



University of Dayton Advising Guide

2016 Edition

(Revised September 2016)

The UD Advising Guide is released annually in September. The University reserves the right to make any changes in the contents that it deems necessary or desirable.

Preface

The *University of Dayton Advising Guide* has been prepared to assist advisors in providing support and guidance to students. This document provides information regarding offerings for students entering in the Fall of 2013 and thereafter and thus enrolled in the Common Academic Program. It also provides information and insight as advisors guide students who have entered the University prior to 2013 and thus will meet the requirements of the previously approved General Education Program.

The Common Academic Program (CAP) is distinct from the previous General Education Program in that the aims of the program are situated first and foremost in the University of Dayton's Catholic and Marianist philosophy as articulated in the 2006 document entitled [*Habits of Inquiry and Reflection* \(HIR\)](#). This document and the curricular changes approved by the Academic Senate in 2010 set forth a philosophy of education, learning outcomes, and structure for providing an innovative educational experience for undergraduate students at the University of Dayton. There are three principles that provide the direction for the Common Academic Program. First, the CAP is designed to focus on the seven UD learning outcomes, described beginning on page 36 in this document. Second, the CAP is intended to be developmental in nature. It is the expectation that students will experience increasing complexity to and "a more sophisticated appreciation of the learning outcomes" over the four years both within CAP courses and in the major ([Senate Document 10 - 04](#)). Third, because our "Catholic and Marianist tradition emphasizes the unity of knowledge and seeks to develop integrative thought across disciplines," the experience will, by definition, seek to provide highly integrated, collaborative educational experiences including experiences across disciplines, involving theory and practice, integrating liberal and professional learning through learning and living in community ([Senate Document 10 - 04](#)).

The Common Academic Program finds both recent and historical footing in an educational philosophy focused on engaging, learning focused, and transformational experiences. Thus, advisors are called to partner with students in finding curricular and co-curricular experiences that will engage the student in increasingly complex ways to attain the seven learning outcomes as well as the demands of the major.

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Introduction

The guide has been arranged so that advisors may use a step-by-step approach for each student advisee. Typically, advisors begin by gaining an understanding of the student's needs.

Identification of a student who is required to meet the CAP or General Education requirements is the first step. Next, inquiry as to unique needs may assist in selecting the best approach for helping the student select the appropriate programs, courses, activities, and resources.

When the advisor has confidence that the student's needs have been identified, the advising tools are useful for planning the student's UD experience. The UD experience can include selection of programs, courses, co-curricular experiences, and other aspects that will fulfill the student's expectations and goals. The focus of this guide is on the Common Academic Program and how it integrates with other aspects of the UD experience.

Getting to Know the Student Needs

According to National Academic Advising Association, there are several approaches to advising that can be used to assist students depending on their needs. In most approaches, students are empowered by advisors to achieve their goals and greatest potential by asking open-ended questions that will help them explore their strengths, abilities and skills. Plans that incorporate incremental, achievable goals tend to be less overwhelming.

The University of Dayton curricula for majors have been reconsidered in light of the Common Academic Program. Students who entered UD during Fall 2013 were the first to be required to complete the CAP. Students who entered UD prior to this term may continue to complete the General Education requirements or complete the CAP requirements.

During the period of transition, some courses will fulfill both requirements for General Education and CAP. Prior to the 2016-2017 academic year, a number of existing courses were temporarily approved ("daylighted") to fulfill both the General Education and the CAP requirements during the transition period. Daylighting allowed the needed time to revise existing courses and create new courses to fulfill CAP requirements. As daylighted courses were approved by the CAP Committee (CAPC), they were removed from the daylighted list. Daylighting ended at the conclusion of the 2015-2016 academic year. For the Fall 2016 cohort and beyond, students can only fulfill CAP requirements with CAP-approved courses. Current students who entered prior to Fall 2016 can continue to fulfill CAP requirements with daylighted courses until they graduate. Because the list of courses fulfilling CAP requirements will vary by Catalog year, DegreeWorks should be consulted for the most accurate information (refer to page 6 and Appendix A in this guide).

A recommended plan for the integrated CAP and major requirements is published annually in the Catalog (<http://catalog.udayton.edu/>). If the student has identified the desired major, that plan should be the foundation for individualizing the student's course options. Students who are undecided about their major will need guidance in creating a path that will assist them in making vocational decisions.

Students who need assistance with developing plans for personal growth and self-fulfillment may respond to a 5-step process: (1) exploration of life goals, (2) exploration of vocational goals, (3) program choice, (4) course choice, and (5) scheduling courses.

Students who may be at risk for academic problems may not advocate for themselves. They are supported by advisors who take the initiative to help them with action-oriented strategies to seek help when needed and are monitored on a regular basis to determine level of success. Resources for these students may be found in this guide.

Students who may need to build confidence and motivation may benefit from advising that focuses on applying their strengths to new and challenging tasks.

Both General Education and thematic clusters will be phased out as current students complete their undergraduate degree requirements. As current students consider which courses to take, they will have an increased selection of options as newly created CAP courses may fulfill both the CAP and the General Education course and thematic cluster requirements.

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 Bachelor's + Master's program.

Class Standing is based on accumulated credit hours.

1. First-Year student: 0-29.9 semester hours completed
2. Sophomore: 30-59.9 semester hours completed
3. Junior: 60-89.9 semester hours completed
4. Senior: 90 semester hours or more completed

Advising Process and Tools

Selection of courses should be guided by the student's interests, major, and CAP requirements. The suggested plan of study for each major in the Catalog embeds the CAP components into the plan. Depending on the major, students will have more or less choices in their selection of the CAP courses

Catalog:

The UD Catalog is published once a year. One purpose of the Catalog is to assist students and advisors to understand the recommended 4-year plan for completing course work for each major in combination with the Common Academic Program. The Catalog provides a list of all courses, regardless of the semester in which they are offered. All departments are required to submit a Plan of Study for each major in the department. Plans of Study and lists of relevant courses are published in the Catalog, which is specific to students' year of admission. The Catalog is accessible at <http://catalog.udayton.edu/>.

DegreeWorks (Degree Audit):

DegreeWorks indicates the courses that satisfy a requirement for CAP. The Degree Audit is specific to each student, so it can be used to determine if a course satisfies CAP for the student's specific major depending on the year of admission. See Appendix A for instructions on using DegreeWorks.

The Degree Audit is accessible through Porches at <https://degreeworks.udayton.edu>

CAP Website:

The CAP website (<http://www.udayton.edu/provost/cap/index.php>) is updated on a regular basis. Faculty can obtain basic information about the CAP, as well as information and resources for developing courses and submitting courses for CAP approval. The most current list of CAP-approved courses are available; however, as noted previously in this guide, because the list of courses fulfilling CAP requirements will vary by Catalog year, DegreeWorks should be consulted for the most accurate information.

Course of Study

First Semester Freshman Registration

Domestic and International students begin their undergraduate education at the University of Dayton from several different pathways: no previous college credit, previous college credit from advance placement exams, and transfers from other universities. International students can be admitted directly to UD or conditionally admitted to the Intensive English Program (IEP) to obtain the English proficiency required for study.

Students who enter UD as first-years complete the following procedure:

- Students make registration decisions for Fall 2016 classes online via Porches during the summer.
- The choice of classes that students can select from is guided by the respective Deans' Offices and the student's choice of major.
- Incoming students are registered for Humanities Commons courses (part of the Common Academic Program).
- Student choices for classes are reviewed and approved by their respective Deans' Offices.
- The respective Deans' Offices will adjust the student schedule as information is made available (e.g., AP credit, transfer credit, etc.).
- Some advising information is given during New Student Orientation when students arrive on campus.

Note: International students may arrive on campus without schedules. Deans' Offices are consulted to create the appropriate schedules. Conditionally-admitted international students who are completing Level 5 in the Intensive English Program (IEP) may enroll in up to 3 academic credits, with approval by their academic advisor and the IEP Student Advisor.

In some cases, IEP students who have already completed one or more Level 5 courses may receive approval to enroll in 6-9 academic credits during their final IEP term. Advisors are encouraged to consult with the IEP Student Advisor to determine the most appropriate schedule for these students.

