

STUDENT HANDBOOK
2023-2024



University of Dayton

**School of Education
and Health Sciences**

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

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*Building Learning Communities Through
Critical Reflection*

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The provisions of the various issues of the catalog are to be considered directive in character and not as an irrevocable contract between the student and the University. The University reserves the right to make any changes in the contents of the catalog or alter the course offerings and method of instruction at any time it deems necessary or desirable.

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Notice of Non-Discrimination Policy

The University of Dayton does not discriminate on the basis of age, race, national or ethnic origin, color, creed, sex, nor against otherwise qualified disadvantaged students in its admissions and academic standards; nor in the granting of scholarships, loans, and other financial aid; nor in the planning and administering of its admission, academic, athletic, housing, and other policies; nor in any other programs, services and activities.

INTRODUCTION

Department of Educational Administration Within the School of Education and Health Sciences Institutional Community and the University of Dayton

Department of Educational Administration

Mission

Through its Catholic and Marianist traditions and principles, the mission of the Department of Educational Administration (EDA) at the University has three primary purposes:

- Prepare transformative and culturally proficient scholar-practitioners for leadership in inclusive communities and organizations
- Contribute to the knowledge base and the generative exchange of ideas
- Provide service and opportunities for continuous improvement of the safety plus purposeful development of communities and organizations

Department of Educational Administration

Philosophy/Values

Departmental practices reflect our aspirations to educate for the formation of faith; provide an integral and quality education, educate in the family spirit; educate for service, justice, and peace; and educate for adaptation and change. Our philosophy and values reflect the Marianist characteristics as a frame and source:

- Education for formation in faith
- Providing an integral, quality education
- Educating in the family spirit
- Educating for service, justice peace and the integrity of creation
- Educating for adaptation and change

As an extension of these Marianist characteristics, we commit ourselves to the pursuit of excellence in the following values:

- Equity and inclusion through critical reflection and action
- Leadership for inclusive, safe communities and organizations
- The dignity of each person
- Respect for ourselves and each other
- An ethic of care and love
- Social justice
- Cultural proficiency and humility through an anti-deficit, asset-based lens

Department of Educational Administration Vision

The vision of the Department of Educational Administration is to improve the world by inspiring and educating leaders who will transform organizations and communities for excellence, equity, and the common good.

As a faculty engaged in teaching, knowledge generation, and service, our goals are grounded in our Philosophy, Values, Vision, and Mission in order to:

1. Prepare organizational leaders who help to create a shared vision and clear goals for their organizations and communities that will facilitate continuous progress
2. Prepare organizational leaders to support the implementation of high-quality practices resulting in inclusive excellence and higher levels of performance for all stakeholders
3. Prepare organizational leaders to allocate resources and manage operations in order to ensure safe and productive environments
4. Prepare organizational leaders to establish and sustain collaborative environments and shared leadership to promote excellence, equity, and the common good
5. Prepare organizational leaders to engage community members and processes to create environments where community resources are utilized for the common good
6. Generate and advance the knowledge base of our fields while facilitating the exchange of ideas between stakeholders

Department of Educational Administration within the University of Dayton

EDA is a part of the School of Education and Health Sciences institutional community. As a community partner within the school and also as a part of the University of Dayton, EDA plays a role in carrying out the mission and vision of the larger institution.

The Marianist tradition and foundation of the University of Dayton obligates EDA to embed the distinctive characteristics of the Society of Mary in our teaching, research, and service. Those five distinctive characteristics define the role of education and they should be visible and tangible to you in all that we do in EDA classrooms and on line courses. We aspire to educate for the formation of faith, provide an integral and quality education, educate in the family spirit, educate for service, justice, and peace, and educate for adaptation and change.

Within the School of Education and Health Sciences, we join with our colleagues in the other departments to engage you and all of our

students in accomplishing goals that are related to the school's conceptual framework and goals in the four areas of: embracing diversity, scholarly practice, building community, and critical reflection.

Department of Educational Administration within Professional Organizational Communities

EDA is a part of the wider community of educational and professional organizations. As a part of the University of Dayton, we comply with the standards of the Higher Learning Commission (HLC) of the North Central Association (NCA). As a community partner within the University Council for Educational Administration (UCEA), we value and support research, aspire to professional excellence, and advocate for improved schools. As a constituent with the National Educational Leadership Preparation (NELP), we have aligned our programs with the high standards of this council as part of our membership in the Council for the Accreditation of Educator Preparation (CAEP).

“Principals, supervisors, curriculum directors, and superintendents need increasingly to take initiative and manage change. They must build a group vision, develop quality educational programs, provide a positive instructional environment, apply evaluation processes, analyze data and interpret results, and maximize human and physical resources. They also must generate public support, engage various constituencies, and mitigate value conflicts and political pressures.” (National Policy Board for Educational Administration, 2002, p. 8)

Our goals are grounded in the Ohio Standards for Principals. These five standards include:

- Standard 1: Mission, Vision and Core Values The effective educational leader develops, advocates and enacts a shared mission, vision and core values.
- Standard 2: Ethics and Professional Norms The effective educational leader acts ethically and according to professional norms.
- Standard 3: School Improvement The effective educational leader implements collaborative structures and shared leadership to analyze data and causality, align evidence-based strategies to deliberate goals, develop the capacity of staff, and partner with internal and external supports to improve teaching and learning conditions and outcomes.
- Standard 4: Curriculum, Instruction and Assessment The effective educational leader fosters an environment of effective and rigorous personalized instruction by ensuring each student has equitable access to effective teachers, leaders and learning supports.
- Standard 5: Professional Capacity of School Personnel The effective educational leader supports all staff by promoting and organizing an environment focused on continuous

improvement and personal growth to achieve positive outcomes for each student.

