University of Dayton
Advising Guide

2019 Edition

(Revised October 2019)

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

Preface

The *University of Dayton Advising Guide* is designed to assist advisors in providing support and guidance to students. It focuses on the University of Dayton's Institutional Learning Goals[1], the Common Academic Program (CAP), and how CAP integrates with other aspects of the UD experience.

The Common Academic Program is distinct 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 goals, 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 UD's seven Institutional Learning Goals, described beginning on page 3 in this guide.

- 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 goals 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 goals as well as the demands of the major.

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[1] The University adopted the terminology of Institutional Learning Goals (ILGs), effective with the 2017-18 academic year. The previous terminology, used in the *Habits of Inquiry and Reflection*, was Student Learning Outcomes (SLOs). This change does not affect the seven ILG areas and how they are defined: Scholarship, Faith Traditions, Diversity, Community, Practical Wisdom, Critical Evaluation of Our Times, and Vocation. The terminology change is a reflection that the seven areas are aspirational value statements rather than specific learning outcomes, as well as a step to achieve better alignment with terminology used for the practice of assessment.

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Institutional Learning Goals[2]

The University of Dayton's educational mission is articulated through the seven University-wide institutional learning goals that follow. These goals were formulated through years of intensive conversations related to UD's heritage, as well as our aspirations, that resulted in the *Habits of Inquiry and Reflection: A Report on Education in the Catholic and Marianist Traditions at the University of Dayton (HIR)*. These learning goals serve as a unifying element for the UD educational experience.

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

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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.

Common Academic Program Overview

The [Common Academic Program (CAP)](#) is an innovative curriculum that is the foundation of a UD education. It is a learning experience that is shared in **common** among all undergraduate students, regardless of their major. The CAP's distinctive structure is built on the notion that, while students will have unique experiences at UD, all **academic** programs and learning encounters are informed by the seven Institutional Learning Goals described above.

- Scholarship
- Faith Traditions
- Diversity
- Community
- Practical Wisdom
- Critical Evaluation of Our Times
- Vocation

We are a community of learners pursuing learning from myriad perspectives and with a wide range of interests, yet we share commonality in our learning aspirations.

The CAP is an evolving, flexible curriculum that is responsive to the changing times while remaining grounded in the HIR principles and Catholic and Marianist intellectual traditions. Students begin with a set of courses that all UD undergraduates complete and then they put together a **program** of courses that suits their own interests and goals as they progress throughout our developmental model. Both curricular and co-curricular aspects of students' lives at UD resonate with the seven learning goals.

Unlike many other institutions, the CAP is not a general education model in which students pick from lists of courses and check boxes of requirements that are disparate. Rather, the CAP is an integrated approach that builds and demonstrates connections across various aspects of student learning.

Why the CAP?

We live in a global society that is constantly changing. As tomorrow's leaders, UD students must understand its complexities and how to respond thoughtfully to its challenges and opportunities. The CAP introduces key questions and topics across a wide range of academic disciplines. Students will learn to value and synthesize diverse points of view and to examine issues critically, yet with an open mind. Our students, through the CAP, are ready to pursue their life aspirations and be lifelong learners.

Components of the Common Academic Program

The CAP is comprised of the following components, and they are described in detail under the Course of Study section that begins on page 8.

- 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

Getting to Know a Student's Needs

This advising guide is 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. 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. That experience can include selection of programs, courses, co-curricular experiences, and other aspects that will fulfill the student's expectations and goals.

According to the [National Academic Advising Association (NACADA)](#), 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 CAP requirements. During the three-year transition period – academic years 2013-14 through 2015-16 – a number of existing courses were temporarily approved ("daylighted") to fulfill CAP components. 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 7 and Appendix A in this guide for more information about DegreeWorks).

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 five-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 might 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 might benefit from advising that focuses on applying their strengths to new and challenging tasks.

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 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 four-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 at https://degreeworks.udayton.edu.

Self-Service Banner
Self-Service Banner lists the courses that are available for the current semester. Students and advisors should use this took and the Degree Audit in tandem. Self-Service Banner is available via Porches on the UD Daily tab. See Appendix B for instructions on using Self-Service Banner.

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 lists of CAP-approved courses are available (e.g., alphabetical by course and by CAP component); 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 Registration for First-Year Students

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 2019 classes online via Porches during the summer.
- The choice of classes that students can select from is guided by the respective Dean's Office and the student's choice of major.
- Incoming students are registered for First-Year Humanities Commons courses (part of the Common Academic Program).
- Student choices for classes are reviewed and approved by their respective Dean's Office.
- The respective Dean's Office will adjust the student's 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.

CAP Requirements

The UD Catalog should be consulted to understand the recommended four-year plan for completing course work for each major in combination with the Common Academic Program. 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 114, ENG 198, and ENG 200, 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 institutional learning goals 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 ENG 100, ENG 114, or ENG 198. Students who complete ENG 114 or ENG 198 will not take the second-year writing seminar (ENG 200).

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 ENG 114 or ENG 198. There are four options, listed below. The College of Arts & Sciences Dean's Office determines the appropriate ENG course(s) for each student. Students are not required to take another English course beyond ENG 114, ENG 198, or ENG 200.