Course Requirements

The UD Catalog should be consulted to understand the recommended 4-year plan for completing course work for each major in combination with the CAP. The Catalog is accessible at <http://catalog.udayton.edu/>.

First-Year Humanities Commons: All students are required to take 12 semester hours in the Humanities Commons courses. These courses include English, History, Philosophy, and Religious Studies. The Core Program's ASI 110 and ASI 120 fulfill all of the Humanities Commons requirements, including ENG 200H, as well as the CAP requirement in Advanced Historical Studies. Second and third-year Core courses fulfill additional CAP requirements (to be delineated in advising sessions).

The First-Year Humanities Commons introduces the seven UD student learning outcomes and includes courses in Religious Studies, Philosophy, History and English. These courses create a foundation for student learning in the rest of the Common Academic Program and their majors. As part of the First-Year Humanities component of the CAP, students will enroll in either a first-year writing seminar or a first-year honors writing seminar. Many students will begin by taking the first-year writing seminar. Based on placement criteria, some students will qualify to enroll in the first-year honors writing seminar. Students who complete the first-year honors writing seminar will not take the second-year writing seminar.

The following Humanities Commons courses are required for all first-year students:

- HST 103 The West and The World
- PHL 103 Introduction to Philosophy
- REL 103 Introduction to Religious and Theological Studies
- ENG 100 or 200H is required for all first-year students beginning Fall 2013. There are 3 options. The College of Arts & Sciences Dean's Office determines the appropriate ENG course(s) for each student. Students are not required to take another ENG course beyond 200 or 200H.

Option 1: ENG 100 is a 3-hour one semester course completed by most students. These students will later take ENG 200.

Option 2: ENG 200H is intended to serve students who have demonstrated advanced skills in English. Students who take ENG 200H are not required to take any other ENG course.

Option 3: The few students who are not prepared to succeed in ENG 100 will take a full year "stretch" course, which replaces the former 101-T (tutor assisted, or SI/supplemental instruction). ENG 100A is the first of two 2 semester hour courses that will be taken in the first semester of the first year. ENG 100B will be taken in the second semester of the first year. Students who take these courses will complete a total of 4 semester hours in the first year. These students will also take ENG 200.

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

Oral Communication (CMM 100): To enhance students' ability to communicate effectively, all students complete three hours in Oral Communication, normally in their first or second year of study. The Oral Communication foundational course focuses on the concepts of dialogue and debate, with the goals of engaging in constructive mutual dialogue in conversations and meetings; developing the ability to articulate, analyze, and defend a position in a public forum; understanding the differences between dialogue and debate; and understanding relative advantages and disadvantages of each mode of communication. With its focus on dialogue and debate, the course will assist students in the development of the skills necessary for learning, living, and working in communities. By developing the ability to engage in conversation that advances understanding, students will be better able to interact and collaborate with persons from diverse backgrounds and perspectives.

Students are encouraged to take CMM 100: Principles of Oral Communication in their first year. During the transition from General Education to the Common Academic Program, continuing students who have already completed one or more of the General Education Communication Modules are required to complete those modules. The CMM 100 course will not be available to those students.

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

Arts: To ensure that all students acquire a basic understanding of the arts as significant manifestations of diverse cultural, intellectual, aesthetic, and personal experiences, all students complete a three-hour component in the Arts. The Arts component may include courses from the Departments of Music, Visual Arts, English and the Theatre Program. Courses will assist students to develop skills and acquire experiences that enable them to understand, reflect upon, and value the creative process within the context of the arts. The requirement may be

satisfied by taking studio and performance courses as well as historical studies courses. Students may satisfy the three hour requirement with one three hour course or a combination of one- and two-hour courses. Given the diversity of the Arts, the specific learning outcomes addressed will vary across courses.

Social Science (SSC 200): Essential to life in the 21st century is an understanding of the relationship between individuals, groups and institutions. All students will complete three hours in the social sciences. The Social Science course will be a theme-based course that varies across sections but shares common learning outcomes. The course will use social science methods and social theory to critically examine a human issue or problem from at least three social science disciplinary perspectives (anthropology, economics, political science, psychology and sociology). The course will emphasize outcomes related to scholarship, critical evaluation of our times, and the diversity of the human world.

Natural Science: An understanding of many significant issues confronting our world today requires a basic understanding of science. Students must take two three-hour lecture courses in the physical or life sciences or computer science, at least one of which should be accompanied by a corresponding one-hour laboratory section. Lecture sections are either a pre-requisite or co-requisite to their correlative laboratory sections. Students are exposed to at least two of the five disciplines: biology, chemistry, computer science, geology, and physics. The Science component actively challenges students to explore the scientific dimensions of complex, controversial or unresolved problems facing human society. It furthers the development of the outcomes related to scholarship, practical wisdom and critical evaluation of our times by challenging students to achieve an enriched understanding of the scientific method by applying it to issues of broad public interest. The community outcome will also be enhanced through the team-based learning that occurs in the laboratory setting.

Crossing Boundaries: The Crossing Boundaries component includes four courses (Faith Traditions, Practical Ethical Action, Inquiry and Integrative) that challenge students and faculty to link aspects of their own lives, majors, and careers to a broader world within and outside academia. As a Catholic, Marianist, comprehensive university, the University of Dayton is particularly well-suited to develop curricular programs that forge these links and to offer extracurricular experiences to help students reflect on and understand these links. These courses focus on Faith Traditions, Practical Ethical Action, Inquiry and Integration. Collectively, these courses will strengthen the Catholic intellectual tradition in significant ways. This tradition in Catholic and Marianist higher education emphasizes the centrality of theology and philosophy, the importance of linking faith and reason, the integration of knowledge, and the application of that knowledge to personal and social situations in the world today. Collectively,

these courses will build on our strengths as a comprehensive Marianist university by engaging students and faculty across disciplinary lines and across academic units in order to see the relationship between the practical and the theoretical and to understand issues in a more integrative and holistic perspective. The student learning outcomes related to faith traditions, diversity, practical wisdom, critical evaluation of our times, and vocation are particularly important for this set of courses.

Students are required to complete all 4 Crossing Boundaries courses: Faith Traditions, Practical Ethical Action, Inquiry, and Integrative.

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

Practical Ethical Action: The Practical Ethical Action course is designed to cross the boundaries between the theoretical and the practical and between the liberal arts and the applied fields. It offers the opportunity for faculty to cross the boundaries of their own disciplines to dialogue with faculty from other disciplines in ways that enrich their own understanding of important ethical issues and that enrich the courses they offer to students. Courses satisfying the Practical Ethical Action component may be offered by any department provided that the courses engage students in thick description and analysis of ethical issues using concepts central to the study of ethics such as justice, rights, natural law, conscience or forgiveness and that the courses provide sufficient normative content that allow students to reflect on value judgments and ethical reasoning and practical application. These courses will draw from relevant interdisciplinary knowledge as well as an understanding of the professions and social institutions.

Inquiry: The Inquiry course serves as an introduction to key methods of investigation, interpretation, exploration, and ways of knowing. Taking a course outside one's major can broaden awareness of differing philosophies or analytic approaches, and it can offer new ways of conceiving of and resolving problems. The Inquiry course provides students an opportunity

to contrast inquiry in their own field with a different discipline's methods of inquiry. Some modes of inquiry engage experimentation and creative practice; other modes employ cognitive systems or analytical frameworks. Still other modes of inquiry investigate the complexity of systems, languages, or cultures. Exposure to modes of inquiry not typically used in the students' major prepares them to think critically about ways of acquiring, evaluating, and applying knowledge claims within their own discipline. For this reason, the Inquiry course includes a reflective and comparative component in which a student examines methods in his or her major field with those in the field of the Inquiry course.

The Inquiry component of CAP requires that students select a course outside their own division to better understand the ways of knowing found in other academic disciplines. For example, a business major must complete a course from the School of Education and Health Sciences, School of Engineering, or College of Arts and Sciences that has been approved for CAP Inquiry. A student with a major in the College of Arts and Sciences (CAS) can complete an Inquiry course in the School of Education and Health Sciences, School of Business Administration, or School of Engineering. CAS students may also fulfill this component by completing a course outside of their own the CAS division: Natural Sciences, Humanities, Arts, or Social Sciences.