- Standard 6: Equity and Cultural Responsiveness The effective educational leader models, supports and cultivates a school culture characterized by equity and inclusiveness.
- Standard 7: Community of Care and Support The effective educational leader develops and sustains positive partnerships with and among students, staff and stakeholders to create a safe and caring school environment.
- Standard 8: Meaningful Engagement of Families and Community The effective educational leader develops and sustains partnerships with families and the community by acknowledging the school as a community resource and understanding the context of its existence within the larger community.
- Standard 9: Strategic Staffing The effective educational leader is integral to the recruitment, hiring and assignment of staff to ensure representation of diverse expertise and skill sets are aligned to the priorities of the focused plan while also promoting staff professional growth, cultural competence and opportunities for leadership.
- Standard 10: School Operations The effective educational leader develops and implements structures to maximize learning through relationships.

Principles of academic practice form the structure of all EDA programs aligned with these professional standards. First, the pedagogical goals for you and all students in EDA include planned growth in your knowledge, performance, and dispositions, within the constructs of our professional affiliation with NELP.

Second, a “knowledge” base of effective school leadership exists and is the foundation of what you as a potential school leader need to master to be effective in producing improved student learning outcomes. “Performance” is defined by NELP as those proficiencies in subject, professional and pedagogical knowledge, skills and dispositions that benefit student learning. “Performance” is also described as related to the quality of institutional practice, in addition to individual practice. “Dispositions” are defined as those values, commitments, and professional ethics that influence your behaviors toward students, families, colleagues, and communities and affect student learning.

These principles include a heavy emphasis on pedagogy that is practice-related, problem-based, i.e., “field” related. In EDA courses you will be continually engaged in building your knowledge – knowledge that is based in research and applied to practice in real schools. Throughout each EDA program, you will apply sound leadership knowledge to problems of contemporary PK-12 public, Catholic and other non-public schools.

Department of Educational Administration Practices of Assessment toward Accountability

EDA faculty takes seriously their obligation to be accountable. We are accountable, first of all, to meeting your needs. We are accountable to the School of Education and Health Sciences, to the University, to the accrediting agencies of which we are members, and to the State of Ohio licensure requirements.

Our accountability goals in the EDA department are that all assessments are consistently planned, valid, reliable, comprehensive, based on multiple measures, based on both insider and outsider perspectives, ethical, fair, standards-based, linked to program goals, systematic, and provide results that are used in formative ways for student, faculty, and program improvement.

To show evidence of the quality of EDA programs, courses, and faculty, we regularly assess the results of our work. In our assessment procedures, we value multiple measures for each outcome objective and we include both qualitative and quantitative evidence. The Department Chair reports the Ohio Assessment for Educators (OAE) scores to the faculty on a quarterly basis. At one department meeting each year the faculty reviews the EDA strategic plan, including the assessment results for all programs. Areas of strength and areas of needed improvement are identified and discussed.

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DEPARTMENT OF EDUCATIONAL ADMINISTRATION

Member of University Council for Educational Administration (UCEA); National Educational Leadership Preparation (NELP), approved programs; Council for the Accreditation of Educator Preparation (CAEP); and The Higher Learning Commission of the North Central Association (NCA) Accreditation.

PROGRAM DESCRIPTIONS

This handbook contains information relating to the Master's degree program and certification preparation options as well as general information pertaining to the policies and procedures of the department and the Graduate School.

Master of Science Degree and Professional Educator Preparation Program Leading to State of Ohio Issued Professional Licensure

EDA is committed to the preparation of scholar-practitioners who are dedicated to building learning communities through critical reflection. To this end, EDA offers a Master of Science in Education (M.S.E.) degree in Educational Leadership as well as certification preparation programs for principals, and superintendents.

In addition, the department provides opportunities for advanced study leading to the Educational Specialist (Ed.S.) degree in Educational Leadership, the Doctorate of Philosophy (Ph.D.) degree in Educational Leadership and Doctor of Education (Ed.D) in Leadership for Organizations. Further information on these programs can be obtained through the Department of Educational Administration's website at go.udayton.edu/eda.

Master of Science in Education in Educational Leadership

Students may earn a M.S.E in Educational Leadership by successfully completing the designated 30 semester hours of coursework indicated on the master's degree chart on page 13. Any substitutions to this coursework require the approval of the department chair. All other administrative certificate programs are built upon the knowledge, skills, and dispositions comprising this master's degree. **See page 17 for admission procedures.**

Principal (ELP)

The Principal Program coursework meets the course requirements for the State of Ohio issued Principal license. Students may earn the professional educator license with a Principal focus by holding a master's degree in Educational Leadership, or its approved equivalent,

and completing the 12 semester hours of coursework as listed (see page 13); providing evidence of two years of successful teaching experience under a standard teaching credential on the level for which the administrative certificate is sought; and obtaining a passing score on the OAE state testing requirement (see page 16). It is mandatory that students beginning this program must reapply to the Graduate School. **See page 18 for certificate program admission procedures and transcript evaluation.**

Superintendent (ELS)

The Superintendent preparation program coursework meets the course requirements for the State of Ohio issued Superintendent license. Students may earn a Superintendent certificate (license) by completing both the University of Dayton M.S.E. in Educational Leadership and the principal certification (licensure) (see page 13), or their approved equivalent, plus the 12 additional semester hours of designated coursework as listed on page 13. In addition, students must have successfully completed three years of administrative experience under a standard administration credential. It is mandatory that students beginning this program must reapply to the graduate school. **See page 18 for certificate program admission procedures and transcript evaluation.**

Educational Specialist Degree in Educational Leadership (EDS)

The program is designed to enhance individual capabilities for educational leadership. The areas of staff/organizational development, curriculum, program development and evaluation, law/finance/facilities, assessment and research are included. Emphasis is given to preparing individuals for central office positions. The planned program of study requires a minimum of 33 semester hours of designated graduate coursework beyond the master's degree (see page 14). Previous post-master's coursework may be transferred into the program if it supports the objective of the overall program and is in accordance with university transfer credit guidelines.

Interested students are required to apply on line at https://dayton.force.com/graduate/TX_SiteLogin?startURL=%2Fgraduate%2FTargetX_Base_Portal and submit official transcripts of their undergraduate and graduate degrees plus any post-master's coursework not completed at the University of Dayton. Questions may be directed to the Educational Administration office (800-259-8710, option #2).

