receive EM credit for ENG 101 and 102.
- they have an SAT (VB) score of 750 or above, or ACT (EN) of 35 or above - exempt from taking English composition

Oral Communication General Competencies

The University's general oral communication competency requirements are satisfied by completing CMM 110, CMM 111 or CMM 112, and CMM 113 for a total of three semester hours. Each of these one-hour communication modules must be completed with a C- or higher in order to satisfy the general competency requirement. No waiver exams are available for these modules. Students in the Berry Scholars Program are exempted from this requirement unless they are Communication majors.

Each of the modules covers a specific and limited context of communication - Group Decision Making (CMM 110), Informative Public Speaking (CMM 111), Persuasive Public Speaking (CMM 112), and Interviewing (CMM 113). Each module is focused on a series of communication competencies. The modules are taught in five week sessions or "mini-terms."

Students are encouraged to consult with their academic advisor, school or the College about when to register for each of the modules. Typically students, not

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majoring in Communication, will take CMM 110 during the first year, CMM 111 OR CMM 112 during the second year, and CMM 113 second semester junior year or during the senior year. *Communication majors are required to take all three modules during the first year.*

Quantitative Reasoning General Competencies

In order to graduate, students are required to satisfy the Quantitative Reasoning Competencies. There are two tracks, and students must satisfy one of these tracks. The specific track followed by the student is determined by the student's major. Students should complete the track by the end of the sophomore year. The tracks are not described here; only how they are satisfied.

Track 1: Analysis Track

To satisfy Track 1, a student must complete one of the following courses with a grade of C- or better, or earn EM credit for MTH 168 based on AP examinations, or earn appropriate transfer credit.

MTH 129
MTH 137
MTH 138
MTH 148
MTH 149
MTH 168
MTH 169
MTH 218

Track 2: Descriptive Statistics

To satisfy Track 2, a student must complete one of the following courses with a grade of C- or better, or earn EM credit for MH 207 based on AP examinations, or earn appropriate transfer credit.

MTH 114
MTH 205
MTH 207

If you have questions, please contact Dr. Joe Mashburn, Chairperson of the Department of Mathematics, at Joe.Mashburn@notes@udayton.edu.

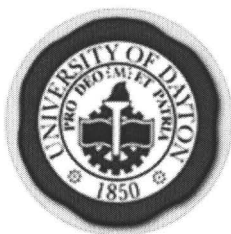
Information Literacy General Competencies

The University's general information literacy competencies cover five areas and are integrated into the curriculum. Students develop effective strategies for using information technologies when seeking knowledge; understand the structure, form, and access methods of recorded information; demonstrate the ability to evaluate and analyze the information gathered from a variety of sources; use information and information technology responsibly and ethically; and demonstrate an interest in and ability for life-long learning about information technology. Although responsibility for initial Information Literacy training rests within each academic unit, the Introduction to the University, Humanities Base, and General Education courses provide the opportunity to establish a solid foundation to develop the competencies.

Graduation Competencies

Graduation competencies emphasize further development and maturation of the competency areas through courses in the major discipline and upper-level electives. Each program and department establishes its own graduation reading and writing, oral communication, quantitative reasoning, and information literacy competency requirements. Contact department chairpersons or program directors for information on satisfying these requirements.





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General Education Requirements



Within the context of the University's Catholic and Marianist educational philosophy, the General Education requirements are central to the full intellectual, social, moral, and spiritual development of every student. The purpose of these requirements is to make students aware of the diversity of intellectual thought and theory represented by the sciences, the humanities, and the social sciences. Further, the General Education component of the undergraduate curriculum offers the student an opportunity to integrate and evaluate information from various disciplines and thus enhance the study of a specific profession, field, or major. These requirements are integral to the University's goal of preparing students for a life of leadership and service, of helping students to grow not only in knowledge, skills, and professional competence, but also as morally responsible decision makers who are aware of the needs of the global community.

Complete information on the General Education Program is available at <http://gened.udayton.edu>.

Domains of Knowledge

To achieve these goals, the University requires the completion of General Education courses in five domains of knowledge.

Arts Study: The experience of generations confirms that life is enriched immeasurably by experiencing the world through the arts. Every student should develop some understanding of the importance of this experience and must take one course in the arts and/or language as a means of aesthetic and/or cultural expression. Performing or production courses do not fulfill this requirement.

Historical Study: A person with knowledge of history can relate ideas and events to one another within a context understood by the community of educated men and women; therefore, every student at University of Dayton must take two history courses. One of those courses, HST 103 or HST 198, will be taken as part of the Humanities Base.

Philosophy and Religious Studies: As a Catholic and Marianist institution of learning, the University regards religious studies and philosophy as serving a special function. Students should have an opportunity to deepen their knowledge of the religious and philosophical traditions that shape their shared heritage. Study of these areas, especially when conducted through interdisciplinary courses, can also help students integrate their knowledge of the themes and institutions of societies through the ages. Since every student should be encouraged to go beyond the introductory level in either or both of these areas, every student must take four courses in religious studies and philosophy. Introductory courses in both philosophy and religious studies are required as part of the Humanities Base.

Physical and Life Sciences: The physical and life sciences and technology have affected the quality of life in every age, but never more than in the present. The potential of science and technology for both good and evil will undoubtedly increase in the future. It is essential, therefore, that educated citizens understand the methods of science and its application through technology. For these reasons students must take two courses in the physical and life sciences and technological applications.