Integration: The integration of knowledge has a long-standing position within the Catholic intellectual tradition and an increasingly important role in understanding contemporary social issues and problems. The Integrative course in the CAP requires that students select, a course that transcends disciplinary boundaries and explicitly examines significant social issues or problems in a multidisciplinary or interdisciplinary framework.

Major Capstone: The ability of students to integrate the knowledge acquired in the undergraduate career, both within the major and in the Common Academic Program, is greatly enhanced by a capstone experience. All students have a capstone course or experience in their major. The Capstone provides students the opportunity to engage, integrate, practice, and demonstrate the knowledge and skills they have developed in their major courses and which reflect learning outcomes associated with the *Habits of Inquiry and Reflection (HIR)*. The Capstone will provide students the opportunity to engage in the scholarship, activity and/or practice of their major field and further their understanding of their chosen vocation, career or profession. It may, or may not be assigned credit hours.

Advanced Studies in Religious Studies, Philosophy, and History: As a Catholic and Marianist institution of higher education, the University regards religious studies and philosophy as having special roles in the undergraduate curriculum and in the attainment of University-wide learning outcomes. Students are expected to deepen their knowledge of the religious and philosophical traditions that inform the Catholic and Marianist education. Advanced study in

these areas, especially when conducted through interdisciplinary courses, also assists students in constructing integrated knowledge of the central human questions examined in a liberal education. The fields of philosophy and religious studies, together with historical study are indispensable for students' education in the Catholic intellectual tradition. Students take courses beyond the 100 level in these fields to further their understanding of the resources that the Catholic intellectual tradition offers for their own personal, professional and civic lives and also for the just transformation of the social world.

Every student is required to take six hours of CAP-approved advanced study courses in the areas of religious studies and/or philosophy, and three hours in history beyond the 100 level.

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

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

Exceptions to the Course Requirements

Students who transfer from other domestic or international colleges or universities, take individual courses outside UD, or have qualified advanced placement scores may wish to apply them to their UD course requirements. Decisions in this regard are made in the Deans' Offices. Some criteria for these decisions follow.

Advanced Placement (AP)

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

The AP credit chart is published on the UD website at

<https://www.udayton.edu/academics/undergraduate/credit-by-exam.php>.

College Level Examination Program (CLEP)

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

General Certificate of Education A-Level Examinations

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

International Baccalaureate

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

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

Transfer Students

Students from accredited institutions may be considered for transfer to the University of Dayton provided they are in good standing socially and academically (minimum of a C average-2.0 cumulative grade point average). Transfer students entering UD adhere to the requirements from the Catalog for the year of their entry. A student with transfer credit from a two-year institution will be required to have at least 54 semester hours from a four-year institution for any baccalaureate degree. A transfer student is considered for a degree only if the last 30 semester hours have been taken from the University of Dayton and other requirements for graduation have been met.

The initial four years of CAP (2013-14 through 2016-17) constitute the transition from the General Education requirements to the Common Academic Program requirements. Incoming transfer students in collaboration with the Deans' Offices may choose to adhere to the CAP requirements instead of the General Education requirements. However, General Education requirements may not be substituted for the CAP requirements for those students entering under the CAP criteria. Students entering UD will complete the requirements from one or the other based on the following criteria:

2013 – 14 Academic Year

- Students with 0-29.9 semester hours completed will complete CAP requirements.
- Students with 30 or more semester hours completed will complete General Education or CAP requirements.

2014 – 15 Academic Year

- Students with 0-59.9 semester hours completed will complete CAP requirements.
- Students with 60 or more semester hours completed will complete General Education or CAP requirements.

2015 – 16 Academic Year

- Students with 0-89.9 semester hours completed will complete CAP requirements.
- Students with 90 or more semester hours completed will complete General Education or CAP requirements.

2016 – 17 Academic Year

- All students will complete CAP requirements.

All transfer candidates must submit official transcripts from all institutions previously attended. In some cases UD has entered into transfer agreements with certain institutions. The Dean's Office of the appropriate college or school will evaluate the transcript(s) to determine the number of transferable credits. The decision is dependent on an equivalency in course content

between the course that is being considered to transfer into UD and the UD course that it will replace. In general, college credits earned with a "C-" (2.0 on a 4.0 scale) or higher from any regionally accredited college or university will transfer and be included on the University of Dayton transcript. No credit will be given for a course in which the student earned below a "C-." Students must be in good academic standing and meet the requirements for their academic program as outlined in the Catalog for their year of entry. The evaluation to determine which courses will be accepted toward the degree will also be completed by the Dean's Office of the appropriate college or school.

CMM 100 / Oral Communication:

Due to the quite distinctive character of the learning objectives for CMM 100 and their important role in promoting the broader learning goals of CAP as a whole, transfer credit for the CAP Oral Communication component should be allowed only when it is determined through appropriate procedures that the course to be transferred is equivalent to CMM 100. In other words, a generic introductory course in oral communication or public speaking would not normally be granted credit for the CAP requirement.

ENG 200 / Second-Year Writing Seminar:

AP, IB, and CAP transfer credit should be permitted for this CAP component, even when the credit to be transferred was not earned in the student's second year of college or university study. That is, the transferability of credit for ENG 200 in CAP should be handled as transferability was handled for ENG 102 in the former General Education Program.

SSC 200 / Integrated Social Science:

During the transition from General Education to the Common Academic Program period, a number of courses were temporarily daylighted for the SSC 200 requirement; those courses typically did not combine 3 disciplines as required. Students who entered UD in the 2013-14 and 2014-15 academic years can fulfill the social science requirement by completing a daylighted course at any time during their matriculation.

Beginning with the 2015-16 academic year and beyond, entering UD students must complete the CAP-approved SSC 200 course. They are encouraged to complete SSC 200 during their second year. Transfer and AP credit for the SSC 200 course will be rare, and only accepted for this component through a review by the Dean's Office. Transfer credit for a traditional, single-discipline social science course will be allowed for the CAP social science component only for students who enter UD with at least 30 hours of credit (i.e., students entering with sophomore status). Otherwise, students must complete SSC 200 satisfactorily in order to fulfill CAP requirements.

Transfer of Coursework for a Current UD Student

All transfer coursework completed by current UD students at another institution for UD credit must be approved in writing by the Dean's Office prior to registration for the course. At a minimum, the approval process will include a review of the institution, course descriptions, and course syllabus. Additionally, a vita of the professor and/or a copy of the textbook used in the course may be reviewed. Consideration for credit will only be given to transfer courses with a grade of C- or better. No credit will be granted when a student fails to receive prior written approval from the Dean's Office or fails to provide official transcripts sent to UD directly from the approved university.

Courses taken in the U.S. must be completed at a regionally accredited institution. Courses taken overseas must be completed at an institution recognized by that country's minister/head of education. Official transcripts must be sent directly to UD from the university and must contain an official seal of the university's Office of Academic Affairs. Other requirements may apply (e.g., School of Business courses need to be taken at an AACSB accredited institution) given the specific course in question.

UD Sinclair Academy (UDSA)

UD has a special partnership with Sinclair Community College (SCC) called the UD Sinclair Academy. Agreements have been struck with each of the UD undergraduate units which include conditions regarding both the Common Academic Program and specific majors. These agreements are updated annually and are maintained by the Associate Provost for Faculty and Administrative Affairs.

The UD Sinclair Academy provides guaranteed admission to UD if certain standards are maintained at SCC. Financial aid at UD is comparable to that of four-year students (discount may also be applied to summer courses), textbook scholarship for up to five full-time semesters, and summer abroad scholarship.

Program Majors at UD (as of Summer 2016)

Check the UD Sinclair Academy website for updates about program majors and other information about the partnership: <https://www.udayton.edu.academy/index.php>).