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

  Option 2: The few students who are not prepared to succeed in ENG 100 will take a full-year "stretch" course. ENG 100A: Writing Seminar I – Part I is the first of two 2-semester hour courses that will be taken in the first semester of the first year. ENG 100B: Writing Seminar I – Part II 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.

  Option 3: ENG 114: First-Year Writing Seminar is a course for students who demonstrate high writing proficiency. It is a variable theme writing seminar focused on academic writing, research, and argumentation practices for engaging public discourses and audiences.

  Option 4: ENG 198: Honors Writing Seminar is a course for those students who have been accepted into the Honors Program. It is a variable theme composition course focused on academic writing, research, and argumentation. Students examine a particular topic through sustained critical inquiry, with the goal of contributing to a scholarly conversation in writing.

Second-Year Writing Seminar: ENG 200: Writing Seminar II, 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 (recommended) 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.

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)* learning goals 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 Art and Design, English, Music, 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 goals 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 learning goals related to scholarship, critical evaluation of our times, and the diversity of the human world.

Natural Sciences: 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 Natural 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 learning goals 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 learning goal 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 learning goals 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 four 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 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.

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 goals. 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.

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 goals 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.

Exceptions to Course of Study 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 of study 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://udayton.edu/_resources/files/academics/ap-credit-chart.pdf.

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 be eligible to receive 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 (determined by requirements for the student's academic program). Transfer students entering UD adhere to the requirements from the Catalog for the year of their entry. The Catalog is accessible at http://catalog.udayton.edu/. 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.

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: Principles of 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: Social Science Integrated

During the transition period for the Common Academic Program period, a number of courses were temporarily daylighted for the SSC 200 requirement; those courses typically did not combine three disciplines as required. Students who entered UD in either the 2013-14 or 2014-15 academic year 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

The UD Sinclair Academy program ("Academy") is a program that provides substantial UD benefits for Academy students while at Sinclair Community College (SCC) as well as increased levels of merit- and need-based scholarships at UD. The result is a far more integrated and accessible UD undergraduate degree. Additional information can be found at www.udayton.edu/academy.

Key Definitions

Academy Student: A student at SCC or about to enter SCC who has applied for and been conditionally admitted to UD. The term "conditional" means that Academy students will be fully admitted to UD later by maintaining good academic standing while at SCC. Academy students receive many UD benefits while at SCC (see "Academy Benefits" below). There are also certain requirements that must be met to enter the Academy (see "Admission" below).

Academic Pathway: An approved major-specific detailed curricular pathway that depicts SCC courses and UD courses that comprise an entire undergraduate degree program culminating in the UD degree. There are numerous Academic Pathways between UD and SCC (see "Academic Pathways" below).

Academy Benefits

As an Academy Student (SCC student conditionally admitted to UD):
- UD student ID Card, UD login and email
- Complimentary admission to all regular season home athletics events (one-time annual $45 fee for admission to all men's home basketball games)
- Complimentary access to the RecPlex pool and fitness center and outdoor athletics facilities
- Participation in student organizations (some limitations may apply)
- Access to 1850 (student organization management portal)
- Access to build an individualized co-curricular transcript and online E-Portfolio
- Complimentary RTA ride pass while enrolled in the Academy
- Access to a UD academic advisor

- Access to the Multi-Ethnic Education and Engagement Center to include the peer mentoring program
- Invitations to participate in Campus Ministry service activities, retreats, and student organizations
- Opportunity to participate in the Pride of Dayton Marching Band if enrolled full-time
- Participation in Academy orientation programming

As a UD Student (after transferring to UD):
- Financial aid at UD comparable to that of four-year students
- Transparent net tuition program (out-of-pocket tuition costs locked in at time of conditional acceptance and stays constant through UD graduation)
- Textbooks scholarship for up to five full semesters
- Study abroad scholarship

Admission

There are two different points of admission for the Academy: conditional and full admission.

Conditional Admission (to become an Academy student)
- Minimum admission requirements: High school students who are academically admissible to UD before attending SCC, OR 15 semester hours taken at SCC, all in an approved UD/SCC academic pathway [see "Program Majors at UD (Academic Pathways) below], with at least 3.0 cumulative GPA
- Current Sinclair students must have at least 1 fall or spring semester remaining at Sinclair to participate in the Academy
- Application: Students who meet the minimum admission requirements above (including those already accepted to UD) should apply online at www.udayton.edu/academy/application.php

In addition to the application, the following are required:

Current Sinclair Students
   o Official Sinclair College transcript
   o Official final high school transcript

High School Students
   o Official high school transcript
   o Official ACT or SAT test score

- Application deadlines:
   o Fall Term: August 1
   o Spring Term: February 1

- Students will be considered for merit- and need-based scholarship awards. Students should submit the FAFSA to UD which will be used to determine need-based award eligibility. Net tuition rate will be locked in at the prevailing rate even though Academy students are likely to enter 2-3 years later. As a result, out-of-pocket net tuition will be constant throughout tenure at UD.
- Conditional acceptance generates the financial aid prospectus.
- To confirm enrollment in the Academy, students are required to pay a $50 deposit and sign a Terms and Conditions form.
- Students are required to attend the Academy Orientation and will receive an Academy ID card during program.