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Social Sciences: Educated members of society need to understand the dynamics through which people relate to each other as individuals, in groups, and as producers and consumers of goods and services. Effective relationships sustain us as members of families, professions, nations, and the global community. Students, therefore, must take at least one course in the social sciences.

Structure of General Education Requirements

To achieve the goals of raising fundamental questions about human existence, encountering these questions in a meaningful context and encouraging significant integration, students must complete the Humanities Base and a thematic cluster as part of their General Education requirements.

Humanities Base

General Education raises a set of questions that challenges students to develop and formulate their own conception of what it means to be human. These questions may be considered in any number of disciplines, but they are essential to the humanities. Consequently, all undergraduates must complete, preferably during their first year, a Humanities Base of one course in each of the following disciplines:

| | |
|--------------------|--|
| History: | HST 103, The West and the World; or HST 198, History Scholars' Seminar |
| Philosophy: | PHL 103, Introduction to Philosophy |
| Religious Studies: | REL 103, Introduction to Religion (choice of Catholic, general, or scripture option) or REL 198, Religious Studies Scholars' Seminar |
| English: | ENG 102, College Composition II or ENG 114, Freshman Writing Seminar or ENG 198, English Scholars' Seminar |

Students in the Core Program take ASI 111 and ASI 112 to satisfy the history, religious studies, and philosophy requirements in the Humanities Base, as well as Core-designated sections of English composition. The history portion of ASI 112 completes the second of the two courses for the Historical Study domain of knowledge.

Thematic Clusters

To facilitate an integrated view of the domains of knowledge and to encourage students to understand the broad world around them, all undergraduates must complete one thematic cluster. A thematic cluster is a series of courses from the domains of knowledge, focusing on an issue central to the human condition. To fulfill the thematic cluster requirement, students must complete a minimum of three approved courses in a single cluster, representing three different domains of knowledge. For the purpose of thematic clusters, philosophy and religious studies are considered separate domains of knowledge. Students will receive specific information about thematic clusters from their faculty advisors. Students must have the approval of their advisors before selecting and registering for a thematic cluster. The Guide to the University of Dayton General Education Program describing all approved clusters and their course offerings is distributed to all students at <http://gened.udayton.edu>.

Completing General Education Requirements

At the maximum, students could enroll in as many as seven thematic cluster courses in the appropriate domains of knowledge. These courses, combined with the Humanities Base, would fulfill all General Education requirements. In most cases, however, students will have to complete some domain of knowledge requirements outside of the courses serving a thematic cluster. With their advisors' approval, students may elect to take any designated General Education course within the appropriate domain to help satisfy requirements. Many of the courses listed as approved courses under a domain of knowledge will also serve the same purpose as a course in a thematic cluster. You can view courses that have been approved by the University for General Education credit by visiting <http://gened.udayton.edu>.

Each department determines whether its majors are free to choose from among all the approved nonrestricted courses, or are to choose from among a limited number of approved courses, or are required to take only specific approved courses. The University has approved some courses for certain majors exclusively, and those courses are, therefore, restricted to those majors for General Education credit. Students should consult their advisors to learn which courses are permissible in their own majors.

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Courses Approved for General Education



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Arts Study

All students must complete one Arts Study course to satisfy General Education Requirements. This course is in addition to the Humanities Base English course (ENG 102, ENG 114, or ENG 198). This requirement may be satisfied by Arts Study courses that are either included in or independent of a thematic cluster. General Education courses that satisfy this requirement are:

- ASI 341 SPECIAL TOPICS IN ARTS STUDY
Restrictions: Specific topics approved for designated cluster.
 Consult semester class schedule.
- ASI 347 PHYSICS AND LITERATURE
- ASI 351 CONSTRUCTING CIVILIZATION
- ASI 357 VOCATION AND THE ARTS
- CLA 203 CLASSICAL MYTHOLOGY
- CMM 355 RHETORIC OF SOCIAL MOVEMENTS
- ENG 151 INTRODUCTION TO LITERATURE
- ENG 198 ENGLISH SCHOLARS' SEMINAR
Restrictions: Berry Scholars only
- ENG 203 MAJOR BRITISH WRITERS
- ENG 204 MAJOR AMERICAN WRITERS
- ENG 205 MAJOR WORLD WRITERS
- ENG 301 SURVEY OF EARLY ENGLISH LITERATURE
- ENG 302 SURVEY OF LATER ENGLISH LITERATURE
- ENG 305 SURVEY OF AMERICAN LITERATURE
- ENG 306 SURVEY OF CONTINENTAL LITERATURE
- ENG 320 CONTEMPORARY DRAMA
- ENG 322 MASTERPIECES OF WORLD LITERATURE
- ENG 323 LITERATURE OF THE CHRISTIAN TRADITION
- ENG 333 IMAGES OF WOMEN IN LITERATURE
- ENG 334 MODERN MEN--IMAGES
- ENG 335 AFRICAN AMERICAN LITERATURE
- ENG 336 GENDER IN FICTION
- ENG 338 IMAGES OF BUSINESS
- ENG 339 AMERICAN INDIAN LITERATURE
- ENG 340 THE PRISON IN LITERATURE
- ENG 341 ASIAN AMERICAN LITERATURE
- ENG 342 LITERATURE AND THE ENVIRONMENT
- ENG 345 COLONIAL AND POSTCOLONIAL LITERATURE
- ENG 348 MODERN IRISH LITERATURE
- ENG 350 EUROPEAN LITERATURE OF ANTIQUITY
- ENG 353 LITERATURE OF THE RENAISSANCE
- ENG 354 LITERATURE OF THE ENLIGHTENMENT