- Business Administration (accounting, economics, finance, entrepreneurship, marketing, international business management, operations and supply management, and management information systems)
- Teacher Education (adolescence to young adult, early childhood, and middle childhood)

- Sociology
- Mathematics
- Engineering Technology (electronic and computer, global manufacturing systems, industrial, and mechanical)
- Engineering (chemical, civil, computer, electrical, and mechanical)

Requirements

- Sinclair students enter the dual admission program by applying to and being accepted by UD in a major with an approved UD/SCC articulation agreement.
- A minimum of 15 semester hours taken at SCC as part of an approved articulation agreement with at least 3.0 GPA. (UD academic departments may add other requirements, such as references, associate's degrees, or 3.0 GPA in particular coursework.)
- The program is based on articulation agreements for certain majors which guarantee that courses taken at SCC transfer to the corresponding major at UD.

Admission

- UD advisors are present on the Sinclair campus two days a week.
- Applications can be completed at any time while at SCC.
- Students must apply to UD and complete the FAFSA form to obtain any UD financial aid.
- Each admission decision is made in consultation with the respective UD unit dean's office.
- SCC students are not considered UD students until fully matriculated at UD.
- Though students may be part-time while at SCC, they must be full-time at UD.

Points of Contact

- University of Dayton: Paul Vanderburgh, Associate Provost (vanderburgh@udayton.edu or 937.229.2398)
- Sinclair Community College: Janeil Bernheisel, Manager of Curriculum, Transfer and Articulation (janeil.bernheisel@sinclair.edu or 937.512.3145)

**Sinclair students who have earned the associate's degree prior to attending UD will not be required to take UD's CMM 100 (Oral Communications) Common Academic Program requirement. Otherwise, this course will be required at UD.*

Selecting Courses for Specific Programs

Core Program

Entering the Core Program

Most students entering the University of Dayton are able to join the Core Program. Some departments – including English, History, Philosophy, and Religious Studies – automatically place their students in the program, but a wide variety of incoming majors (including those from the professional schools) choose Core. While Core is not an honors program, many incoming Honors students choose the Core Program – and all students who complete the Core Program with a B average receive 15 hours of Honors credit.

Curriculum

The Core Program is a 2 ½ year program involving 27 hours of coursework. All Core courses fulfill CAP requirements, and stress the connections between disciplines.

First-year Core students take ASI 110 (fall) and ASI 120 (spring). These interdisciplinary courses are team-taught, with six faculty from English, History, Philosophy, and Religious Studies. ASI 110 and 120 fulfill all of the Humanities Commons requirements, including ENG 200H, and they receive credit for the CAP requirement in Advanced Historical Studies.

Second-year Core students take three courses that various departments offer as special sections for Core students. Students have a choice of 5-6 courses each semester. These courses, which vary from semester to semester, meet a variety of CAP requirements.

Third-year Core students take one course in the fall semester: Professional Ethics in a Global Community. ASI 371 is designed for business students; ASI 372 is designed for education students; ASI 374 and ASI 375 are designed for students in the College. All of these courses meet requirements in Advanced Philosophical Studies or Advanced Religious Studies, as well as additional CAP requirements.

General Information

- The Core Director communicates important information via email and in person (particularly when it comes to first-year students).
- The Core Director sends out an updated advising guide to Core students and their advisors of Core students each semester at the beginning of advising season.
- The Core Program conducts its own graduation ceremony in the spring of junior year. Core students receive formal invitations to this event.

University Honors Program

Entering the University Honors Program (UHP)

Students enter the UHP in one of three ways:

- All incoming first-year students with a 29 ACT/1300 SAT or higher who a) have a high school GPA of 3.7/4.0 or higher, or; b) are in the top 10% of their high school senior class are offered admission to the UHP. Membership is voluntary and must be either accepted or declined prior to the start of the fall course selection process.
- All first year students not admitted as honors students, but who earn a GPA of 3.5 or higher during their first year at UD, are offered admission to the UHP. Membership is voluntary and must be either accepted or declined.
- Transfer students entering UD after 1-2 years at another accredited institution with a minimum cumulative GPA of 3.5/4.0 may apply directly to the UHP, where—upon presentation of a transcript indicating the completion of honors course work with a grade of B or better, will be awarded honors credits as appropriate.

Maintaining Honors Membership

- To remain Honors benefit-eligible, a student must maintain a minimum GPA of 3.5. Students who fall below this mark will be placed on probation upon approval of the Director.
- Students must confirm their continuing membership in the UHP by responding to an e-mail request to do so on an annual basis. This e-mail is sent over the summer. Those who fail to respond by the end of September are dropped from the program.
- Students must demonstrate progress toward the achievement of an honors diploma.

Earning Honors Credits

To graduate with an honors designated diploma, a student must earn 21 honors credits. Further information on the diploma options and earning honors credits can be found at <http://www.udayton.edu/honors>. At most, students need to earn three honors credits per semester (with one semester unclaimed) in order to achieve this mark. Advisors should note the following:

- Students begin their UHP experience as first-year students in one of the following ways:
 - By taking ENG 200H in the fall as an incoming first-year student and completing one of their remaining Humanities Commons courses (HST 103, PHL 103, or REL 103) in the spring semester as an honors course, or;
 - Completing the first year of the Core Program (ASI 110 and ASI 120).

- After the first year, students have the opportunity to earn honors credits through honors courses in various ways:
 - The UHP works with departments to ensure that courses with high demand across majors (e.g., Professional/Technical writing courses, Genetics, Abnormal Psychology) are offered as honors courses on a regular basis.
 - Students in Education and Engineering can expect to earn honors credits through a select offering of general disciplinary course (such as EDT 109/110 and several of the EGR courses).
 - Students in the SBA can take honors sections of the following courses: ACC 207, ACC 208, ECO 203, ECO 204, FIN 301, MIS 301, and OPS 301. Individual honors contracts may be available for other core business courses; please see the appropriate department chair.
 - Beginning in Fall 2014, students in Business and Engineering are able to complete their CAP/major ethics requirement as an honors course.
 - Beginning in Fall 2015, UHP students are able to complete their CAP Social Science (SSC 200) and CAP Arts requirements as honors courses.
 - The Honors Thesis may fulfill the CAP capstone requirement for many students. Students and advisors should verify this with department chairs.
- To receive honors credit for a course, the student must earn a minimum grade of B.
- Students having difficulty securing honors credits, especially those who are juniors and seniors, may, upon application to the UHP, be allowed to earn up to six honors credits as contract courses.
- Generally speaking—and in line with the developmental model of the CAP—students should complete no more than six honors credits with 100-level courses within the CAP.
- Students may earn honors credits through the successful completion of one of the following programs: Core, Dayton Civic Scholars, and the River Stewards. Note: These credits may not be readily apparent on a student’s advising page. For details, please see <http://www.udayton.edu/honors>.

Special Enrichment Opportunities

Students may also earn honors credits by applying for, and being accepted into, one of the following Honors Program enrichment opportunities:

- Chaminade Scholars Program. Students apply as first-year students (applications open in the late fall) and earn nine honors credits by completing a series of mini-courses and three CAP courses during their sophomore to senior years. Chaminade Scholars earn additional scholarship money while enrolled in the program.

- Berry Summer Thesis Institute. Students apply as sophomores (applications open in the late fall) and earn six honors credits by engaging in research and service/leadership opportunities on campus the summer between their sophomore and junior years. Students who choose to complete the Institute and choose to continue with the thesis process become Berry Thesis Fellows and receive additional scholarship money for their junior and senior years.
- DC Flyers Program. Open to first-years, sophomores, and juniors (applications open in the fall), students earn six honors credits by spending ten weeks in the summer interning in Washington, D.C. in an area connected to their career interests.
- Hull Fellows Program. Open to all students (applications open in October and January), successful applicants receive up to \$2000 toward an international study experience for which they can also earn three honors credits.
- Honors Thesis. Students can earn six honors credits towards their honors or honors with distinction diploma by completing an honors thesis. The thesis process is outlined at <http://www.udayton.edu/honors/thesis/timeline.php>. Students may receive up to \$1500 in financial support for their research. Projects meeting the criteria for the Patrick F. Palermo Founders Fund can apply for additional funding support.
- Prestigious Fellowship Application. Students may earn up to six honors credits by applying for a prestigious national fellowship through the UHP Associate Director for Fellowships and Graduate School Advising.