Full Admission (to transition to UD)
- To transfer to UD, students must have a minimum 3.0 GPA at Sinclair. Students pursuing pathways under the College of Arts and Sciences, School of Education and Health Sciences, or the School of Business Administration must complete the associate degree before transferring to UD. A minimum of 30 semester hours at Sinclair is required for the School of Engineering pathways.
- Students are required to meet with their UD academic advisor at least once a semester while enrolled at SCC.
- Students will complete the Intent to Enroll in their Porches To Do list.
- Though students may be part-time while at SCC, they must be full-time at UD.
- Students will be required to participate in transfer student orientation, through either the on campus experience or online program.

Program Majors at UD (Academic Pathways): as of October 2019 – refer to www.udayton.edu/academy for the most up-to-date Pathway offerings*

College of Arts and Sciences
- Applied Mathematical Economics
- Biochemistry
- Chemistry (Bachelor of Arts)
- Chemistry (Bachelor of Science)
- Communication (from Associate of Arts in Communication Studies)
- Communication (from Associate of Arts in Multimedia Journalism)
- Criminal Justice Studies (from Associate of Applied Science in Criminal Justice Science/Law Enforcement)
- English
- History
- Human Rights Studies (from Associate of Arts in Political Science)
- Human Rights Studies (from Associate of Arts in Social Work)

- Human Rights Studies (from Associate of Arts in Sociology)
- International Studies
- Mathematics (Bachelor of Arts)
- Medicinal-Pharmaceutical Chemistry
- Music Education – Instrumental concentration
- Music Education – Vocal concentration
- Philosophy
- Political Science
- Pre-Medicine/Pre-Dentistry
- Psychology (from Associate of Applied Science in Applied Psychology)
- Psychology (from Associate of Arts in Psychology)
- Religious Studies
- Sociology
- Theatre, Dance and Performance Technology – Acting concentration
- Theatre, Dance and Performance Technology – Performance technology concentration
- Women's and Gender Studies (from Associate of Arts in Psychology)
- Women's and Gender Studies (from Associate of Arts in Social Work)
- Women's and Gender Studies (from Associate of Arts in Sociology)

School of Business Administration

- Accounting
- Business Economics
- Entrepreneurship
- Finance
- International Business Management with Global Markets Emphasis
- International Business Management with Human Resources Emphasis
- Management Information Systems
- Marketing
- Operations and Supply Management

School of Education and Health Sciences

- Adolescence to Young Adult Education - Integrated Language Arts concentration
- Adolescence to Young Adult Education - Integrated Mathematics concentration (from Associate of Arts)
- Adolescence to Young Adult Education - Integrated Mathematics concentration (from Associate of Science in Mathematics)
- Adolescence to Young Adult Education - Life Science concentration
- Adolescence to Young Adult Education - Integrated Social Studies concentration
- Health Science: Dietetics
- Health Science: Integrative Physiology concentration
- Health Science: Exercise and Movement Science concentration

- Health Science: Occupational and Behavioral Studies concentration
- Intervention Specialist
- Middle Childhood Education and Middle Childhood Education/Intervention Specialist
- Pre-Kindergarten to Grade 5 (from Associate of Arts in Elementary Education)
- Pre-Kindergarten to Grade 5 (from Associate of Applied Science in Early Childhood Education)
- Sport and Wellness: Health and Fitness concentration
- Sport and Wellness: Community Health concentration
- Sport and Wellness: Sport Management concentration

School of Engineering

- Chemical Engineering
- Civil Engineering
- Computer Engineering
- Electrical Engineering
- Electronic and Computer Engineering Technology
- Industrial Engineering Technology
- Mechanical Engineering
- Mechanical Engineering Technology

UD Sinclair Academy students who have earned the Associate's Degree prior to attending UD will substitute CMM credit and will not be required to take UD's CMM 100 (Principles of Oral Communication) Common Academic Program requirement. Otherwise, this course will be required at UD.

Points of Contact
- UD: Julia Thompson, Associate Director, Office of Admission and Financial Aid, jthompson@udayton.edu, 937-229-2874

- Sinclair College: Kimberly Collins, Director of University Partnerships, kimberly.collins7973@sinclair.edu, 937-512-4740

Requirements 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. All Honors students – including those who join the program after starting here at UD – 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 198, 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 374 or ASI 375), which meets 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.
- Visit the Core Program website for more information: https://www.udayton.edu/artssciences/academics/core/welcome/index.php

Honors Program

Entering the Honors Program

Students enter the Honors Program in one of several ways:

- An incoming first-year student is automatically designated an Honors student if he or she meets certain criteria: a 3.8 GPA or top 10% of high school class, and a 29 ACT or 1360 SAT. Membership is voluntary and can be accepted or declined at the time of initial registration or at any time prior to the beginning of the fall semester.
- By earning a cumulative UD GPA of 3.8 or higher by the end of the first semester as a full-time student, a first-year student will be invited to the Honors Program.
- *[For those who entered the Program **before** Fall 2018]* By earning a cumulative UD GPA of 3.5 or higher by the end of the first year as a full-time student, a rising sophomore will be invited to the Honors Program.
- *[For those who enter the Program **Fall 2018 or after**]* By earning a cumulative UD GPA of 3.7 or higher by the end of the first year as a full-time student, a rising sophomore will be invited to the Honors Program.
- As a transfer student entering UD after one to two years at another institution with a minimum cumulative GPA of 3.7 or higher, a student may apply directly to the Honors Program. Entrance into the Program and transferring Honors credits will be negotiated on a case-by-case basis.