Certificate in Applied Social Science Research Methods (ASR)

This program is for students in education, the non-profit sector, and government positions who hold a minimum of a bachelor's degree and are interested in learning how to undertake scientific research, or

simply better understand research they read, in the social and behavioral sciences. Specifically, the certificate program will consist of four courses, each worth three semester hours for a total of twelve semester hours. The courses will focus on research methods and design (EDU 900), qualitative research (EDU 991), quantitative research and analysis (EDU 992), and advanced research, statistics and data analysis (EDU 993).

Admission requirements to the Graduate School are the same as a degree seeking program. Please see page 17 for more information.

PROGRAM CHECKSHEETS

Course substitutions **MUST** have prior approval of the department chair.

Master of Science in Education in Educational Leadership

(30 sem. hrs.)

- ___ EDA 505 Educational Leadership (3)
- ___ EDA 509 Supervision & Professional Development (3)
- ___ EDA 510 Instructional Leadership (3)
- ___ EDA 511 Curriculum (3)
- ___ EDA 515 School Law (3)
- ___ EDA 551 Research (3)
- ___ EDA 507 Internship I (3)
- ___ EDA 555 Community Relations (3)
- ___ EDA 556 Leadership in Diverse Communities (3)
- ___ EDA 557 School Finance (3)

The Department of Educational Administration has suspended the Master of Science in Education in Educational Leadership with a Catholic School Administration concentration. EDA will not be admitting new students to this program.

Principal

(12 sem. hrs. beyond the M.S.E., or its approved equivalent, for a total of 42 sem. hrs.)

- ___ EDA 611 Assessment & Instruction for School Improvement (3)
- ___ EDA 626 Staff Personnel (3)
- ___ EDA 655 Principalship (3)
- ___ EDA 607 Internship II (3) or EDA 507 Internship I (3)

Superintendent

(12 sem. hrs. beyond principal certification (licensure), for a total of 54 sem. hrs.)

- ___ EDA 718 Superintendency (3)
- ___ EDA 733 Internship III: District Level (3)
- ___ EDA 760 Seminar: District-Level Management (3)
- ___ EDA 761 Seminar: District-Level Leadership (3)

Educational Specialist Degree in Educational Leadership

(33 sem. hrs. beyond the M.S.E. with a major in Educational Leadership, or its approved equivalent)

Required

- ___ EDA 807 Eds Project Seminar (3)
- ___ EDA 812 Program & Staff Development (3)
- ___ EDA 818 Superintendency (3)
- ___ EDA 833 Internship III: District Level (3)
- ___ EDA 851 Research or *EDU 990 Research Methods & Design (3)
- ___ EDA 852 Assessment & Instruction for School Improvement (3)

*Students who have taken EDA 551 or its equivalent should take EDU 990.

Electives

Select five of the following:

- ___ EDA 810 Curriculum Evaluation & Instruction (3)
- ___ EDA 811 Curriculum Development & Leadership (3)
- ___ EDA 855 Legal Issues in School Leadership (3)
- ___ EDA 859 Law of Special Education (3)
- ___ EDA 860 Seminar: District-Level Management (3)
- ___ EDA 861 Seminar: District-Level Leadership (3)
- ___ EDA 862 Seminar in Policy, Politics and Decision Making (3)

Certificate in Applied Social Science Research Methods

Required

- ___ EDU 990 Research Methods & Design (3)
- ___ EDU 991 Qualitative Research (3)
- ___ EDU 992 Quantitative Research & Analysis (3)
- ___ EDU 993 Advanced Research, Statistics & Data Analysis (3)

Doctor of Education (EdD) in Leadership for Organizations

Designed for professionals who already hold a master's degree, the online EdD in Leadership for Organizations will help you lead mission-driven organizations to success through the program's emphasis on research, collaboration, social justice and applied practice.

University of Dayton's online EdD in Leadership for Organizations is a 60-credit program led by expert SEHS faculty and can be completed in as few as 36 months.

As a student in this immersive online program, you will:

- Learn to lead organizations through service-based and social justice principles.
- Develop a scholarly practice through inquiry, research and hands-on experience that you will put into action from day one.
- Investigate organizational leadership through an in-depth dissertation-in-practice.
- Collaborate with classmates and instructors online and in person during two on-campus immersions, building a strong network of like-minded peers.
- Master's degree is required.

Our online EdD program re-creates the classroom learning experience using advanced learning technology and an interface that allows you to engage closely with your instructors and peers. As an online EdD student, you will:

- Attend weekly, live-streaming classes featuring HD video and small breakout rooms.
- Access coursework through a mobile-friendly and interactive online classroom.
- Connect with faculty and classmates using social tools in the virtual campus.
- Share screens, collaboratively edit documents and conduct polls and surveys.
- Meet with classmates and professors on campus for two in-person immersions during the program.

Earning an EdD can prepare you with the additional training and education that is in high demand across many sectors. The service-based leadership expertise you will gain will help you spearhead change in 21st-century school and education systems, healthcare organizations, nonprofits, government agencies and more.

GENERAL INFORMATION

Academic Accommodation

Students having an impairment that requires academic accommodation should notify the professor and contact the Office of Learning Resources (937) 229-2066 located in the Roesch Library in room 023. Additional information is available at <https://www.udayton.edu/lrc/learningresources/>.

Students possessing a self-identification form indicating the impairment should present this to the professor for review and discussion of the accommodation needed.

Academic Performance Clarification Procedure

The following procedure should be observed by any student who wishes clarification of his/her academic performance evaluation:

1. The student should first contact the professor and attempt to resolve any perceived differences.
2. If the issue cannot be resolved, the student may appeal to the department chair who may ask the faculty member involved to be present at a conference with the student.
3. If this fails to resolve the issue, the student may appeal to the Dean, School of Education and Health Sciences, or the Dean's designee. The Dean or Dean's designee will submit the appeal Graduate Academic Affairs (GAAC) for review.
4. The SEHS Dean retains the right to either approve or disapprove the recommendations of the review committee.