General Information

- The UHP communicates important information to its students via e-mail.
- Honors students receive priority registration, meaning that they register during the first registration session open to their class. The registrar will send them their individual registration slots within this period.
- ENG 200H is a first-year Honors seminar offered only in the fall semester for matriculating honors students.
- All other honors courses are open to all students with GPAs of 3.4/4.0 or higher. Students with GPAs under 3.4 attempting to register for these courses will receive a message that enrollment in the course is restricted. The intent of the GPA restriction is to ensure that all students in the class have the skills and level of engagement to participate in, and contribute to, an Honors classroom experience. We realize that there might be some majors who possess the needed skills and interest required for an Honors classroom experience, but who have GPAs that do not meet the 3.4/4.0 threshold. These students are welcome in the course, and the UHP encourages chairs to sign them into the course.

- All honors courses, beginning with those taken in the fall 2014 semester, will appear on the student’s official academic transcript as such (e.g., HST 326H).
- Not all honors credits will appear immediately in the Honors box on the student’s advising page. This is particularly true if a student has received honors credits for some form of experiential learning (e.g., graduate courses, co-op, internship, education abroad, prestigious fellowship application).
- The UHP sends out an updated advising guide through deans’ offices each semester at the beginning of advising season, and also hosts mandatory advising workshops for students (all students in the fall, rising sophomores, and juniors in the spring).

Institute for Arts Nexus (IAN)

IAN, the Institute for Arts Nexus (the new name for ArtStreet), is intended to empower students with the imaginative and creative skills necessary to excel and have an impact on today’s innovative and global workforce regardless of degree focus. The IAN Collective of Educators – a body of faculty, staff, alumni, and regional creatives – collaborated to develop the foundational curriculum and creative design for the IAN I and II courses and the White Box Gallery installation.

With the School of Engineering as the academic sponsor, the Institute is expected to pass the Certificate for Applied Creativity and Innovative Perspectives in 2016-17 by incorporating its current IAN I and IAN II courses into a matrix of courses from across the campus. The IAN I (UDI 371, fall semester) and IAN II (UDI 372, spring semester, prerequisite: UDI 371) courses are open to all students (70 students max). Pending approval of the certificate by University leadership, students will be able to begin declaring their intent to complete the certificate for the 2016-17 academic year. For more information, please contact Brian LaDuca, Director of IAN, at [937-229-5103](tel:937-229-5103) or bladuca1@udayton.edu.

Declaring the IAN Certificate for Applied Creativity and Innovative Perspective (pilot)

- As rising 2nd Year students, the process to qualify for admission to the certificate program is per recommendation by faculty and/or staff, in good standing with their declared major’s academic requirement (min. 3.0 GPA).
- An advised declaration of potential long-term “mission-based” outcome wherein their degree of study and their IAN certificate learning would culminate (IAN III).
 - Upon completion of IAN I, students interested in declaring the certificate will meet with the IAN Academic Development Coordinator and map out a fluid plan for their elective bundles and the IAN III Creative Apprenticeship.

- Upon their Mission-Based Declaration, the IAN Academic Development Coordinator will map a CAP elective ‘bundle’ in association with an IAN Mentor(s) that should augment their certificate pathway while targeting required elective needs within their specific major of study.

The Process for Earning the Certificate

- 12 Credit Hour Requirement = Certificate

1	IAN I	1 credit	(Fall – 2 nd Year)
1	IAN II	1 credit	(Spring – 2 nd Year)
3	Elective Bundle	9 credits	(Spring – 2 nd , Fall & Spring – 3 rd Year)
1	IAN III	1 credit	(Fall – 4 th Year)
- This elective “bundle” consists of CAP and non-CAP course electives deeply invested in Crossing Boundaries including **Practical Ethical Action, Inquiry, and Integrative** as well as **SSC 200 sections** thus allowing students who declare the certificate an opportunity to design courses that would continue to build on the students’ IAN I and IAN II tools, complement their IAN III Creative Apprenticeship process while still satisfying CAP requirements within the degree major.
- Understanding that EVERY student must take an *Inquiry* course **outside** their own major and that *Integrative* courses are designed to be **cross-disciplinary**, each student declaring the IAN certificate will have the option to seek a pathway of CAP Crossing Boundaries options that not only allows them creative and critical practice across degree focuses and disciplines, but also can intentionally be developing innovative approaches towards successfully completing the IAN III Creative Apprenticeship.

IAN Course Descriptions and Outcomes

- The Institute’s current curricular design is rooted in two 300-level creative foundation mini-courses whose educational content derives from the six annual White Box Gallery installations.
- Over forty faculty, staff, and regional partners (IAN Collective) develop the thematic structure of the installations and the adjacent experiential learning models annually.

IAN I: CREATIVE CONFIDENCE THROUGH CRITICAL PERSPECTIVE

Students are introduced to applied creativity and critical thinking through multidisciplinary, experiential sessions focused on developing demonstrative inquiry and reflection through critical and imaginative evaluation of challenges inspired by the White Box Gallery IAN installation series.

- Key Student Learning Outcome (SLO): Critical Evaluation of Our Times (Expanded)
 - Critical and imaginative evaluation of challenges
 - Develop and demonstrate inquiry and reflection
 - Familiarity with Catholic Social Teaching
 - Ethical Reasoning
- For the purpose of assessment, our desirable outcomes are that IAN I students (in second-year standing) demonstrate Milestone (2 or 3) proficient according to the guidelines of our critical thinking value and creative thinking value rubrics.

IAN II: INNOVATIVE APPLICATION THROUGH CREATIVE CONFIDENCE

Students are placed into collaborative, creative groups based on their disciplines. IAN I outcomes are experimented within problem-based sessions towards the fusion of innovative application into a 4-dimensional White Box Gallery that hones one's creative confidence coinciding with their chosen profession and degree of study.

- Key SLO: Practical Wisdom (Expanded)
 - Developing varied perspectives around daily human challenges and needs
 - Honing creative confidence within their chosen profession and degree of study
 - Collaborate through learned empathy a construction for problem solving
 - Innovative solution implementation
- For the purpose of assessment, our desirable outcomes are that IAN II students (in preferred second-year standing) demonstrate Milestone (3) towards capstone proficient of our critical thinking value rubric and Milestone (2 and 3) of our critical thinking value rubric.

IAN III: THE CREATIVE APPRENTICESHIP

The capstone of the certificate is a return to the student's "Mission" declaration upon their successful completion of IAN I, II and their respective electives. Using their "Ikigai" (i.e., one's purpose) in combination with their experience developing varied perspectives and creative concepts within their selected CAP elective courses, students will explore their passion, mission, and vocation in conjunction with their profession/degree of study to construct a 4D mini-installation inspired by the White Box Gallery IAN installation series.

Students will work with an IAN Collective mentor(s) using critical, creative, and innovative learned experiences to address real human problems and deep human needs of the 21st century to influence the future direction of their degree focus, peers, future colleagues, and the world at large.

- KEY SLO: Practical Wisdom (Advanced)
 - Developing varied perspectives around daily human challenges and needs
 - Honing creative confidence within their chosen profession and degree of study
 - Collaborate through learned empathy a construction for problem solving

General Information

- The course matrix for the program would focus on imaginative, critical, innovative, and creative learning that complements both the University's Common Academic Program and the *Habits of Inquiry and Reflection (HIR)* in uniquely guiding students towards "excellence in their majors, cultivat[ing] practical wisdom in light of the particular needs of the twenty-first century, and foster[ing] reflection upon their individual vocations."
- The IAN's three primary learning outcomes are:
 - **CRITICAL PERSPECTIVE**
Through the introduction of creative theory and radical arts immersions the current student's idea of what is and what can be in their field of study and the world they live in will broaden in artistic, analytical, and innovative ways.
 - **CREATIVE CONFIDENCE**
When one's degree of study fuses with growing critical perspective the student develops the creative confidence to see the broad and diverse set of solutions in front of them and make leaps, trust their intuition, and chase solutions that they haven't totally figured out yet.
 - **INNOVATIVE APPLICATION**
The fearless practice of seeing the world in complex ways and experimenting with improbable materials in seeking imaginative, unexpected, and innovative solutions for multiple professional outcomes.