Maintaining Membership

To remain in the Honors Program and be eligible for its benefits, an Honors student who entered his or her first year must:

- Maintain a minimum cumulative GPA of 3.5 *[for those who entered the Program **before** Fall 2018].*
- Maintain a minimum cumulative GPA of 3.6 *[for those who enter the Program **Fall 2018 or after**].*

- Earn 3 Honors credits by the completion of 30 credit hours.
- Earn 6 Honors credits by the completion of 60 credit hours.
- Earn 9 Honors credits by the completion of 75 credit hours.
- Earn 12 Honors credits by the completion of 90 credit hours.
- Earn the minimum Honors credits required by the chosen diploma option by graduation.
- Exhibit responsible and respectful behavior, including academic honesty and a record free of disciplinary issues that cause concern to the University community.

For a student who entered the Program as a sophomore or second-year transfer student to remain in the Honors Program and be eligible for its benefits, he or she must:
- Maintain a minimum cumulative GPA of 3.5 *[for those who enter the Program **before** Fall 2018]*.
- Maintain a minimum cumulative GPA of 3.*6 [for those who entered the Program **Fall 2018 or after**]*.
- Earn 3 Honors credits by the completion of 60 credit hours.
- Earn 6 Honors credits by the completion of 75 credit hours.
- Earn 9 Honors credits by the completion of 90 credit hours for the Honors diploma (Thesis Option).
- Earn 12 Honors credits by the completion of 90 credit hours for the Honors diploma (Courses-Only Option) the Honors with Distinction diploma.
- Earn the minimum Honors credits required by the chosen diploma option by graduation.
- Transfer student credit-hour thresholds will be negotiated on a case-by-case basis. However, once a UD GPA is established, the transfer student is expected to meet the regular requirements of the Program.
- Exhibit responsible and respectful behavior, including academic honesty and a record free of disciplinary issues that cause concern to the University community.

Earning Honors Credits

To graduate with the **Honors** or **Honors with Distinction** diploma, a student must earn either 15 or 21 Honors credits. These Honors credits may be obtained in a variety of ways (see Diploma Options).

In order to receive Honors credits, a student must earn a grade of "B" or above in each Honors course.

- Students begin their Honors Program experience as first-year students in one of the following ways:

- By taking ENG 198 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 Honors Program 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 courses (such as EDT 109/110 and several of the EGR courses).
  - Students in Business Administration 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 Administration and Engineering are able to complete their CAP/major ethics requirement as an Honors course.
  - Beginning in Fall 2015, Honors Program 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 Honors Program, be allowed to earn up to six Honors credits as "contract courses." For details, see "Earning Honors Credits" section of the Honors Program website.
- Students may earn Honors credits for graduate-level courses; for co-listed courses, the Honors student must register for the graduate course (500-level or above).
- Students may earn up to six Honors credits for experiential learning. For full details, see the "Earning Honors Credits" section of the Honors Program website.
- 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 prior to graduation. Please note that REL 103 or ASI 110 (Core students) is a pre-requisite for the Chaminade Scholars course sequence.

- Berry Summer Thesis Institute. Students apply as sophomores (applications open in the late fall) and earn three Honors credits by engaging in research and community engaged-learning opportunities on campus the summer between their sophomore and junior years.

- DC Flyers Program. Open to first-years, sophomores, and juniors (applications open in the fall), students earn three Honors credits by spending ten weeks in the summer interning in Washington, D.C. in an area connected to their career interests.

- Global Flyers Program. Three distinct summer experiential learning programs located in London, India, and Oxford University (U.K.). The programs in London and India are open to first-years, sophomores, and juniors; the Oxford program is invitation-only and designed for rising seniors engaged in Honors thesis research.

- Hull Fellows Program. Open to all students (applications open in October and January), successful applicants receive up to $1500 toward an international study experience for which they can also earn three Honors credits.

- Honors Thesis. Students may choose to complete an Honors thesis project; six credit hours can be earned upon successful completion of the project. These credits are in addition to the Honors credit requirements for the chosen Honors diploma option. The thesis process is outlined at s towards their Honors or Honors with distinction diploma by completing an Honors thesis. The thesis process is outlined at https://udayton.edu/honors/thesis/general_information.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 three Honors credits by applying for a prestigious national fellowship through the Honors Program Associate Director for Fellowships and Graduate School Advising.

General Information

- The Honors Program communicates important information to its students via e-mail.

- Honors students receive priority registration, meaning that they register the day before the registration session open to their class. The registrar will send them their individual registration slots within this period.

- ENG 198 is a first-year Honors seminar offered primarily 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 Honors Program encourages chairs to sign them into the course.