For the entire policy regarding the SEHS academic performance appeal process, click on the link below:

https://mail.google.com/mail/u/0?ui=2&ik=fa9d92dd7e&attid=0.1&ermmsgid=msg-f:1736910346567245850&th=181abec1f5d7601a&view=att&disp=inline&realattid=f_14y\mr3co

Academic Problems

The Graduate student who receive two grades of "C" or below or a GPA under 3.0, will have their case referred to the Program Director for review.

Academic Standing

In order to qualify for graduation, students must achieve a grade point average of at least 3.0 (on a 4.0 scale) for all graduate coursework undertaken toward the degree or license.

Administrator License Examination Required

The Ohio Assessment for Educators (OAE) is required for Principal license. Additional information can be found on the ODE website <http://www.oh.nesinc.com/>. Individuals who successfully completed a Praxis test required for certification prior to September 2013 may use the Praxis test results to satisfy the certification test requirement at the time they apply for certification.

Administrators New to the Profession

Graduate students who have completed an M.S.E. or certificate preparation program through the Department of Educational Administration are requested to notify the department when they accept any administrative position within a school, a district, or a diocese. In doing so, students will assist the EDA Department in collecting data required by CAEP and NELP.

Please provide the department with your name; the name, address, and phone number of the school, district, or diocese where you are employed, and the administrative position held by emailing jkeivel1@udayton.edu or calling (937) 229-3738.

Admission Requirements for Graduate School

Applicants to the educational administration program should submit the following information in addition to the on line application:

- Official academic records of all previously attended colleges or universities must be submitted directly from those institutions to the Office of Graduate Admission Processing. Hand-carried transcripts, official copies marked Issued to Student and unofficial copies are not acceptable.
- Three letters of recommendation from professors or employers.
- A personal statement or resume.
- There are additional admission requirements for international students.

Applicants must have attained an undergraduate cumulative grade-point average of 2.75 or higher on a 4.0 scale.

Students can apply on line to the graduate school and track receipt of admission documents at <https://www.udayton.edu/apply/graduate/index.php>. Please make a note of the username and password you are prompted to create when you apply as you will need it to track receipt of your documents and to finalize your admission status. If you forgot your login information, contact UDiT Service Center at (937) 229-3888.

When you receive your official acceptance letter, YOU MUST CONFIRM YOUR ENROLLMENT by logging into your admission portal <https://go.udayton.edu/admissionaccount>. You will be prompted to enter your username which is your email address and the password you created when setting up your account. Please select VIEW YOUR DECISION, and click on green REPLY TO OFFER link in the bottom right corner. When you click on Accept Offer, you have officially confirmed your enrollment. THIS FINAL STEP IS MANDATORY TO AUTHENTICATE YOUR ADMISSION STATUS IN THE PROGRAM.

Degree seeking students may accumulate no more than 6 semester hours prior to formal acceptance. Hours earned in excess of 6 may not be accepted toward completion of the degree. **Students are advised to apply to the Graduate School during their first term.**

Failure to complete the admission requirements in a timely manner may result in the interruption of future registrations and/or the withholding of credits earned.

Admission Requirements for Doctor of Education in Leadership for Organizations

To be eligible to apply to the Ed.D. in Leadership for Organizations online program, you must hold a master's degree from an accredited college or university with a GPA of 3.0 or higher. Items required for application to the Ed.D. program are:

- Submit online application.
- Current resume or curriculum vitae.
- Two letters of recommendation (one personal and one academic reference preferred).
- The \$50 application fee, if applying after the priority deadline.
- A personal statement.
- Submit official transcripts from all previously attended colleges or universities.
- Submission of GRE scores is optional.

Admission Requirements for Educator Preparation Programs

Students pursuing Principal or Superintendent certifications are required to have a transcript evaluation and apply for admission as follows:

- Submit application on line at <https://www.udayton.edu/apply/graduate/index.php>.
- Submit official transcripts of all graduate work not earned at the University of Dayton.
- Recommendation letters and the personal statement are not required if a student already holds a master's degree.
- At the completion of your program, email Ms. Nancy Crouchley at ncrouchley1@udayton.edu for instructions on how to fill out the appropriate certification application. **See PAGE 24 of this handbook for additional details.**

Students can apply on line to the graduate school and track receipt of admission documents at <https://go.udayton.edu/admissionaccount>. Please make a note of the username and password you are prompted to create when you apply as you will need it to track receipt of your documents and to finalize your admission status. If you forgot your login information, contact Udit Service Center at (937) 229-3888.

When you receive your official acceptance letter, YOU MUST CONFIRM YOUR ENROLLMENT. Please refer to the confirmation process on page 17.

Attendance Policy for Educationonline Classes

Students are expected to attend all class sessions for each course in which they are enrolled. When students cannot attend class, they are expected to contact the instructor prior to the absence. Students who

miss three (3) or more classes in a fourteen (14) session term may be given a grade of “F” and, if so, must retake the course in order to obtain a passing grade. Instructors will always take emergency situations such as illness or a death in the family into consideration.

Attendance Policy for Traditional Classes

Students are expected to attend all class sessions for each course in which they are enrolled. When students cannot attend class, they are expected to contact the instructor prior to the absence. Subject to individual course syllabi, any students who miss three (3) classes in a fifteen (15) session term or two (2) classes in a twelve (12) session term may have their grades lowered. Students who miss three (3) or more classes in a twelve (12) session term or four (4) or more classes in a fifteen (15) session term may be given an incomplete grade of “I” and, if so, must retake the course in order to obtain a passing grade. Instructors will always take emergency situations such as illness or a death in the family into consideration.

Career Services

The University of Dayton offers students and alumni the opportunity to explore career interests, experience hands-on exposure in real work environments to develop a more competitive edge, and evolve in chosen fields as distinctive graduates through the special programs, services and resources of the Career Services Center (located on main campus). Students are provided assistance in resume construction, cover letters, job search strategies and interview procedures. On line job postings and interview scheduling, along with on-campus recruiting, bi-annual Career Fairs, and specialized workshops are some of the additional services provided to students.