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ENG 355 LITERATURE OF THE ROMANTIC AGE
 ENG 356 EUROPEAN LITERATURE OF THE NINETEENTH CENTURY
 ENG 357 EUROPEAN LITERATURE OF THE EARLY TWENTIETH CENTURY
 ENG 358 CONTEMPORARY LITERATURE OF EUROPE
 ENG 362 SHAKESPEARE
 ENG 363 SHAKESPEARE'S WORLDS
 ENG 382 MOZART'S OPERAS
 ENG 383 THE TRAGIC DILEMMA
 Restrictions: for Core only
 ENG 384 CHRISTIANITY AND MODERN POETRY
 FRN 352 OLD WORLD MEETS NEW (ENG)
 FRN 452 OLD WORLD MEETS NEW (FRN)
 GER 351 GERMAN FILM
 GER 361 SURVEY OF GERMAN LITERATURE I
 GER 362 SURVEY OF GERMAN LITERATURE II
 HMS 360 LATIN AMERICA THROUGH LITERATURE
 MUS 201 MUSIC IN CONCERT
 MUS 203 SIGHTS AND SOUNDS OF MUSIC
 MUS 205 MUSIC, INSTRUMENTS, AND TECHNOLOGY
 MUS 232 INTEGRATING THE ARTS: MUSIC
 MUS 302 MUSIC HISTORY AND LITERATURE I, II
 Restrictions: for MUE, MUS only
 MUS 303 INTRODUCTION OF MUSICS OF THE WORLD
 MUS 304 HISTORY OF AMERICAN MUSIC
 MUS 305 AFRICAN-AMERICAN SACRED MUSIC
 MUS 306 HISTORY OF AMERICAN JAZZ
 MUS 307 DEVELOPMENT OF AMERICAN POPULAR SONG
 MUS 309 OPERA HISTORY AND LITERATURE
 MUS 310 MOZART'S OPERAS
 MUS 325 BEETHOVEN AND HIS ERA
 MUS 327 MUSIC IN FILM
 MUS 328 HISTORY OF THE AMERICAN MUSICAL
 MUS 350 SACRED MUSIC HISTORY
 THR 105 INTRODUCTION TO THE THEATRE
 VAE 232 INTEGRATING THE ARTS: VISUAL ARTS
 VAH 101 INTRODUCTION TO THE VISUAL ARTS
 VAH 201 SURVEY OF ART I
 VAH 202 SURVEY OF ART II
 VAH 203 SURVEY OF ART III
 VAH 483 TWENTIETH-CENTURY ART II
 VAR 220 VISUAL RESOURCES

Historical Study

All students must complete two Historical Study courses to satisfy General Education Requirements. The first Historical Study course, (HST 103, HST 198, or ASI 111), forms part of the Humanities Base. The second Historical Study course can be part of a thematic cluster or serve simply to satisfy that Domain of Knowledge requirement of General Education. The restriction on certain Historical Study courses apply both to the majors indicated and the second disciplines. (Education students should see checklists.) General Education courses that may satisfy the requirement for a second course in Historical Study are:

- AMS 301 INTERPRETATIONS OF AMERICAN CULTURE
- ASI 111 CORE INTEGRATED STUDIES: THE ROOTS AND DEVELOPMENT OF MODERN CULTURES AND VALUES
Restrictions: for Core only--meets HST and REL humanities base requirements
- ASI 112 CORE INTEGRATED STUDIES: THE ROOTS AND DEVELOPMENT OF MODERN CULTURES AND VALUES
Restrictions: for Core only--meets HST cluster requirement and PHL Humanities Base requirement
- ASI 342 SPECIAL TOPICS IN HISTORICAL STUDY
Restrictions: Specific topics approved for designated cluster. Consult semester class schedule.
- CMM 350 PROPAGANDA ANALYSIS
- CMM 416 DEVELOPMENT OF MASS MEDIA
Restrictions: for CMM only
- GER 341 GERMAN CULTURE AND CIVILIZATION
- HSS 275 HISTORY OF PHYSICAL EDUCATION AND SPORT
Restrictions: for HSS only
- HST 103 THE WEST AND THE WORLD
- HST 198 HISTORY SCHOLARS' SEMINAR
Restrictions: Berry Scholars only
- HST 251 AMERICAN HISTORY TO 1865
- HST 252 AMERICAN HISTORY SINCE 1865
- HST 302 HISTORY OF ANCIENT GREECE
- HST 303 HISTORY OF THE ROMAN REPUBLIC AND EMPIRE
- HST 305 MEDIEVAL EUROPE
- HST 307 RENAISSANCE AND REFORMATION
- HST 308 SHAKESPEARE'S WORLDS
- HST 313 THE DUAL REVOLUTION AND ITS CONSEQUENCES - EUROPE 1815-1914
- HST 314 MODERN EUROPE IN DECLINE - 1890-1945
- HST 315 EUROPE IN THE POSTWAR ERA--1945 TO THE PRESENT
- HST 316 BEETHOVEN AND HIS ERA
- HST 322 HISTORY OF ENGLAND
- HST 324 COMPARATIVE NATIONALISM
- HST 326 RUSSIA, THE SOVIET UNION AND BEYOND, 1860-PRESENT
- HST 327 NATIONAL CULTURES OF THE SOVIET UNION AND ITS SUCCESSOR STATES
- HST 328 HISTORY OF EASTERN EUROPE
- HST 330 HISTORY OF EAST ASIA TO 1800
- HST 333 THE MIDDLE EAST, NINETEENTH AND TWENTIETH CENTURIES
- HST 334 HISTORY OF THE PALESTINIAN-ISRAEL CONFLICT
- HST 335 HISTORY OF SOUTH ASIA
- HST 336 HISTORY OF AFRICA TO 19TH CENTURY
- HST 337 HISTORY OF AFRICA-19TH CENTURY TO THE PRESENT
- HST 338 STATE AND SECESSION IN SOUTH ASIA
- HST 340 HISTORY OF SCIENCE
- HST 341 HISTORICAL PERSPECTIVES ON SCIENCE, TECHNOLOGY, AND SOCIETY
- HST 342 ENVIRONMENTAL HISTORY OF THE AMERICAS
- HST 343 HISTORY OF CIVIL ENGINEERING
- HST 344 HISTORY OF SCIENCE, TECHNOLOGY, AND THE MODERN CORPORATION
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 HST 361 U.S. LEGAL AND CONSTITUTIONAL HISTORY II
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 HST 383 HISTORY OF THE CARIBBEAN
 HST 384 ECONOMIC HISTORY OF LATIN AMERICA
 HST 385 THE ATLANTIC WORLD, 1492-1800
 HST 391 AMERICAN ARCHITECTURAL HISTORY AND PRESERVATION
 HST 398 HISTORY OF BLACKS IN THE UNITED STATES, 1526- 1900
 HST 399 HISTORY OF BLACKS IN THE UNITED STATES SINCE 1900
 MST 310 READING THE SIGNS OF THE TIMES
 MUS 301 MUSIC HISTORY AND LITERATURE I
 Restrictions: for MUE, MUS only
 PSY 471 HISTORY OF PSYCHOLOGY
 Restrictions: for PSY only
 THR 415 HISTORY OF THE THEATRE I
 Restrictions: for THR only
 THR 425 HISTORY OF THE THEATRE II
 Restrictions: for THR only
 VAH 360 ART HISTORY AND FEMINISM
 VAH 382 HISTORY OF PHOTOGRAPHY I
 Restrictions: for PHO only
 VAH 480 TWENTIETH-CENTURY ART I
 Restrictions: for ART, EAR only

Philosophy

All students complete PHL 103 and REL 103 or REL 198, or ASI 111 and ASI 112, as part of the Humanities Base. Students are required to take an additional two courses in philosophy and/or religious studies to satisfy General Education Requirements. This requirement may be satisfied by philosophy and/or religious studies courses that are either included in or independent of a thematic cluster.

ASI 112 CORE INTEGRATED STUDIES: THE ROOTS AND

DEVELOPMENT OF MODERN CULTURES AND VALUES

Restrictions: for Core only--meets HST cluster requirement and PHL Humanities Base requirement

ASI 323 CITIES AND SUBURBS: THE INFLUENCE OF PLACE

ASI 343 SPECIAL TOPICS IN PHILOSOPHY STUDY

Restrictions: Specific topics approved for designated cluster. Consult semester class schedule.