- Not all Honors credits will appear immediately in the "University Honors Program" section on the student's DegreeWorks advising page. This is particularly true if a student has received Honors credits for some form of experiential learning (e.g., co-op, internship, education abroad, prestigious fellowship application). However, detailed records of all earned Honors credits are maintained in the Honors Program office.

- The Honors Program sends out an updated advising guide through deans' offices each semester at the beginning of advising season, and also hosts mandatory advising workshops and/or podcasts for students.

Institute of Applied Creativity for Transformation (IACT)

At the Institute of Applied Creativity for Transformation (IACT), our vision is to create a mindset of possibility that disrupts the world through 21st century citizenship. We believe in creative changemaking through a sustainable, humanity-centered process that blends educational and vocational frameworks for self-determination and transdisciplinary transformation.

IACT is home to the nation's first undergraduate certificate in Applied Creativity for Transformation. Open to undergraduate students of any major, the certificate is a first step in achieving the University of Dayton's vision of innovation, applied creativity, entrepreneurship, and community engagement for the common good. The IACT curriculum (ACT I through ACT IV) introduces students to the creative competencies that today's job market demands — **critical perspective**, **complex problem solving** and **collaboration with others** — while applying those same skills to the students' diverse disciplines of study.

For graduating students looking to secure employment or admissions into graduate school and continuing students pursuing an internship, co-op or study abroad opportunity, the undergraduate certificate in Applied Creativity for Transformation becomes an immediate separator in the application and interview process due to the collaborative skill set that is fostered to work across any field of study and practice.

The certificate program is sponsored by the School of Engineering and housed in the Institute of Applied Creativity for Transformation (IACT).

General Information

The course matrix for the certificate focuses on imaginative, critical, innovative, and creative learning that complements both the [University's Common Academic Program (CAP)](#) 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 discerning personal purpose for the action of the common good.

The IACT's three primary learning outcomes are:

- Critical Perspectives: Through the introduction of creative theory including transdisciplinary education examples and humanity-centered design exercises, students' ideas of what is and what can be in their field of study and the world they live in will broaden in imaginative, critical, and innovative ways.

- Creative Confidence: When one's disciplines of study fuses with growing critical perspective, students develop the applied creative acumen to see the broad and diverse set of solutions in front of them and make leaps, trust their intuition, and challenge solutions regardless of the failure/success binary.

- 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.

IACT Course Descriptions

The Institute's curricular design is rooted in two 300-level creative foundation mini-courses, and a two-part 400-level experiential learning capstone.

- ACT I/UDI 371: Creative Confidence through Critical Perspective: Students are introduced to applied creative theory and critical thinking through the Institute of Applied Creativity for Transformation's (IACT) transdisciplinary, experimental sessions focused on developing inquiry, reflection and confidence through critical and creative experimentation.
  (1-credit mini-course, offered during fall semester only, Monday 9:05-10:20 AM, Tuesday 3:35-4:50 PM, or Wednesday 3:35-4:50 PM).
  Taught by IACT Fellows, Brian LaDuca (Executive Director of IACT) and Adrienne Ausdenmoore (Director of IACT).

- ACT II/UDI 372: Innovative Practice Through Creative Confidence: Students are grouped based on their collective purposes to experiment with creative theory as innovative practice within their disciplines. Students will design a collaborative deliverable

exploring applied creativity as a tool and mindset for innovative change in solving social, commercial, professional and academic challenges.
(1-credit mini-course, offered during spring semester only, Tuesday or Wednesday 5:05-6:20 PM). Taught by Brian LaDuca (Executive Director of IACT).

- UDI 373: Design Your Life: This course will explore the methodologies of design thinking and applied creativity within the context of "life design." Students will develop skills with which they can discern their purpose and build the creative confidence to tackle complex, open-ended challenges encountered in many of today's (and tomorrow's) professions.
  (1-credit mini-course, offered during fall and spring semesters, Thursdays 5:05-6:20 PM). Taught by Adrienne Ausdenmoore (Director of IACT).

- UDI 374: GEMnasium: Accelerator I
- UDI 375: GEMnasium: Accelerator II
  This course is a 12-week continued learning experience for students who created novel deliverables for the GEMnasium Grand Challenge and/or the IACT Summer Collaboration Accelerator.
  (1-credit mini-course, offered during fall and spring semesters, registration by permission only). Taught by Brian LaDuca (Executive Director of IACT) and courtesy faculty.

- ACT III/UDI 471: The Creative Design (Collaborate and Design): Part one of the two-part experiential learning certificate cornerstone will focus on purpose-based discernment and narration, transdisciplinary creative sprints, and a humanity-centered design showcase from collaborative teams.
  (1-credit mini-course, offered during fall semester only, Friday from 3:30-4:50 PM). Taught by Brian LaDuca (Executive Director of IACT).

- ACT IV/UDI 472: The Creative Application (Innovate and Implement): The cornerstone of the certificate is the execution of innovative ideas from students' purpose-based creative designs through the lens and/or application of their degree of focus. Students will infuse their purposes to present perspectives that shift, challenge and/or move forward solutions to societal issues and challenges.
  (1-credit mini-course, offered during spring semester only, Friday from 3:30-4:50 PM). Taught by Brian LaDuca (Executive Director of IACT).