For further information, please visit the Center’s website at www.udayton.edu/careerservices or phone (937) 229-2045. The Center is open from 8:30 a.m. - 4:30 p.m. on Monday, Thursday & Friday and 8:30 a.m. – 7:00 p.m. on Tuesday and Wednesday.

Certificates

Upon completion of an educator preparation program or a certificate program, students are to apply for their certificate just as they would when applying for graduation by going on line to <http://porches.udayton.edu>.

Course Load

Graduate students who work full-time may register for six semester hours (2 courses) during each of the **Fall and Spring Terms**.

In **Summer Session I** (May–June), students may register for six semester hours (2 courses). However, students who work full-time are advised to register for only three semester hours (1 course) during this

six week session. During the **Summer Session II** (mid June–August), students are limited to nine semester hours (3 courses). Students taking courses in the **Full Third Term** (May–August) are limited to nine semester hours (3 courses).

Internship hours are not subject to these course limitations in any of the terms. Students who register for more than the hours permitted may be subject to courses being dropped.

Deceleration

A student in the MSE or PL program wishing to take less than a full-time load (termed “decelerate”) for one or more terms must first contact their Student Success Advisor to discuss their situation and their reason for needing to reduce their workload. Together, the student and Student Success Advisor will create a Custom of Plan of Study that the student will follow until graduation. If additional changes need to be made to their plan at any point, the student will need to schedule a meeting with their Student Success Advisor to review and agree upon those changes. There may be financial aid considerations for students wanting to take fewer credits per term. Therefore, it is advised that students also connect with the Financial Aid Department to ensure loan eligibility.

Digital Campus

Digital Campus is the learning management system (LMS) that you will use extensively during your time in the program. This is where you will create a social network with your classmates and professors, take your courses, and turn in your assignments. Digital Campus functions as the backbone of your online program. The asynchronous portion of the program includes structured course materials that the course load and course instructors prepare ahead of time. We use the term asynchronous because you complete the content at a time convenient to you, independently of your classmates. Students are required to independently complete the weekly asynchronous modules prior to the respective weekly live sessions (synchronous). Every student is required to attend a weekly live session for each of their classes in which students are online and interacting at the same time, synchronously. These synchronous sessions are held in the virtual classroom, where students and faculty call a conference line and have an active camera on themselves during the session. In addition to delivering the academic portion of the School of Education and Health Sciences Online experience, the Digital Campus platform provides a rich social networking environment. It is essential for students to connect with each other, share information, and create professional networks and relationships as they would in a traditional program or in the professional realm.

Grades of “I” and “IP”

I - Incomplete: To be used when a course has otherwise terminated but the student, for an acceptable reason, has not completed all the work

for the course. The “I” has 0 quality points per hour and does not affect the cumulative quality point average. An “I” in a graduate course must be removed within one calendar year from the date listed on the grade report, or it will be changed to an “F” on the student's permanent record and the quality-point average adjusted accordingly. The time limit may be extended under exceptional circumstances, with the approval of the dean, if application for the extension is made within the one-year period noted.

IP - In Progress: This designation is used in lieu of a grade for thesis/dissertation credits or other courses which have not terminated at the end of a semester. Upon completion of the thesis/dissertation all “IP” designations will be changed to “CR” in the student’s permanent record. For other courses, appropriate letter grades will replace “IP” designations after the course is completed and the quality-point average will be adjusted accordingly.

Graduate Retake Policy (Highlights)

University policy does not limit the number of courses that may be retaken by graduate students, nor does it limit the number of times any particular course may be attempted. Academic units are nevertheless free to impose specific restrictions according to their needs. All retaken courses, including the original attempt, will be shown on the student’s transcript. With permission, however, graduate students may retake a single course, one time, and have the lowest grade excluded from the calculation of their cumulative quality-point average.

- Graduate students may retake one course, one time, for the purpose of excluding the lowest grade from cumulative GPA calculations.
- The lower grade after a retake attempt will be designated by an “E” (grade excluded) on the transcript and will no longer affect cumulative GPA.
- Graduate students may retake one course, of no more than 4 credit hours, in which they earned a C or F.
- Graduate students may retake one course per graduate degree pursued at UD.
- Courses to be retaken must have been taken at UD, and must be retaken at UD.
- All retaken courses, including the original attempt, as well as all grades will be shown on the student’s graduate transcript.
- Graduate students may only retake a course with written permission.
- Permission to retake a course must be granted prior to registration.
- As part of the approval process graduate students must demonstrate that courses to be retaken are essentially the same in content as the original course.
- **Please consult the University of Dayton Bulletin for complete description of retake policy.**

Grading System

The University of Dayton uses a plus/minus (+/-) grading system for both undergraduate and graduate students. The grading system for graduate students is as follows:

A	Excellent	4.0
A-		3.66
B+		3.33
B	Good	3.0
B-		2.66
C	Poor	2.0
I/P		Incomplete/Grade In Progress

Graduate Refunds

Tuition Refunds for Courses Dropped Fall, Spring, and Full Third Terms:

80% during the 1st week of classes
60% during the 2nd week of classes
40% during the 3rd week of classes
25% during the 4th week of classes
0% during/after the 5th week of classes

Six Week Summer Sessions:

65%(1st week), 30%(2nd week), 0%(3rd week)

Graduation

Commencement exercises are held at the end of the fall and spring terms: mid-December for the fall term and early May for the spring term. Students completing degree requirements during the summer term will receive a diploma in the mail, the academic transcript will denote degree completed in the summer, and, if desired, the student will be eligible to participate in the commencement ceremony the following December. Contingent on Covid protocols.

Students completing a degree (Master's, Educational Specialist, PhD. and Ed.D) must declare their candidacy for graduation by applying on line at <http://porches.udayton.edu> in order to be placed on the official graduation list. Simply click on Flyer Student Services > Graduation to access the appropriate form. The Candidacy Application form must be completed whether you plan on participating in the ceremony or not. The form **must** be submitted early in the term in which a student plans to graduate. Refer to the most current academic calendar for registration dates.