Student Resources

The Office of Learning Resources (OLR) in the LTC is a learning resource for students, parents, advisors, faculty, and staff. OLR offers a wide variety of information and services to help students become successful learners and to help advisors and faculty in their work with students. OLR staff are available for individual consultations and academic coaching sessions with students (one or multiple times) and for individual consultations with advisors and faculty regarding pedagogy, learning and teaching strategies, international student support, principles of inclusive design, disability-related topics, and more. In addition, the OLR website houses learning and study skills resources for students as well as teaching-related resources for faculty. All OLR services are free of charge.

OLR website: go.udayton.edu/learning

Phone: 937-229-2066 (TTY 937-229-2059 for deaf/hard of hearing)

Email: learningservices@udayton.edu or disabilityservices@udayton.edu or globallearning@udayton.edu

Tutoring and Courses Offered through OLR

OLR sponsors walk in tutoring, tutoring by appointment, and group review sessions (called Supplemental Instruction or SI) for many entry level and some upper level courses during the academic year. Look for the Learning Support Guide on the OLR website for the most current list of supported courses, times, and tutoring sites.

OLR also offers several credit-bearing courses designed to help students become more effective learners: DEV 055: Academic Renewal Course & Coaching (for students on probation; open to any student as space permits); UDI 145: Learning Connections (for international students); UDI 175: The Art & Science of Learning (for first-year students admitted to the FIRST Program; open to any student as space permits). Check the OLR website for more information.

Students with Disabilities

Students with disabilities must complete all academic and internship requirements for the degree(s) they are pursuing. They may do so using reasonable academic accommodations as designated by professional Disability Services staff in OLR.

Students who anticipate or experience physical or academic barriers based on disability can meet with OLR's Disability Services staff to discuss accommodations and other options. Have students contact OLR by phone (937-229-2066) or by email at disabilityservices@udayton.edu.

Or have them stop by OLR in the LTC, room 023, on the ground floor of Roesch Library. You can also refer faculty to OLR for assistance in providing accommodations or other access to their students.

Students who need assistance accessing print material should review the OLR website information under Disability Resources for alternative formats. This includes textbooks and electronic material such as PDF documents.

<http://www.udayton.edu/ltc/learningresources/index.php#alternativeformats>)

Occasionally, the characteristics of a disability may warrant substitution of a class or series of classes. In such cases, it is important to note that class requirements are not waived, but rather substituted with other courses. A substitution course must be of equal academic rigor, it must meet the academic standards of the department in which the substitution is requested, and the students' documentation must clearly support the request.

In some instances, however, a course substitution would not be considered an appropriate accommodation. These include:

- The class is an integral part of the program, major, or minor; substitution would jeopardize the integrity of the particular program.
- The substitution could not fulfill the competency required for a particular degree.
- The documentation of disability does not support the need for such accommodation.

After consultation between the student and the LTC's Office of Learning Resources, a recommendation will be issued to the student's Dean's Office. When a substitution is recommended, the student must work with their Academic Dean, Department Chair or Academic Advisor to finalize decisions regarding whether or not the class or series of classes for which the substitution is requested is essential to the program. If a student cannot meet requirements that are proven to be essential to a specific program despite other appropriate accommodations, the student may be considered unqualified to pursue that particular course of study. In such a situation, academic, career, and personal counseling resources are available at the University to assist the student.

Counseling Center

- Gosiger Hall, 1st Floor, M-F 8:30-4:30
- 937-229-3141
- <http://www.udayton.edu/studev/counselingcenter>
- Twitter: @UDStressLess
- Facebook: UD Health and Wellness

Our Services

At the Counseling Center, we provide individual and group counseling to students related to a variety of personal concerns that range from stress, relationship problems, and transitioning to college, all the way to persistent mood, anxiety or eating disorders and thoughts of suicide. We also offer career counseling and consultation if students are concerned about friends or roommates. Our services are free to all matriculating undergraduate students, law students and graduate assistants.

Privacy

Sessions are confidential, except in the case of imminent risk of serious harm to self or others, abuse of a child or vulnerable adult, court order or where otherwise required by law. Records are not part of a student's university or health center record, and are highly protected.

Online Resources

Sometimes students might be struggling but may not need to meet with a therapist. Our website offers a variety of helpful information and tools for students to use on their own. They can find resources for various concerns, take career assessments, be screened for mood, anxiety and eating concerns, and learn how to help someone in distress. We are continually adding resources to help educate students and the community.

Consultation

We are committed to being resources to faculty and staff, as well as students. Our website also provides information on how to manage several common student concerns. If you are concerned about a student and would like guidance on how to best assist them, we are also available for phone consultation during normal business hours and work to return your call by the end of the same business day. We will treat your inquiry with confidentiality. We will do our best to assist you in helping to work more effectively with the student, which in many cases takes the form of providing resources or ways to talk to a student about your concerns.

Referring a Student to the Counseling Center

If you feel you need to refer a student to The Counseling Center, we suggest the following steps to be taken:

1. Inform the student about The Counseling Center, including location, services provided and hours of operation. Have them look at our website, if possible.
2. Offer assistance in helping them make an appointment. Ideally, the student should call the Counseling Center to talk to the on-call therapist or to make an appointment. If the student needing help has your confidence, we suggest you encourage them to make an appointment with you present. In many cases, the students appreciate you supporting them in this manner. Alternatively, you can initiate the call for the student however they will need to talk to the receptionist to provide identifying information in order to make an appointment.
3. When a student calls, they will need to provide the following information in order to make an appointment: their legal name, their Student ID number, and an indication how immediately the appointment is needed. We are able to see students in a life-threatening emergency or crisis the same day. If it is not an emergency, have the student tell the receptionist that “the next available appointment” would be satisfactory and we will schedule an appointment accordingly.
4. On a piece of paper, write down the name of the therapist the student will see, the time of the appointment, Gosiger Hall, 1st Floor and give it to the student.
5. Follow up with them later by asking if they met with someone from the Counseling Center and how you might be able to support them. Due to confidentiality laws and ethical obligations, therapists in the Counseling Center are not able to confirm or deny if a student has been seen for services, even if an appointment was made in your presence. A Release of Information form would need to be signed by the student if they wanted any information shared with another person. The Counseling Center is committed to protecting the student’s confidentiality unless a student is a danger to themselves or others.
6. If the situation is a life-threatening emergency or crisis, and you have some concerns about the student getting to The Counseling Center on their own, take the time to walk the student to The Counseling Center. While using this particular approach is somewhat rare, each year we have some cases where doing this is necessary. Remember the student needing help is perhaps emotionally upset, depressed, scared or confused. Having a supportive person nearby to assist them in coming to The Counseling Center can make them much more comfortable about seeking help. If you feel this approach is necessary, please call the Counseling Center before walking them over to ensure this is the best option.

We are here to support you as you work with our students. Please call if you have questions or concerns about our services or how to most effectively help a student in emotional distress.

Student Success and Parent Engagement

Introducing the Student Success Network

The timely support of faculty, advisors, and support offices is central to our students' success and, ultimately, to improved retention and graduation rates. Outreach to individual students and face-to-face conversations let them know there are people at UD who care about their success.

That's why we've launched the Student Success Network (SSN), powered by Starfish, which provides several tools to better engage with our students. SSN promotes increased interactions by providing an easy way for faculty to notify students, advisors and support offices when they have a concern so students can take action and support providers can quickly reach out to students.

In addition to replacing the Banner Early Alert/Faculty Feedback system with easy to complete progress surveys, SSN enables you to communicate with your students and support offices with just a few clicks!

- Alert students with concerns about academic performance
- Send "kudos" to acknowledge good performance
- Refer students to additional support services
- Receive feedback when a concern you submitted has been addressed
- Enable online appointment scheduling for your office hours
- Track attendance

Simple for you. Empowering for your students. Help us show our students that the UD community is behind them!

For more information:

https://www.udayton.edu/success/student_success_network/index.php.

To schedule individual or departmental training, contact Becki Lawhorn at rlawhorn1@udayton.edu or Aaron Witherspoon at awitherspoon1@udayton.edu.

International Students

International students who would benefit from consultation with a learning specialist can be referred to the International Student Education Specialist in the LTC's Office of Learning Resources (see contact information above). Advisors and faculty can also call the International Student Education Specialist for consultations about working with international students in general or about particular students.