The Process for Earning the Certificate

13 Credit Hours Total

Year 1

ACT I (UDI 371)	1 credit	(Fall)
ACT II (UDI 372)	1 credit	(Spring)
Drive Mentoring Sessions		(1 in Fall, 2 in Spring)

Declaring Candidacy for the Certificate in Applied Creativity for Transformation (middle of fall semester)
- Positive progress and authentic curiosity during ACT I
- Certificate intro meeting or face-to-face with IACT Executive Director

Year 2: Electives to be completed by end of Academic Year 2 (can be completed during Year 1 or Year 2 of Certificate process):

EGR 103 (2 credits)* or EGR 105 (3 credits, CAP Inquiry elective)		(Fall or Spring)
SSC 200* (Requirement for all students)	3 credits	(Fall or Spring)
Drive Mentoring Sessions		(1 in Fall, 2 in Spring)

*If not already taken. The academic advising approach of the certificate allows students to complete the certificate without additional coursework beyond the ACT mini courses. SSC 200 is a requirement of all students and EGR 105 also fulfills CAP requirements. SSC 200 and EGR 103 or 105 should be taken in consultation with the IACT Executive Director.

Year 3

ACT III (UDI 471)	1 credit	(Fall)
ACT IV (UDI 472)	1 credit	(Spring)
Pivot Elective	3 credits	(Fall or Spring)

(Course will fulfill disciplinary elective need and certificate elective need)

Drive Mentoring Sessions	(1 in Fall, 1 in Spring)

Completion of Certificate
- Collaborative Collision Development
- Regional Collision Field Testing
- Culminating Collision Deliverable
- Solidifying Drive Model (By Fall of Year 3 must be able to answer: _____ drives me.)

In the two-part cornerstone of ACT III and IV, students put the applied creativity mindset into action with purpose-based and problem-based learning that cultivates marketable ideas and/or experiences to address societal issues across academic disciplines.

For more information about the certificate or IACT curriculum, please contact Brian LaDuca, Executive Director of IACT, at 937-229-5103 or bladuca1@udayton.edu; or visit the IACT website at https://udayton.edu/iact/.

Undergraduate Registration for Graduate Courses

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

1. Graduate courses to count toward the undergraduate degree:
   a. Approval must be obtained from the director of the appropriate graduate program.

2. Graduate courses to count toward the graduate degree:
   a. Approval must be obtained from the director of the appropriate graduate program.

   b. Unless the student has been accepted into a combined Baccalaureate + Master's degree program, the student must be within 15 semester hours of completing the semester-hour requirements for graduation in the undergraduate program.

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.

Student Resources

Career Services

The University of Dayton's 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 2018 earned a 97% success rate, based on a very strong Flyer First Destination Survey knowledge rate of 88%.

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. If students cannot find an open slot with their advisor that works well with their schedules, they can make an appointment with any other advisor because they are all generalists.

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

Co-Curricular Involvement Generator

The Co-Curricular Involvement Generator, an online search tool located at https://udayton.edu/studev/leadership/involvement/leadership/generator.php, contains more than 340 programs from more than 25 departments. Programs are searchable by areas of student interest, level and type of involvement, and various tags 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 Institutional Learning Goals. 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.

Co-Curricular Transcript (CCT)

The Co-Curricular Transcript (CCT) is an official University document that provides an avenue for students to officially record and track their engagement and involvement outside of the classroom. The CCT is a tool that highlights a student's out-of-class learning experience, including honors, awards and recognitions; activities and organizational experiences; professional development and educational training; and community service and engagement. It also offers a section to capture a student's reflection. Content is added automatically through

1850 and can be added by the student once confirmed through Student Leadership Programs. All entries can also be aligned to the University's seven Institutional Learning Goals. More information is available at https://udayton.edu/studev/leadership/involvement/leadership/cct/index.php. Contact Student Leadership Programs at 937-229-2000 for questions.

Counseling Center

- Gosiger Hall, 1st Floor, M-F 8:30-4:30
- 937-229-3141
- https://udayton.edu/studev/health_wellness/counselingcenter/index.php
- Facebook: UD Health & 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.

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

International Students

Staff in the Office of Learning Resources (OLR) are available to meet with faculty and staff to discuss pedagogy and andragogy, learning strategies, and campus resources pertaining to working with international students. Faculty and staff are also welcome to refer international students to OLR for additional support and are encouraged to guide students to specific Global Learning Support services. The International Learning Referral feature is now available on Student Success Network.

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.

Office of Learning Resources (OLR)

The Office of Learning Resources (OLR) in the Learning Teaching Center (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

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 sites.

OLR also offers several credit-bearing courses designed to help students become more effective learners: UDI 055: Becoming a Mindful Learning (for students on probation; open to any student as space permits); UDI 149: 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 or Significant Medical Conditions

Students with disabilities or significant medical conditions (chronic or temporary) 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 or medical condition 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 under Disability Resources: Accommodations for information regarding alternative formats. This includes textbooks and electronic material such as PDF documents. (https://www.udayton.edu/ltc/learningresources/disability/accommodations/index.php)

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 and/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.