Please note that students having an "IP" or an "I" in place of a grade for coursework not yet completed must submit to the instructor the

completed work no later than 30 days prior to graduation in order for a grade to be posted in a timely manner. If courses taken in the last semester cannot be completed as expected, please notify Ms. Nancy Crouchley at (937) 229-3080 as soon as possible. This may affect your graduation status.

Honor Code

As stated in The University of Dayton Bulletin; “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 development personal integrity.”

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

Students are also expected to be aware of and abide by the university Student Code of Conduct. Please see the complete code here:

<https://udayton.edu/studev/resources/standards-and-code.pdf>

Inclement Weather

Please listen to the local TV and/or radio stations for any announcement of cancellation of UD evening classes. If an individual class is cancelled, students will be notified via their university email account.

Independent Study

All independent study requests must be submitted in writing to and approved by the department chair. An independent study is usually facilitated by a full-time professor who normally teaches the requested course and who agrees to do the independent study.

Internships

Students are advised to register for EDA 507 Internship I in the fall term after successfully completing a minimum of twelve (12) semester hours including EDA 551 Research (the prerequisite). **Students may not register for EDA 551 and EDA 507 in the same term.**

For principal licensure, students are advised to register for EDA 607 Internship II in the fall term or spring term.

Students may register for **only one** of the two internship courses (EDA 507 or EDA 607) in any given term. Both internship courses are delivered only through the on line program. The internship courses are designed to require more than one term to complete. Additional details are available on the department website.

Students must complete each internship course within the time designated in the syllabus. Students who fail to complete the internship within the specified period will be required to re-register for an internship course and pay the rate of tuition established for that academic year. Students are encouraged to complete the internship course(s) in a timely manner to avoid any additional tuition cost.

Leave of Absence

A doctoral student in the EdD program wishing to take an extended leave of absence from the EdD Program must first contact their Student Success Advisor to discuss the circumstances warranting the leave of absence. Following this initial discussion, if the best course of action identified is, in fact, to take a leave of absence, the student will complete a Request for Leave of Absence form in consultation with their Student Success Advisor and submit that request to the Program Manager. A rationale for the leave of absence, as well as an anticipated date of returning to the program are to be included on the form. A student may take no more than 3 consecutive terms of LOA. After the add/drop deadline of their 4th term (i.e., one year), if the student is not registered for classes, they will be administratively withdrawn from the program and will need to re-enroll if they plan to return.

Ohio License Application Process (Principal and Superintendent)

The electronic certificate (license) application must be submitted to the Ohio Department of Education (ODE) for the University of Dayton recommendation. Certificate (license) processing instructions are available by emailing ncrouchley1@udayton.edu or telephone (937) 229-3080.

The Principal License is an initial five-year professional license:

Applicants must have a minimum of two years teaching experience under a standard teaching certificate/license in the grade level(s) of the certificate (license) requested. (Administration certificate (license) examination required.)

Applicants qualify for the principal certificate (license) based on a minimum of two years teaching experience under a standard teaching certificate/license at the following levels: PK-6 for an early childhood certificate (license) (280100), grades 4-9 for a middle school certificate (license) (280200), and grades 5-12 for a high school certificate (license) (280300). Some applicants will qualify for more than one level. (For example: teaching 5th and/or 6th grade for a minimum of two years qualifies for all three certificate (license) levels.)

A verification of employment letter (grade level(s)/number of years) from the applicant's school district personnel office is required. Applications cannot be processed without this letter.

The Superintendent certificate (license) is an initial five-year professional certificate (license):

Applicants for a superintendent certificate (license) must have a minimum of three years administrative experience under a standard administrative certificate/license. (No administration examination required for the superintendent certificate (license).)

A verification of employment letter (grade level(s)/number of years) from the applicant's school district personnel office is required. Applications cannot be processed without this letter.

Fingerprints (BCI/FBI):

Applicants must have a valid BCI and FBI background check on file with the State of Ohio. Follow the instructions on the ODE electronic certificate (license) application regarding residency and background checks.

Questions

Please contact Ms. Nancy Crouchley, Assistant to the Assistant Dean, School of Education and Health Sciences, University of Dayton, 300 College Park, Dayton, OH 45469-2969. Ms. Crouchley can also be reached through email at ncrouchley1@udayton.edu or by calling (937) 229-3080. Any unofficial documents may be faxed to (937) 229-3199.

Parking Services

There is a fee required for parking on **main campus** and at Curran Place. Students should contact the Parking Services Office by email at: parking@udayton.edu or phone (937) 229-2128 for a campus parking permit or for parking information.

Registration Policy

Students **must be registered prior to the first scheduled class.** This policy is necessary in order to recruit qualified instructors for additional course sections in a timely manner and to maintain a reasonable class section size.

Registration opportunities during each term are available on line for returning students at <http://porches.udayton.edu>, and for first time registration students at <https://udayton.edu/apply/pce/graduate-non-degree-application.php>. **See below for details.** Department representatives are also available to assist students by contacting the department at (800) 259-8710, Option #2.

Registration (On line)

The University of Dayton offers graduate students the opportunity to register on line.

First time non-degree graduate students may register on line at <https://udayton.edu/apply/pce/graduate-non-degree-application.php>. Students are required to provide an email address.

Any student who has registered in a prior semester should register on line at <http://porches.udayton.edu> using his/her student ID and password.

On line registration may be used:

- If you have attended UD in the past year
- If you are newly accepted to a program and have confirmed your acceptance, or if you have been re-activated by your school/college
- To add/drop courses
- To review your class schedule

On line registration may not be used:

- If you have a registration hold
- To change a grading option
- To register or add/drop a course for audit

Confirmed student schedules may be viewed and/or printed at <http://porches.udayton.edu>.

Textbook On line Orders

Textbooks may be ordered through the UD Bookstore on line at <http://bookstore.udayton.edu> Click on “Textbooks and Course Materials” and follow the prompts for term, department, course, and section which can be found on your confirmed class schedule (<http://porches.udayton.edu>) or in the Graduate Class Schedule on line.