The Center for International Programs (CIP) can also be a resource for advisors. Most international students at UD are on student visas (F-1, J-1) and are required by federal law to comply with certain rules and regulations that impact such areas as full-time study, work, change of major, online courses, concurrent enrollments, etc. The CIP's International Student and Scholar Services (ISSS) Office can assist with any immigration questions.

One area that advisors should pay close attention to is full-time study, which is defined as 12 credit hours for undergraduates. International students are only allowed to drop below 12 hours under limited circumstances. Students should seek the approval of ISSS before dropping below full time, as this may seriously jeopardize a students' immigration status. All immigration-related questions should be referred to the ISSS Office.

Some international students may experience cultural or transition challenges. ISSS staff can work with OLR and advisors to review specific cases and make recommendations. CIP also offers a variety of intercultural programs that can help international students get involved and balance academic and social life.

Students transitioning from the IEP program also have an IEP Advisor who is available to consult with faculty. This transition includes students who are cross-registered in IEP and academic courses in addition to those who have completed the IEP and are starting full-time in academic courses. The IEP Student Advisor and Support Specialist is Katherine Wehkamp. She can be contacted via e-mail at kwehkamp1@udayton.edu or by phone at 937-229-1507.

Write Place

The Mission of the Write Place is one of service: writing consultants appreciate the uniqueness of individual learners and work with all students in their efforts to become better writers. Write Place consultants encourage, guide, and support student writers on any writing assignment. Students are encouraged to use the Write Place during any phase of their writing assignment: prewriting, writing, and revising. Students often benefit most when they meet with a writing consultant during the early phases of their writing process.

In order to help students improve their writing, consultants:

- Address global concerns before sentence-level concerns.
- Do not proofread papers.
- Help students understand their writing assignments.

- Engage the student in a conversation about his or her writing.
- Determine the strengths and weaknesses of the student's writing.

While many first-year students use the service, the Write Place also serves upperclassmen and graduate students. Students should bring their assignment sheet and a hard copy of their paper.

The Write Place has partnered with the Library Research Help Desk and is now located on the first floor of Roesch Library in the Knowledge Hub. Students are able to conveniently work with writing consultants and research librarians in the same space, helping them to address their writing and research concerns more quickly.

The Knowledge Hub will open on Tuesday, September 8. Students can “drop in” to the Write Place; no appointment is necessary.

Drop in hours are:

Monday-Thursday: 10 am to 8 pm

Friday: 10 am to 1 pm

Sunday: 4 to 8 pm

In addition to the Knowledge Hub location, Write Place consultants also offer hours of support in Rike Hall. These sessions are available specifically to international students and are by appointment only. International students can sign up for a session via their IEP instructor or the Center for International Programs (CIP) office. Available hours will vary.

To help support UD's international students, Language Facilitators are available to help during a writing consultation. These facilitators are not translators but can help to clarify ideas for clients in their native language. Currently, Chinese language facilitation is available and soon Arabic language facilitation will also be available.

Students may also receive feedback electronically by uploading a paper via Isidore. Students may select the “Digital Drop Off” button from the left-hand menu and follow the instructions provided. Feedback is provided to students within 48 hours of submission.

If a student would benefit from regular writing support, a writing coach can be assigned to work with the student. Writing coaching offers an ongoing writing support experience for students. They will meet regularly with the same Write Place coach and do not need to be actively working on a current writing assignment.

For more information about Write Place services, contact Christina Klimo, Write Place Coordinator at cklimo1@udayton.edu.

Flyer Student Services

Flyer Student Services (<https://www.udayton.edu/fss/>) offers access to several frequented offices all in one place to save you time and give you access to the services you need for success.

- Registrar / or transcripts, etc.
- Class registration
- Graduation information
- Student accounts
- Financial Aid
- Veterans services

Co-Curricular Involvement Generator

The Co-Curricular Involvement Generator, an online search tool located at https://udayton.edu/studev/leadership/studentleadershipprograms/other_leadership_opp/index.php, contains more than 340 programs from more than 25 departments. Programs are searchable by areas of student interest, university learning outcome, and information relevant to student participation decisions. It can be a useful tool for faculty or staff seeking to help students establish a foothold in campus life outside of the classroom or for students who want to get to know a little more about the opportunities available to them. Getting involved in co-curricular programs is a great way to connect to some of the experiences outside of the classroom that are relevant to the University Learning Outcomes. Additionally, involved students tend to report that they learned more from their experience than peers who are less involved and also tend to be more academically successful. The Involvement Generator grows and updates regularly. Continue to look for updates in this ever-growing campus resource.

Career Services

The University of Dayton Office of Career Services provides excellent career-related resources, programs, services and opportunities that build confidence and job search skills. We serve as a connecting point between students, faculty, alumni and employers in an increasingly diverse and globally influenced job market. We are a leader in career planning and preparation, balancing the latest technology with personal guidance in the Catholic Marianist tradition. Career Services is also the home of Student Employment and assists students interested in working on campus.

Career Services emphasizes four areas of excellence for the campus community:

Career Development: Career Services helps students select an area of study and investigate vocation and career decision-making. This includes individual appointments with career advisors, career assessments (FOCUS, the MBTI, and the Strong Interest Inventory), and presentations to students in the Discover program.

Student Employment: Career Services is the home of the Office of Student Employment, which assists students and departments in the processing of the more than 3,000 student positions on campus. We view campus employment as a step on a student's career journey and encourage departments to utilize students in developmentally-appropriate ways and in positions with learning objectives. Career Services also manages the Federal Work Study program in coordination with the Office of Financial Aid.

Job Search Assistance: Career Services assists students and alumni with all aspects of the job search, including resume and document writing, interview preparation, networking and social networking advice, and salary negotiation. Career Services plans major career fairs for the campus and also hosts hundreds of employers each academic year for on-campus interviews and information sessions.

Tracking Success: Through the annual Flyer First Destination Survey, Career Services tracks the success of each graduating class. We support the career-related needs of Flyers and document their success on both an undergraduate and graduate level. Undergraduates from the Class of 2015 earned a 97% success rate, based on a very strong Flyer First Destination Survey knowledge rate of 84%.

Career Services is located in the Alumni House on L Street. Students may make an appointment with a Career Advisor by calling (937) 229-2045. We also offer daily walk-in hours while classes are in session from 1-3 pm. Evening hours are offered until 7 pm on Tuesday and Wednesday evenings during the fall and spring semesters.

For more information on Career Services and Student Employment, please visit <http://www.udayton.edu/careerservices>.

Student Learning Outcomes

Scholarship: All undergraduates will develop and demonstrate advanced habits of academic inquiry and creativity through the production of a body of artistic, scholarly or community-based work intended for public presentation and defense.

Faith traditions: All undergraduates will develop and demonstrate ability to engage in intellectually informed, appreciative, and critical inquiry regarding major faith traditions. Students will be familiar with the basic theological understandings and central texts that shape Catholic beliefs and teachings, practices, and spiritualities. Students' abilities should be developed sufficiently to allow them to examine deeply their own faith commitments and also to participate intelligently and respectfully in dialogue with other traditions.

Diversity: All undergraduates will develop and demonstrate intellectually informed, appreciative, and critical understanding of the cultures, histories, times, and places of multiple others, as marked by class, race, gender, ethnicity, religion, nationality, sexual orientation, and other manifestations of difference. Students' understanding will reflect scholarly inquiry, experiential immersion, and disciplined reflection.

Community: All undergraduates will develop and demonstrate understanding of and practice in the values and skills necessary for learning, living, and working in communities of support and challenge. These values and skills include accepting difference, resolving conflicts peacefully, and promoting reconciliation; they encompass productive, discerning, creative, and respectful collaboration with persons from diverse backgrounds and perspectives for the common purpose of learning, service, and leadership that aim at just social transformation. Students will demonstrate these values and skills on campus and in the Dayton region as part of their preparation for global citizenship.