ASI 371 PROFESSIONAL ETHICS IN A GLOBAL COMMUNITY SBA

Restrictions: for Core only

ASI 372 PROFESSIONAL ETHICS IN A GLOBAL COMMUNITY EDU

Restrictions: for Core only

ASI 373 PROFESSIONAL ETHICS IN A GLOBAL COMMUNITY ENGR

Restrictions: for Core only

ASI 374 PROFESSIONAL ETHICS IN A GLOBAL COMMUNITY PHL

Restrictions: for Core only

EDT 301 PHILOSOPHY OF EDUCATION

Restrictions: for Education only; Course removed from general education 12/05/02

EDT 302 CATHOLIC PHILOSOPHY OF EDUCATION

Restrictions: for Education only; Course removed from general education 12/05/02

EDT 305 PHILOSOPHY AND HISTORY OF AMERICAN EDUCATION

Restrictions: for Education only

MST 311 READING THE SIGNS OF THE TIMES

PHL 103 INTRODUCTION TO PHILOSOPHY

PHL 201 PRACTICAL LOGIC

PHL 302 SYMBOLIC LOGIC

PHL 304 PHILOSOPHY OF HUMAN NATURE

PHL 306 PHILOSOPHY OF KNOWLEDGE

PHL 307 PHILOSOPHY AND WOMEN

PHL 308 METAPHYSICS

PHL 309 PHILOSOPHY OF MIND

PHL 310 SOCIAL PHILOSOPHY

PHL 311 PHILOSOPHY OF RELIGION

PHL 312 ETHICS

PHL 313 BUSINESS ETHICS

PHL 314 PHILOSOPHY OF LAW

PHL 315 MEDICAL ETHICS

PHL 316 ENGINEERING ETHICS

PHL 317 ETHICS AND MODERN WAR

PHL 318 FAMILY ETHICS

PHL 319 INFORMATION ETHICS

PHL 320 PHILOSOPHY OF ART

PHL 321 ENVIRONMENTAL ETHICS

PHL 323 PHILOSOPHY AND LITERATURE

PHL 324 PHILOSOPHY AND FILM

PHL 325 PHILOSOPHY OF MUSIC

PHL 327 PHILOSOPHY OF PEACE

PHL 328 PHILOSOPHY OF PUNISHMENT

PHL 330 PHILOSOPHY OF SCIENCE

PHL 331 SCIENCE, OBJECTIVITY, AND VALUES

PHL 332 TECHNOLOGY AND VALUES

PHL 333 PHILOSOPHY AND COGNITIVE SCIENCE

PHL 334 PHILOSOPHY OF ECOLOGY

PHL 345 PHILOSOPHY SCHOLARS' SEMINAR
Restrictions: Berry Scholars only

PHL 350 CLASSICAL GREEK PHILOSOPHY

PHL 351 MEDIEVAL PHILOSOPHY

PHL 352 MODERN PHILOSOPHY

PHL 353 KANT AND NINETEENTH-CENTURY PHILOSOPHY

PHL 354 TWENTIETH-CENTURY PHILOSOPHY

PHL 355 ASIAN PHILOSOPHY

PHL 356 CHRISTIAN PHILOSOPHY

PHL 357 RADICAL PHILOSOPHY

PHL 358 MARXIST PHILOSOPHY

PHL 360 EXISTENTIALISM

PHL 361 AMERICAN PHILOSOPHY

PHL 363 AFRICAN PHILOSOPHY

PHL 364 RACE, GENDER, AND PHILOSOPHY

PHL 365 PHILOSOPHY AND CULTURE

PHL 370 POLITICAL PHILOSOPHY

PHL 371 PHILOSOPHY AND HUMAN RIGHTS

PHL 372 VALUES AND ECONOMICS

PHL 373 PHILOSOPHY AND CULTURAL DIVERSITY

PHL 375 ETHICAL THEORY

Religious Studies

All students complete REL 103 or REL 198 and PHL 103, or ASI 111 and ASI 112, as part of the Humanities Base. Students are required to take an additional two courses in philosophy and/or religious studies to satisfy General Education Requirements. This requirement may be satisfied by philosophy and/or religious studies courses that are either included in or independent of a thematic cluster.

ASI 111 CORE INTEGRATED STUDIES: THE ROOTS AND DEVELOPMENT OF MODERN CULTURES AND VALUES
Restrictions: for Core only--meets HST and REL humanities base requirements

ASI 324 CITIES AND SUBURBS: THE INFLUENCE OF PLACE

ASI 344 SPECIAL TOPICS IN RELIGIOUS STUDY
Restrictions: Specific topics approved for designated cluster. Consult semester class schedule.

ASI 371 PROFESSIONAL ETHICS IN A GLOBAL COMMUNITY SBA
Restrictions: for Core only

ASI 372 PROFESSIONAL ETHICS IN A GLOBAL COMMUNITY EDU
Restrictions: For Core only

ASI 373 PROFESSIONAL ETHICS IN A GLOBAL COMMUNITY ENGR
Restrictions: for Core only

ASI 375 PROFESSIONAL ETHICS IN A GLOBAL COMMUNITY REL
Restrictions: for Core only

MST 312 READING THE SIGNS OF THE TIMES

REL 103 INTRODUCTION TO RELIGION

REL 198 RELIGIOUS STUDIES SCHOLARS' SEMINAR
Restrictions: Berry Scholars only

REL 300 SELECTED RELIGIONS OF THE EAST

REL 304 HINDUISM

REL 305 EASTERN ORTHODOXY

REL 306 BUDDHISM

REL 307 JUDAISM

REL 308 ISLAM

REL 309 AFRO-LATIN RELIGIONS
REL 310 THE PENTATEUCH
REL 311 THE PROPHETS
REL 312 THE PSALMS AND THE WISDOM LITERATURE
REL 315 THE GOSPELS
REL 316 NEW TESTAMENT THEOLOGIES
REL 318 STUDIES IN PAUL
REL 319 THE BOOK OF REVELATION
REL 323 HISTORY OF CHRISTIANITY I (100-1100)
REL 324 HISTORY OF CHRISTIANITY II (1100-PRESENT)
REL 326 PROTESTANT CHRISTIANITY
REL 327 U.S. RELIGIOUS EXPERIENCE
REL 328 U.S. CATHOLIC EXPERIENCE
REL 329 AFRICAN-AMERICAN RELIGION
REL 344 CHRISTIAN MARRIAGE
REL 356 THE CHRISTIAN TRADITION OF PRAYER
REL 358 LIBERATION THEOLOGY
REL 360 CHRISTIAN ETHICS
REL 362 CHRISTIAN FAMILY VALUES AND TELEVISION
REL 363 FAITH AND JUSTICE
REL 365 CHRISTIAN ETHICS AND THE ENVIRONMENT
REL 366 THE HOLOCAUST: THEOLOGICAL AND RELIGIOUS RESPONSES
REL 367 CHRISTIAN ETHICS AND HEALTH CARE ISSUES
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REL 372 RELIGION AND FILM
REL 373 RELIGION AND LITERATURE
REL 374 RELIGION AND THE ARTS
REL 375 RELIGION AND SCIENCE
REL 376 THEOLOGY AND THE SOCIAL SCIENCES
REL 377 THE INNER JOURNEY IN MYTH, BIBLE, AND LITERATURE
REL 383 PHILOSOPHY OF RELIGIOUS EDUCATION
REL 429 MODERN CATHOLICISM
REL 437 SIGNIFICANCE OF JESUS
REL 440 THE CHURCH
REL 441 THEOLOGY OF MARY
REL 442 GOD AND ATHEISM
REL 443 THE SACRAMENTS
REL 444 GOD IN CHRISTIAN TRADITION
REL 446 CHRISTIAN LITURGY
REL 447 SELECTED CATHOLIC DOCTRINES
REL 471 WOMEN AND RELIGION
REL 472 ECOLOGY AND RELIGION
REL 474 WOMEN AND THE GLOBAL CHURCH
REL 488 SPIRITUALITY AND RELIGIOUS EDUCATION

Physical & Life Science

All students must complete two Physical and Life Sciences courses to satisfy General Education Requirements. This requirement may be satisfied by Physical and Life Science courses that are included in or independent of a thematic cluster. Students should consult with their advisors about specific requirements or recommendations related to their majors.