Time Limit for Master’s Degree

Students must complete all requirements for the master’s degree within seven (7) calendar years from the date of matriculation (acceptance into the degree program). After seven years, the student must complete and submit the Request for Extension of Program Completion Time Limit form is available on line at <http://porches.udayton.edu> located in Academics > Graduate Academic Affairs > Graduate Forms. All forms must be signed electronically and emailed to Ms. Janice Keivel at jkeivel1@udayton.edu.

Transfer of Credit

A maximum of six (6) semester hours or nine (9) quarter hours of graduate level coursework completed at another institution within five (5) years of the student's acceptance into the master's degree program and carrying a grade of "B" or better, may be transferred provided the course relates to the content of the course for which it is being transferred.

Except at the doctoral level, a maximum of six semester hours of graduate work may be transferred into a graduate program. At the doctoral level, the maximum number of hours eligible for transfer may be extended to one-fourth of the total hours required for the degree, provided that the coursework in the area of specialization is subject to examination prior to admission to candidacy.

Transfer of Credit forms are available at <http://porches.udayton.edu> located in Academics > Graduate Academic Affairs > Graduate Forms. All forms must be signed electronically and emailed to Ms. Janice Keivel at jkeivel1@udayton.edu. All requests should include a copy of the transcript and a course description or syllabus of the course to be transferred. An official transcript is required if one was not submitted at the time of admission.

Transcripts

Transcripts may be obtained by mail, in person, or through the internet. Information on how to obtain a transcript can be found at www.parchment.com. The cost is \$8.00 per transcript. (There is additional fee for shipping printed transcripts). Each person earning a degree will be sent their diploma along with a card in which one complimentary transcript can be ordered.

Website

Look for Educational Administration department updates to programs, courses, and faculty information on line at go.udayton.edu/eda.

CODE OF PROFESSIONALISM

Purposes of Policy

Professional and ethical conduct are of critical importance to leaders of organizations. As such, this policy establishes standards of professionalism and professional behavior for graduate students in the University of Dayton Ed.D Program for Organizational Leadership. The policy is meant to be consonant with University-wide policies regarding student conduct. It does not supersede any policy established by the University of Dayton or the School of Education and Health Sciences, however in many cases the requirements for professionalism among Ed.D. students surpass expectations for other students.

Fundamental Attributes of Professionalism

There are fundamental values of professionalism that are universal and apply to all disciplines. These include, but are not limited to, moral values such as honesty, respect, integrity and trustworthiness; values that are specific to one's profession (e.g., confidentiality, self-determination), to society (e.g., commitment to excellence and cultural awareness), to oneself (e.g., self-reflection); and humanistic values such as empathy and compassion.

Standards for Professional Conduct

All students are expected to demonstrate high standards of professional behavior in all educational settings, including classrooms, virtual meetings and non-educational settings. Failure to meet these standards may result in disciplinary action up to, and possibly including, dismissal.

Policy for Violation of Professional Standards

This policy establishes guidelines and procedures for addressing behaviors or practices that represent failures to maintain the standards of professional behavior. The Chair of the Department of Educational Administration, or their designee shall be responsible for investigating alleged violations of professional conduct standards and recommending corrective measures, or discipline, as appropriate.

Faculty Observation

When a faculty member observes a student action that represents a possible violation of expected professional standards, they will contact the student directly to discuss the issue. If the faculty member feels that an effective resolution results from meeting with the student, no further action is required, except that the faculty member shall document the incident and will notify the EDD Program Manager and Department Chair. If, after discussing the issue with the student, the faculty feels that a satisfactory resolution has not been reached, they will notify the EDD Department Chair and Program Manager of the incident, the alleged violation of professional conduct, and the failure to obtain resolution. The Chair and Program Manager will interview the student to discuss the nature of the incident and the student's perception of that event, the faculty member involved, and other students or faculty as appropriate to determine a course of action. The Department Chair may require remedial action, such as (for example) probationary status, mandated counseling, or the development of a corrective plan. The Department Chair's findings and actions shall be recorded in the student's permanent academic file. If the faculty member is unwilling or unable to contact the student directly, the matter should be referred directly to the Department Chair and the Program Manager. If the faculty member observing the inappropriate

behavior believes that a student has committed a serious enough breach of professional conduct, one that may place the program or SEHS in jeopardy, they may refer the matter directly to the Associate Dean. The student may be dismissed for any violation of the professional code, but in the event that a student fails on three occasions (documented by formal summaries of incidents submitted to the Department Chair and Program Manager), to meet the expected standards of professional conduct (even when those incidents would not, individually, merit consideration for dismissal), the student will be dismissed from the program.

Student Observation

Professionals are expected to uphold the standards of their profession and to hold accountable their professional colleagues and peers. For that reason, students who observe a breach of professional conduct are expected actively to address the issue. When a student observes a failure of professional conduct by another student, that student should attempt to discuss the incident in a constructive manner with the person in question. The SEHS recognizes that this can be very difficult for students; hence, students may also report the observed behavior to a trusted faculty member, such as the faculty adviser, the Department Chair, or the Program Manager. In this instance, the student must agree to report the offender by name and, in turn, to be identified as the individual filing the complaint. Anonymous complaints cannot be acted upon. All parties must recognize the need for confidentiality to protect the rights of all parties. Once an alleged breach has been identified, the process for addressing the concern follows the same guidelines and procedures as when a faculty member observes the conduct. Students who believe that a faculty member has behaved in an unprofessional manner are encouraged to discuss their concerns directly with that faculty member. Alternatively, a student may elect to discuss their concern with their faculty adviser, the Program Manager, another faculty member, the Department Chair, or the Associate Dean. Any complaint against a faculty member will be addressed in accordance with the appropriate office for reporting concerns of Discrimination, Harassment, Sexual Misconduct, Stalking, Retaliation policy or other.

Right of Appeal

If the student believes that the finding and subsequent action by the Department Chair is wrong or otherwise violates the student's rights, the student may appeal to the GAAC (Graduate Academic Affairs Committee) of SEHS. If the student believes that the finding and subsequent action by GAAC is wrong or otherwise violates the student's rights, the student may appeal to the Dean. If the student believes that the finding and subsequent action by the Dean is wrong or otherwise violates the student's rights, the student may appeal to the Provost's office. The determination of the Provost's office shall be final within UD.