Practical wisdom: All undergraduates will develop and demonstrate practical wisdom in addressing real human problems and deep human needs, drawing upon advanced knowledge, values, and skills in their chosen profession or major plan of study. Starting with a conception of human flourishing, students will be able to define and diagnose symptoms, relationships, and problems clearly and intelligently, construct and evaluate possible solutions, thoughtfully select and implement solutions, and critically reflect on the process in light of actual consequences.

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

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

Components of the Common Academic Program

First-Year Humanities Commons Courses

Second- Year Writing Seminar

Oral Communication

Mathematics

Arts

Social Science

Natural Science

Crossing Boundaries: Faith Traditions, Practical Ethical Action, Inquiry, or Integrative

Advanced Study in Religious Studies, Philosophy, and History

Diversity and Social Justice

Major Capstone

Appendix A - DegreeWorks

The DegreeWorks link may be found under “Faculty Tools” on the Porches Faculty Page:

The screenshot shows the University of Dayton Porches Faculty page. On the left is a navigation menu with 'Faculty' circled in red. A red arrow points from 'Faculty' to a 'Faculty Tools' dropdown menu on the right. This menu lists various tools, with 'DegreeWorks' highlighted. A second red arrow points from 'DegreeWorks' to a sub-menu listing specific tools like 'Advisee Listing', 'Email Class', and 'Class List'.

UNIVERSITY of DAYTON

PORCHES

WELCOME NITA TEETERS

FACULTY

- Front Porch »
- UD Daily »
- Flyers First (Academics) »
- Educ/Health Sciences »
- School of Business »
- Engineering »
- Graduate School »
- Law School »
- Faculty »**
- HR Connections »
- College of Arts & Sciences »
- Faculty/Staff Development »
- Stander Symposium »
- Faculty Porch »
- Isidore »
- Groups »

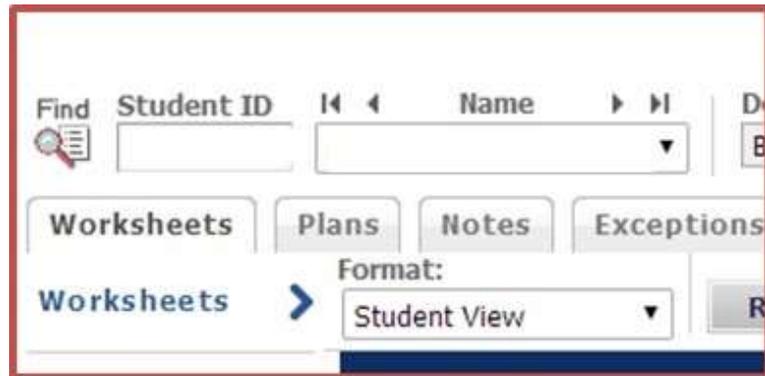
Faculty Tools

- Search for Classes for Faculty / Advisors
- Class Schedules
- Academic Catalog
- Course Inventory Management
- Program Change/Catalog Entry Form
- Advisee Listing
- Advisee Summary
- Email Class
- Class List
- Class Roster - Printing Instructions
- Class Roster with Photo
- DegreeWorks**
- Thematic Clusters - Approved Courses
- General Education - Approved Courses
- View Holds
- Concise Student Schedule
- Exam Schedule
- Early Academic Alert/Faculty Feedback
- Non-Returning Student Form
- Housing Cancellation Form

Advisee Listing

- Advisee Listing
- Advisee Summary
- Email Class
- Class List
- Class Roster - Printing Instructions
- Class Roster with Photo
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- Thematic Clusters - Approved Courses
- General Education - Approved Courses
- View Holds
- Concise Student Schedule
- Exam Schedule
- Early Academic Alert/Faculty Feedback
- Non-Returning Student Form
- Housing Cancellation Form

Access the DegreeWorks profile for the desired student using the Student ID or search for a student using the “Find” tool:



UNIVERSITY of DAYTON

Back to Self Service | Partial | FAQ | Help | Print | Exception Management | Template Management | Log Out

Find Student ID | Name | Degree | Major | Level | Last Audit | Last Refresh

Worksheets | Plans | Notes | Exceptions | GPA Calc | Admin

Worksheets | Format: Student View | Run Audit | View | Save as PDF | Unofficial Transcript

History

What If

Prerequisite

Prerequisite Aid

Acad History

Common Academic Program, BSB

At Site Eligibility	At Site Eligibility History	Course	Section	Prereq	Grade	Term
First Year Honors Cohort		WRT 103	Wrest and Write	W	B	Fall 2013
		REL 103	Int. Rel. & The Studies	A	B	Fall 2013
		PHI 103	Intro To Philosophy	CP	CD	Spring 2014
		ENG 105	Writing Seminar I	CP	CD	Spring 2014
		ENG 200*	Writing Seminar II			
		OR	Choose from 1 of the following:			
		OR	(1 Class in ENG 200*) or			
		OR	(1 Class in ABE 121)			
		OR	COMM 300	Prns of Oral Comm	A	B
		OR	PSY 101	Introductory Psych	CP	CD
		OR	ARTS			
		OR	ARTS			

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A red box will appear next to “Common Academic Program” if all CAP requirements have not been met:

Unmet conditions for this set of requirements:

A minimum of 124 credits
90 more credits.
At least 54 upper level credits are required. You currently have 0. You still need 54 more credits.

No more than 10 hours of MIL credits may satisfy degree requirements

You meet the minimum 2.0 GPA requirement.

Common Academic Program

SBA Core Business Requirements

Major Requirements

Common Academic Program, BSB

FIRST-YEAR HUMANITIES COMMONS

West & World

Intro to Rel & Theo Studies

The screenshot shows the DegreeWorks interface for a student. A red box highlights the 'Unmet conditions for this set of requirements' section, which lists several unmet requirements: 'Common Academic Program', 'SBA Core Business Requirements', and 'Major Requirements'. A red arrow points from the text above to this section. Below the unmet conditions, the 'Common Academic Program, BSB' section is expanded, showing a list of requirements with their respective course numbers and status. The 'FIRST-YEAR HUMANITIES COMMONS' section is also expanded, showing 'West & World' and 'Intro to Rel & Theo Studies' as completed requirements.

Scroll down to the desired CAP Component for a list of possible courses to meet the component:

Still Needed:

2 Classes in **ASI** 371 or 372 or 373 or 374 or 375 or **EDT** 305* or **PHL** 301* or 302* or 304* or 306* or 307* or 310* or 312* or 313* or 314* or 315* or 316* or 317* or 318* or 319* or 320* or 321* or 323* or 324* or 325* or 334* or 350* or 355* or 360* or 363* or 364* or 370* or 371* or **REL** 304* or 306* or 308* or 315* or 318* or 323* or 328* or 344* or 356* or 358* or 360* or 363* or 365* or 366* or 367* or 368* or 369* or 372* or 373* or 374* or 375* or 377* or 471* or **SEE** 401* or 402*

1 Class in **AMS** 200 or **ASI** 120 or 220 or **CMM** 416 or **HSS** 275 or **HST** 220* or 251* or 252* or 260* or 280* or 295* or 297* or 212* or

The screenshot shows the DegreeWorks interface for the University of Dayton. The top navigation bar includes links for Back to Self Service, Portal, FAQ, Help, Print, Exception Management, Template Management, and Log Out. Below this, there are search and filter options for Student ID, Name, Degree (BSB), Major (Decision Business), Level (UG), Last Audit (Today), and Last Refresh (Today at 3:34 AM). The main content area is divided into sections for different CAP components. A red arrow points to the 'Philosophy and/or Religious Studies' component, which is highlighted with a red box. The text next to it reads: '2 Classes in ASI 371 or 372 or 373 or 374 or 375 or EDT 305* or PHL 301* or 302* or 304* or 306* or 307* or 310* or 312* or 313* or 314* or 315* or 316* or 317* or 318* or 319* or 320* or 321* or 323* or 324* or 325* or 334* or 350* or 355* or 360* or 363* or 364* or 370* or 371* or REL 304* or 306* or 308* or 315* or 318* or 323* or 328* or 344* or 356* or 358* or 360* or 363* or 365* or 366* or 367* or 368* or 369* or 372* or 373* or 374* or 375* or 377* or 471* or SEE 401* or 402*'. Other components visible include Arts, Mathematics, Natural Sciences, and Advanced Study.