- ASI 346 SPECIAL TOPICS IN PHYSICAL AND LIFE SCIENCE
Restrictions: Specific topics approved for designated cluster.
Consult semester class schedule.
- BIO 101 GENERAL BIOLOGY I
- BIO 151 CONCEPTS OF BIOLOGY I
- BIO 152 CONCEPTS OF BIOLOGY II
- BIO 340 CULTURE, BIODIVERSITY, AND RESOURCES MANAGEMENT
- BIO 360 ISLAND ENVIRONMENTAL BIOLOGY
- BIO 395 GLOBAL ENVIRONMENTAL BIOLOGY
- CEE 390 ENVIRONMENTAL POLLUTION CONTROL
Restrictions: not for CEE majors
- CHM 115 COLLEGE PREPARATORY CHEMISTRY
- CHM 123 GENERAL CHEMISTRY
- CHM 124 GENERAL CHEMISTRY
- CHM 200 CHEMISTRY AND SOCIETY
- CHM 496 PROFESSIONAL PRACTICES SEMINAR
Restrictions: for CHM only
- EGR 320 SYSTEMS DESIGN SCHOLARS' SEMINAR
Restrictions: Berry Scholars only
- GEO 103 PRINCIPLES OF PHYSICAL GEOGRAPHY
Restrictions: not for BIO, CHM, GEO, PHY, or those who have taken GEO 109 or GEO 115
- GEO 109 GENERAL GEOLOGY
- GEO 115 PHYSICAL GEOLOGY
- GEO 116 GEOLOGICAL HISTORY OF THE EARTH
- GEO 204 GEOLOGY FOR TEACHERS
Restrictions: for ECE, EMS, EMM only
- GEO 208 ENVIRONMENTAL GEOLOGY
- GEO 218 ENGINEERING GEOLOGY
- HSS 305 HUMAN ANATOMY
Restrictions: for HSS, MUT only
- HSS 306 HUMAN PHYSIOLOGY
Restrictions: for HSS only
- PHY 105 PHYSICAL SCIENCE
- PHY 108 PHYSICAL SCIENCE OF LIGHT AND COLOR
- PHY 201 GENERAL PHYSICS
- PHY 202 GENERAL PHYSICS
- PHY 203 MODERN TECHNICAL PHYSICS
- PHY 206 GENERAL PHYSICS I-MECHANICS
- PHY 207 GENERAL PHYSICS II - ELECTRICITY AND MAGNETISM
- PHY 208 GENERAL PHYSICS III - MECHANICS OF WAVES
- PHY 250 DESCRIPTIVE ASTRONOMY
- SCI 190 THE PHYSICAL UNIVERSE
Restrictions: INSS
- SCI 210 THE DYNAMIC EARTH
Restrictions: INSS
- SCI 220 THE WORLD OF CHEMISTRY
Restrictions: INSS
- SCI 230 ORGANISMS, EVOLUTION & ENVIRONMENT
Restrictions: INSS
- SCI 240 ORGANISMS, EVOLUTION, AND HEALTH
Restrictions: INSS

Social Science

All students must complete one Social Science course to satisfy General Education Requirements. This requirement may be satisfied by Social Science courses that are either included in or independent of a thematic cluster. General Education courses that satisfy this requirement are:

AMS 300 AMERICAN CULTURES
ANT 150 CULTURAL ANTHROPOLOGY
ANT 300 EVOLUTION OF PEOPLE AND CULTURE
ANT 360 CULTURES OF SOUTH ASIA
ASI 322 CITIES AND SUBURBS: THE INFLUENCE OF PLACE
ASI 325 CITIES AND INSTITUTIONS
ASI 345 SPECIAL TOPICS IN SOCIAL SCIENCE
Restrictions: Specific topics approved for designated cluster.
Consult semester class schedule.
ASI 358 CHRISTIANITY, CITIZENSHIP, AND SOCIETY
CMS 316 INTERCULTURAL COMMUNICATIONS
CMS 414 GLOBAL COMMUNICATION
CMS 415 WOMEN AND COMMUNICATION
ECO 203 PRINCIPLES OF MICROECONOMICS
ECO 204 PRINCIPLES OF MACROECONOMICS
ECO 300 PRINCIPLES OF ECONOMICS
ECO 310 ECONOMICS OF THE ENVIRONMENT
ECO 460 ECONOMIC DEVELOPMENT AND GROWTH
ECO 461 INTERNATIONAL ECONOMICS
EDT 303 SCHOOL, SELF, AND SOCIETY
HSS 325 WOMEN IN SPORT
POL 101 GLOBAL POLITICS
POL 306 PUBLIC POLICY ANALYSIS
POL 307 THE POLITICS OF BUREAUCRACY AND REGULATION
POL 321 RUSSIA AND THE NEW STATES
POL 331 NATIONALISM AND ETHNOPOLITICS
POL 371 ENVIRONMENTAL POLICY
POL 450 CIVIL LIBERTIES
PSY 101 INTRODUCTORY PSYCHOLOGY
PSY 334 INDUSTRIAL PSYCHOLOGY
PSY 341 SOCIAL PSYCHOLOGY
PSY 375 PSYCHOLOGY OF THE ARTS
PSY 443 PSYCHOLOGY OF WOMEN
PSY 444 ENVIRONMENTAL PSYCHOLOGY
PSY 445 TECHNOLOGY, ENVIRONMENT, AND BEHAVIOR
SOC 204 MODERN SOCIAL PROBLEMS
SOC 321 THE SOCIOLOGY OF WORK AND OCCUPATIONS
SOC 322 SEX ROLES AND SOCIETY
SOC 326 LAW AND SOCIETY
SOC 328 RACIAL AND ETHNIC MINORITIES
SOC 331 MARRIAGE AND THE FAMILY
SOC 332 SOCIOLOGY OF WOMEN
SOC 339 SOCIAL INEQUALITY
SOC 341 SELF AND SOCIETY
SOC 343 MASS COMMUNICATION IN MODERN SOCIETY
SOC 352 COMMUNITY
SOC 398 SOCIAL SCIENCE SCHOLARS' SEMINAR
Restrictions: Berry Scholars only

SWK 331 DEATH, DYING, AND SUICIDE

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AUGUST 2009 - UNDERGRADUATE ISSUE

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Non-Disability Related Course Waiver Policy



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Explore General Information:

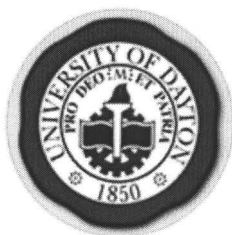
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Students may make a request to their department or dean to waive certain required courses. In such cases, students may be required to submit proof of prior knowledge in the subject area (diplomas, certificates, portfolios, auditions, transcripts, etc.). 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.





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Grades and Scholarship



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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. Copies of these reports are given to the students and deans. 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 General Education and Competency requirements 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 Registration 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. (See X below.) 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 henceforth. There will be no retroactive adjustment to GPAs. The transcript will reflect this event with a notation of "same as" in the line containing the original grade. When a course in which a D was received has been retaken, and an F is earned, the initial D will be used in the student's cumulative GPA calculation, and the line containing the F will receive the notation of "same as". A student may have no more than 15 semester hours of "retaken" grades.

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 CHANGE 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.

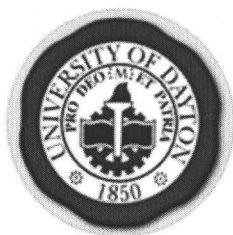
Grade-Point Averages

The 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.

The 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.

The 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.





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→ Explore a Different Issue

The Academic Honor Code



Search Academic Information General Information

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 its undergraduate schools, including the College of Arts and Sciences, the School of Business Administration, the School of Education and Allied Professions, and the School of Engineering. Students are requested to sign a pledge certifying that they understand the provisions of the Academic Honor Code and will abide by it upon matriculation to the University.

II. The Honor Pledge

Potential undergraduate students of the University of Dayton shall be made aware of the University's Academic Honor Code after the application period but before matriculation. Upon matriculation, the student shall be requested to sign the pledge as follows:

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 by the guidelines given 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.

Signed:

Dated:

Faculty shall make known the expectations for completing assignments and examinations at the beginning of each course, and list the expectations within the course syllabus. Faculty are encouraged to discuss these expectations with students in a manner appropriate for each course.

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III. Standards of Conduct

Without regard to 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 and assignments consist 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; 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 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 professor concerning what constitutes permissible collaboration and what materials are allowed to be consulted.

B. Committing Plagiarism and Using False Citations

Plagiarism consists of quoting directly from any source of material without appropriately citing the source and identifying the quoted material; knowingly citing an incorrect 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. Faculty 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 work (in identical or similar form) for multiple purposes without the prior and explicit approval of all faculty members to whom the work will be submitted. This includes work first produced in connection with classes at either the University of Dayton or other institutions attended by the student.

D. Submitting False Data or Deceptive Information

The submission of false data is academic fraud. False data are data that have 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 turning in assignments at the scheduled times. 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, registration forms, and medical certification of absence) concerning oneself or others is 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 and articles or 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 and 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 behavior 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 undergraduate students are subject to the Standards of Conduct and procedures of the Academic Honor Code, regardless of whether or not the Honor Pledge is signed. These procedures also apply to undergraduate students enrolled in graduate courses.

B. The maximum penalty for a 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 student's dean. These penalties may include dismissal from the major, dismissal from the school or college, removal from honors programs, or dismissal from the University.

C. All honor code violations require that a dean be notified of the violation by either the faculty member or the student. If a student accepts a faculty member's accusation and/or penalty, the case will be considered resolved and no further action shall be required. If a student does not admit the violation or accept the proposed penalty, the student may contact the chair and initiate an appeal process as outlined in Section V.

D. If a possible violation is reported after the grade for a course has been submitted, a 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.

E. If a student with a possible violation withdraws, transfers, or is, for any reason, not currently enrolled at the University of Dayton, 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.

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.