Professional Behavior

Examples of professional behavior include, but are not limited to, the following:

1. Honesty and integrity:
 - 1.1. Act with honesty and integrity in academic matters and professional relationships.
 - 1.2. Abide by the UD Student Code of Conduct.
2. Trustworthiness:
 - 2.1. Demonstrate dependability to carry out responsibilities.
3. Empathy and cultural diversity:
 - 3.1. Demonstrate appropriate interpersonal interaction with respect to culture, race, religion, ethnic origin, gender, ability and sexual orientation.
 - 3.2. Demonstrate regard for differing values, opinions, and abilities among peers, faculty, instructors and University staff.
4. Communication:
 - 4.1. Communicate effectively with faculty, staff and students in both written and oral communications.
 - 4.2. Communicate with respect and professionalism in written or oral communications.
 - 4.3. Demonstrate confidence in actions and communications.
 - 4.4. Formulate written communications with professional content and tone.
 - 4.5. Allow for a minimum of 24 hours for faculty and staff to reply to emails.
5. Punctuality:
 - 5.1. Demonstrate punctuality in academic environments.
 - 5.2. Adhere to established times for classes and meetings.
 - 5.3. Comply with established verbal and written deadlines.
 - 5.4. Respond to requests (written, verbal, e-mail, telephone) in a timely fashion.
6. Professional behavior:
 - 6.1. Display professional behavior towards faculty, staff and students in the classroom and other university settings.
 - 6.2. Show regard for persons in authority in the classroom (in-person and online) and other university settings.
 - 6.3. Exhibit fitting behavior when representing the SEHS in extracurricular activities and professional meetings.
7. Ethical standards:
 - 7.1. Demonstrate high ethical standards related to graduate education.
 - 7.2. Negotiation, compromise, and conflict resolution:
 - 7.3. Demonstrate abilities of conflict resolution.
 - 7.4. Formulate constructive evaluation of others' performance.
 - 7.5. Display a positive attitude when receiving constructive criticism.
8. Lifelong improvement:
 - 8.1. Produce quality work in academic settings.

- 8.2. Demonstrate a desire to exceed expectations.
- 8.3. Demonstrate characteristics of lifelong learning.
- 9. Time management and decision-making:
 - 9.1. Utilize time efficiently.
 - 9.2. Demonstrate self-direction in completing assignments.
 - 9.3. Demonstrate accountability for decisions.
- 10. Appearance:
 - 10.1. Maintain dress appropriate to the Zoom classroom and other university settings.
 - 10.2. Maintain personal hygiene and grooming appropriate to the academic environment.
 - 10.3. Attend Zoom sessions in an appropriate environment for learning.

Academic Integrity and ChatGPT/AI Generated Content

As a student at UD, you are expected to adhere to the Standards of Conduct outlined in the [Academic Honor Code](#). One of the goals for your educational development is to develop your critical thinking and writing skills. With the recent advancements in AI, I understand the importance of learning how to integrate these tools into your work in a way that *enhances* your original thinking. Thus, for *some* assignments in this course, you may be permitted to use AI tools for limited purposes, such as generating ideas, formulating drafts, data analysis, etc. All content derived from ChatGPT or other AI tools must be appropriately acknowledged and cited in your submissions. Please see the Ed.D. handbook for further guidance.

(The course lead or instructor should guide students as to which assignments are to be included in the "some" mentioned in the statement and the extent to which it may be used.)

New Policy:

Use of Chatbots and AI in Assignments

As we integrate modern technology into our learning process, it is essential to adhere to the highest standards of academic integrity and transparency. This section of the handbook is dedicated to guiding students on the appropriate use and citation of ChatGPT and similar chatbots in program assignments, in line with recommendations from the governing bodies of peer-reviewed publications. Faculty who serve as course leads have the freedom to employ variations of course policies in relation to AI use. It is always necessary to refer to the Chatbots and AI section of your syllabus for specific course restrictions and to check with your instructor for clarification when necessary.

Transparency is the bedrock of responsible AI use. If you, as a student, employ a chatbot in your assignment, you must clearly delineate how it was utilized. For assignments where a chatbot or AI has been instrumental in drafting new content, such use should be expressly

mentioned in the acknowledgment section. Furthermore, it is imperative to detail all prompts that have been used to either generate new text or to transform such text prompts into tables, illustrations, or other visual formats.

In scenarios where an AI tool or chatbot is employed for analytical purposes, results reporting (e.g., creating tables or figures), it is mandatory to declare this in the main content of your paper, in the Abstract and Methods sections. Students must provide comprehensive details, including the exact prompt used for research, the timestamp of the query, and specifics about the AI tool, such as its version. Please [see this link for examples](#) of how to cite AI in APA format.

Students bear the responsibility for any content procured through a chatbot. This responsibility encompasses both the accuracy of presented material and the assurance that it is free from plagiarism. Proper attribution is essential, and this includes original sources from which the chatbot may have derived its content.

Plagiarism, defined as the act of presenting another's work or ideas as one's own, is not limited to merely copying existing text. It is a student's paramount duty to guarantee that their content genuinely mirrors their original data and thoughts and avoids plagiarism, fabrication, or falsification. Such malpractices, regardless of the mode of content generation, are considered academic misconduct.

Ensuring accuracy in quotations is non-negotiable. Quoted material must have appropriate attributions, complete with full citations. Given that chatbots might sometimes display a bias, omitting sources that might contradict its generated viewpoints, it falls upon students to actively seek, review, and incorporate such counter-arguments in their submissions. The onus remains with the student to ensure a balanced representation, accurate references, and to avoid plagiarism. Finally, the chatbot utilized and the specific prompt given to it must be distinctly identified.

The University of Dayton remains committed to upholding academic integrity and ensuring that technology serves as an aid to learning, rather than a substitute. Please abide by these guidelines to maintain the high standards of our institution.