Student Success Network (SSN)

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.

The Student Success Network, powered by Starfish, 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://udayton.edu/ltc/learningresources/facultyandstaff/ssn.php

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 upperclass and graduate students. Students should bring their assignment sheet and a hard copy of their paper.

The Write Place is located on the first floor of Roesch Library. Students can stop by during drop-in hours:

Sunday: 4 pm to 8 pm
Monday-Thursday: 10 am to 8 pm
Friday: 10 am to 2 pm

Regular Appointments

While the Write Place is mainly a walk-in service, students do have the option to make an appointment and can do so by stopping by the information desk in The Knowledge Hub to speak with a desk team member or email writeplace@udayton.edu.

Digital Drop Off

Students may also receive feedback electronically by uploading a paper via Isidore. Students may select the "Write Place" from the left-hand menu and follow the instructions provided. Feedback is provided to students generally within 48 hours of submission.

Writing Coach/Standing Appointments

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.

Contact

For more information about Write Place services, contact Christina Klimo, Write Place Coordinator, at cklimo1@udayton.edu, or visit the website at https://udayton.edu/ltc/learningresources/learningandstudy/writeplace/index.php.

Appendix A – DegreeWorks

The DegreeWorks link may be found under "Office of the Registrar Resources" on the Porches Faculty tab.

Access the DegreeWorks profile for the desired student using the Student ID or search for a student using the "Find" tool.

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:

124 credits are required. You curr
At least 48 credits must be taken
300/400 level.

✅ You meet the minimum 2.0 GPA requirement.
☐ Introduction to the University
☐ Common Academic Program
☐ Liberal Studies Curriculum
☐ Major Requirements
☐ Social Science/Professional Studies

☐   **Common Academic Program, BA**

Please note that First and Second Year Writing Seminar , Oral Communication and Mathematics requ

☐ FIRST-YEAR HUMANITIES COMMONS
✅ West & World
☐ Intro to Rel & Theo Studies

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

ADVANCED STUDY

Philosophy and/or Religious Studies:

Still Needed:	**2** Classes in **CMM** 337* or 357* or 359* or **EDT** 305* or **MUS** 301* or 352* or 363* or **PHL** 301* or 304* or 307* or 310* or 311* or 312* or 313* or 314* or 315* or 316* or 317* or 319* or 320* or 321* or 322* or 324* or 325* or 335* or 341* or 347* or 350* or 351* or 352* or 355* or 356* or 358* or 360* or 361* or 363* or 364* or 365* or 370* or 371* or 374 or 377* or 378* or 379* or 381* or 382* or 383* or **REL** 310* or 311* or 315* or 318* or 322* or 323* or 328* or 329* or 343* or 352* or 357* or 358* or 359* or 363* or 367* or 368* or 369* or 374* or 375* or 376* or 378* or 379* or 408* or 440* or 441* or 457* or 475 or **SEE** 401* or 402* or **THR** 322* or **VAH** 450* or **VAR** 379*

Click on a course number for more detailed information, including Prerequisites, Attributes, and currently offered Sections.

Still Needed: 2 Classes in **CMM** 337* or 357* or 359* or 317* or 319* or 320* or 321* or 322* or 370* or 371* or 374 or 377* or 378* or 358* or 359* or 363* or 367* or 368* or **VAH** 450* or **VAR** 379*

Course Information - Google Chrome

https://degreeworks.udayton.edu/DashboardServlet/dashboard

CMM 337   3 Credits   **Journalism Ethics and Values**   Print

Exploration of the ethics and values that guide the practice of journalism. Students will develop knowledge of theories and frameworks for journalistic principles and practices, and critically examine and evaluate historical and current ethical challenges. Through discussion, research, and case studies, students will enhance their awareness of ethical issues in journalism and their ability to make ethical choices in all aspects of reporting and public engagement. Prerequisite(s): PHL 103, CMM 100.

Prerequisites: **CMM 100** minimum grade of D *and* **PHL 103** minimum grade of D

Attributes: CPHL, CPW2, CRS2, CVO2

Sections:

Term	Crn	Section	Seats Open	Meeting Times	
Fall 2018	12433	01	0 (out of 18)	Tu Th	11:00 - 12:15
Fall 2019	12433	01	18 (out of 18)	Tu Th	11:00 - 12:15