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

V. Appeal Procedure

A student who feels an accusation of academic honor code violation is unfair may appeal in the sequential manner listed below:

A. If no resolution occurs in the private conversation with the instructor, the student may appeal to the chairperson of the department in which the course was taught. This appeal must be made in writing within ten days after meeting with the instructor and must state the situation as perceived by the student. The chairperson may use reasonable means including meeting with the instructor and student to reach a determination on the accusation.

B. If no resolution occurs with the department chairperson, the student has ten days to file a written appeal. In departments where a grade appeal committee already exists, this will be the review committee. This committee shall consist of faculty determined by the department chair of the department in which the violation occurred. The review committee will first select a chairperson, and then meet with the student and faculty member 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 and to question any witnesses against the student and to present evidence and witnesses on the student's behalf. Both the student and the faculty member must cooperate with the review committee. The review committee will make known its recommendations and the reasons for its recommendations in writing to the department chairperson(s), the student, the faculty member, and the dean(s). If the accusation is judged a violation and the penalty appropriate, a record will be sent to the student's chairperson and dean.

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 college or school in which the course was offered. The dean must make known his or her decision, and reason(s), in writing to the student, the faculty member, chairperson, and review committee.

D. A final appeal may be made to the Provost. The Provost must make known his or her decision, and reason(s), in writing to the student, the faculty member, chairperson, and review committee. The final authority rests with the Provost.





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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.



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Class Attendance Policy



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





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Internal Transfer Policy



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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
Cumulative GPA of 2.5, completion of an appropriate UD math course, and completion of the SBA transfer process. Please visit Transfer Students in Section VII for additional information.
- School of Education and Allied Professions
Cumulative GPA of 2.5 or better, and for those seeking teacher licensure, proof must be submitted of satisfactory standardized testing scores. Please visit Degree Requirements in Section VIII for additional information.
- 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.

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Undergraduate Students in Graduate Courses



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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.

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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



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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.registrar.udayton.edu>.



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Honors



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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.

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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 - The 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 - The 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.



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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 - The 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 a Deserving Student or Student Group that has most Effectively used Nonviolent Direct Action to Work for Change.

Campus Ministry - The 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 - The American Chemical Society Award: Patterson College Chemistry Award.

Chemistry - The American Institute of Chemists' Award.

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

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

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

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

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

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

Chemistry - The 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 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 - The Addison-Wesley Senior Book Award for Excellence in Computer Science; Computer Information Systems-donated by the Addison-Wesley Publishing Company.

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

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

Computer Science - The GKM Systems International Award for Innovative Programming.

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

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.

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

Electrical 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-donated by Thomas R. Armstrong.

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

Electrical 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 U.D. 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 - The 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 - The Environmental Biology Award of Excellence to the Outstanding Environmental Biology Major who Excels in all Areas of Academic

Scholarship and Overall Service.

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

Finance - The Flyer Investment Excellence in Leadership Award to the Outstanding Student on the Vertically Integrated Investment Program (VI²P) 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-donated by Douglas R. Scott.

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. Rennaker, S.M., Award of Excellence for Outstanding Achievement in the School of Education and Allied Professions.

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 - The Human Rights Committee Award to an Outstanding Senior.

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 - The Outstanding Senior Award for International Studies.

International Studies - The International Studies Peer Mentorship Award.

Languages - The Brother John R. Perz, S.M., Award of Excellence to the Outstanding Senior in Modern Languages.

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 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 in German.

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

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

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

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

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

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

Marketing - The Marketing Award of Excellence to the Graduating Senior Majoring in Marketing who best Embodies Outstanding Academic Achievement.

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

Marketing - The Marketing Service Award to the Graduating Senior Majoring in Marketing who best Embodies the Principles of Learn, Lead, and Serve.

Mathematics - The Faculty Award of Excellence in Mathematics.

Mathematics - The Pi Mu Epsilon Award of Excellence in the Sophomore Class.

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 - The 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, '12, 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 - The 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 - The 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 - The Department of Music Senior Award for the Outstanding Collaborative Pianist.

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

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

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

Music - The Department of Music Service Award.

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

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

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

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

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

Music - The University Band Spirit Award.

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

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

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

Philosophy - Award of Excellence to the First and Second Outstanding Seniors in Philosophy-donated by Reverend Charles Polichek.

Philosophy - The Richard R. Baker Award for Excellence in Philosophy to the 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 for 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 - The 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 - The 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 - The 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.

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 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.

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 Production on the Boll Theatre Mainstage.

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

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.

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AUGUST 2009 - UNDERGRADUATE ISSUE

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Commencement/Graduation



Search Academic Information General Information

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.

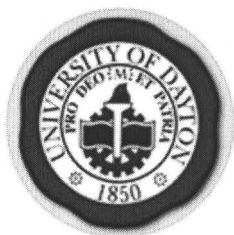
If the student is declaring candidacy for Graduation, a #7 Form must be completed either online (<http://www.registrar.udayton.edu>) or via hard copy and turned into the Registrar's Office, located on the second floor of Albert Emanuel Hall. If a student is receiving two degrees, two separate #7 forms, one for each degree, must be completed. For further information visit the Registrar's website at: <http://www.registrar.udayton.edu>.

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.

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Student Records



Search Academic Information General Information

Explore General Information:

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.

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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. For more information on "Other Charges," visit Section IV, Financial Information. A complimentary transcript certificate will be given to each graduate when the official diploma is issued. For more information please visit: [//www.registrar.udayton.edu](http://www.registrar.udayton.edu).



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