Appendix B – Banner Self-Service

Access Banner Self-Service > Faculty and Advisors > Search for Classes for Faculty/Advisors on the Porches UD Daily tab.
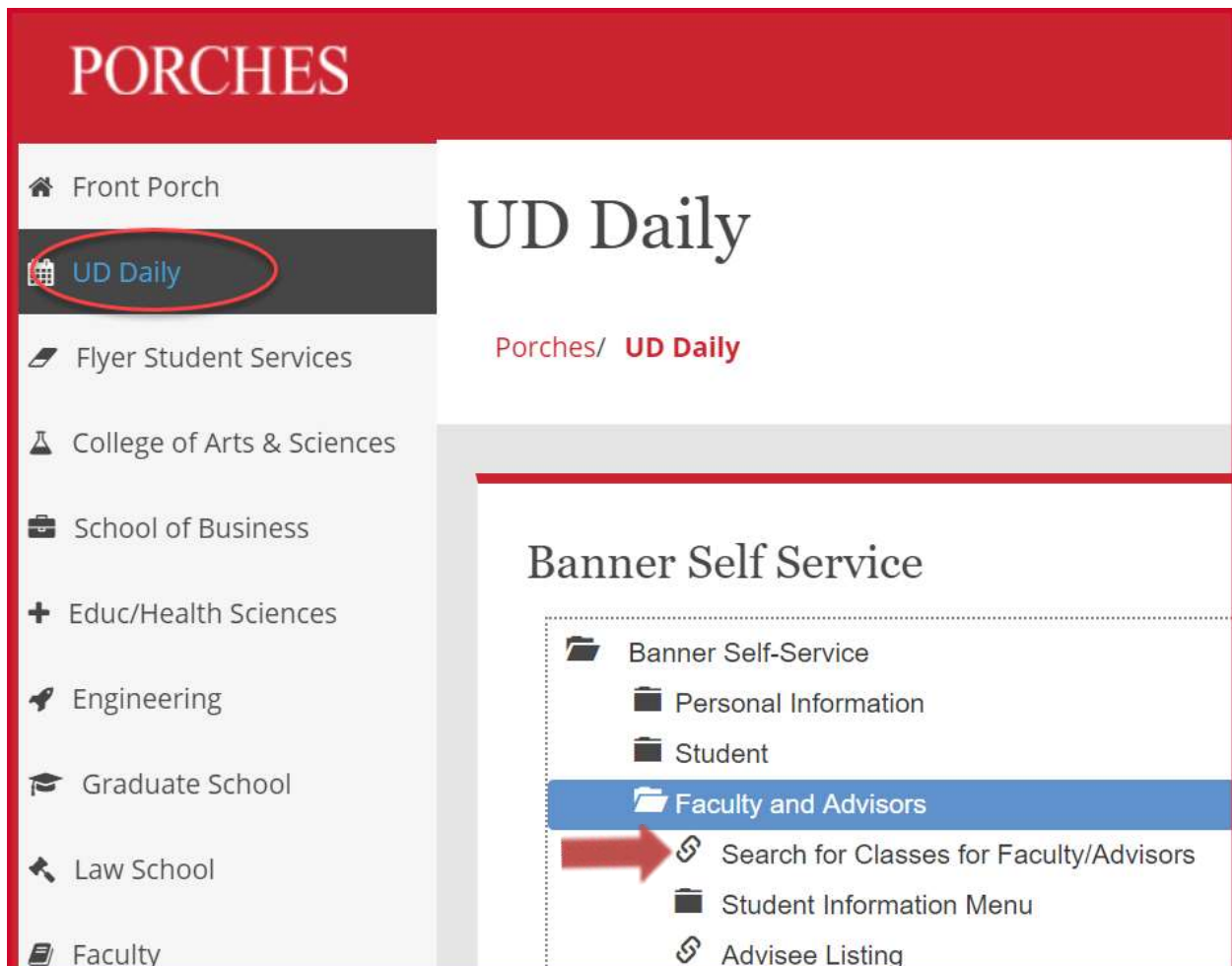
Select the appropriate Term, then click Submit.

Personal Information **Student** **Faculty Services** **Employee** **Finance**

Search [   ] [Go]

Select Term or Date Range

Search by Term:

Spring 2019 ▼

None
Spring 2019
Fall 2018 - MBA@UD
Fall 2018 (View only)
Summer 2018 - IEP (View only)
Summer 2018 Online Educ (View only)
Summer 2018 - MBA@UD (View only)
Summer 2018- Upper-Level (View only)
Summer 2018- Law (View only)
Summer 2018 - Full Third Term (View only)
Summer 2018 - 2nd Session (View only)
Summer 2018 - 1st Session (View only)
Spring 2018 - MBA@UD Immersion (View only)
Spring 2018 - MBA@UD 10-wk (View only)
Spring 2018 - MBA@UD 5-wk B (View only)
Spring 2018 - MBA@UD 5-wk A (View only)
Winter 2018 - MBA@UD Immersion (View only)
Winter 2018 - MBA@UD 10-wk (View only)
Spring 2018-IEP B (View only)
Spring 2018-IEP A (View only)

es.

Use selection options, such as Subject(s) and Attribute Type(s), to search the class schedule. You may choose any combination of fields to narrow your search, but you must select at least one Subject. Select Class Search when your selection is complete.

Once you have the search results, click on a CRN link for more detailed information.

Click on the Course Title for additional details.

Detailed Class Information
Language & Culture - 7458 - ANT 315 - 01

Associated Term: Spring 2019
Levels: Undergraduate

Main Campus Campus
Lecture Schedule Type
3.000 Credits
View Catalog Entry

Registration Availability

	Capacity	Actual	Remaining
Seats	32	0	32
Waitlist Seats	0	0	0

Restrictions:
Must be enrolled in one of the following Levels:
    Undergraduate

Prerequisites:
Undergraduate level SSC 200 Minimum Grade of D