

# UNIVERSITY OF TOLEDO 2016-2017 CATALOG: GENERAL SECTION

## Mission

The mission of The University of Toledo is to improve the human condition; to advance knowledge through excellence in learning, discovery and engagement; and to serve as a diverse, student-centered public metropolitan research university.

The core values are:

1. **Compassion, Professionalism and Respect:** Treat every individual with kindness, dignity and care; consider the thoughts and ideas of others inside and outside of the University with a strong commitment to exemplary personal and institutional altruism, accountability, integrity and honor;
2. **Discovery, Learning and Communication:** Vigorously pursue and widely share new knowledge; expand the understanding of existing knowledge; develop the knowledge, skills and competencies of students, faculty, staff and the community while promoting a culture of lifelong learning;
3. **Diversity, Integrity and Teamwork:** Create an environment that values and fosters diversity; earn the trust and commitment of colleagues and the communities served; provide a collaborative and supportive work environment, based upon stewardship and advocacy, that adheres to the highest ethical standard;
4. **Engagement, Outreach and Service:** Provide services that meet students' and regional needs and where possible exceed expectations; be a global resource and the partner of choice for education, individual development and health care, as well as a center of excellence for cultural, athletic and other events;
5. **Excellence, Focus and Innovation:** Strive, individually and collectively, to achieve the highest level of focus, quality and pride in all endeavors; continuously improve operations; engage in reflective planning and innovative risk-taking in an environment of academic freedom and responsibility; and
6. **Wellness, Healing and Safety:** Promote the physical and mental well-being and safety of others, including students, faculty and staff; provide the highest levels of health promotion, disease prevention, treatment and healing possible for those in need within the community and around the world.

## History of The University of Toledo

The University of Toledo began in 1872 as a private arts and trades school offering painting and architectural drawing as its only subjects. In the 145 years since, the University has grown into a comprehensive institution offering more than 250 undergraduate and graduate programs to more than 18,000 students from around the world. The history of its development is a remarkable story.

In a pamphlet published in 1868 titled "Toledo: Future Great City of the World," Jesup Wakeman Scott articulated a dream that led him to endow what would become The University of Toledo. Scott, a newspaper editor, expressed his belief that the center of world commerce was moving westward, and by 1900 would be located in Toledo. To help realize this dream, in 1872 Scott donated 160 acres of land as an endowment for a university to train the city's young people.

The Toledo University of Arts and Trades was incorporated on Oct. 12, 1872, to "furnish artists and artizans [sic] with the best facilities for a high culture in their professions." Scott died in 1874, a year after the University opened in an old church building downtown. The school was short-lived, however, closing in 1878 due to a lack of funds. On Jan. 8, 1884, the assets of the University were given by Scott's sons to the city of Toledo and the school reopened the Toledo Manual Training School. It offered a three-year program for students who were at least 13 years old in academic and manual instruction.

Dr. Jerome Raymond was appointed the first president in 1908. He expanded the school's offerings by affiliating with the Toledo Conservatory of Music, the YMCA College of Law, and the Toledo Medical College, and he helped to create the College of Arts and Sciences. These changes moved the University toward becoming a baccalaureate-degree granting institution, but the school struggled through years of inadequate finances and legal battles over control.

In 1914, Dr. A. Monroe Stowe became president and led the University on its first organized path of development. He founded the College of Commerce and Industry (later the College of Business Administration) in 1914, and the College of Education in 1916. Enrollment grew from 200 students to 1,400.

As evidence that the University was maturing, student participation in extracurricular activities increased. In 1919, Student Council was created, and two students started a newspaper called *The Universi-Teaser*. In 1915, the students petitioned for an intercollegiate athletic program. Football began in 1917, although the first game was a 145-0 loss to the University of Detroit. The sports teams received their nickname, the “Rockets,” in 1923 from a newspaper writer who thought the name reflected the football team’s playing style.

By the 1920s, Toledo University was a growing institution, limited only by the size of buildings that housed it. Classes were held in several small buildings downtown. In 1922, the University moved into an automobile mechanics training facility that had been constructed for World War I on the original Scott plot of land. While twice the size of the old buildings, this location was less than ideal. Its limitations became evident when an enrollment increase of 32 percent in one year produced a critical shortage of space.

The prospects for a new, permanent home for the University improved in 1928 when Dr. Henry J. Doermann became president. His first activity was to initiate plans for a new campus. To pay for the proposed buildings, that year the city placed a bond levy before Toledo’s voters. A campaign by faculty and students led to the levy’s passage by 10,000 votes and less than a year before the start of the Great Depression. Doermann wanted the new campus to reflect the best design elements of European universities because he felt such architecture would inspire students. It took 400 men less than one year to build University Hall and the Field House in the Collegiate Gothic style.

While enrollments remained stable at UT during most years of the Depression, the University’s finances were strapped. Dr. Philip C. Nash, who became president following Doermann’s sudden death, instituted drastic measures to cut costs. Funds from the federal government’s New Deal programs helped by paying for new buildings and student scholarships.

While the Depression decade determined in many ways if the University would survive, it was World War II and its aftermath that transformed UT into the modern university it is today. The impact of the war was felt almost immediately. The military contracted with UT to offer war-training programs for military and civilian personnel. Student life also changed with the war. With a dwindling number of male students, women assumed leadership roles on campus, and intercollegiate basketball and football were suspended. And, tragically, more than 100 UT students were killed in the war. After the war, the GI Bill of Rights provided a way to reward veterans for their service by paying their college tuition, and more than 3,000 veterans took advantage of the program at UT.

In 1947, Wilbur W. White replaced Nash, who had died the previous year. White proposed a progressive 10-year development plan, but he died in 1950 before any new buildings were completed. His successor, Dr. Asa S. Knowles, oversaw the completion of several buildings, including a new library in 1953. Knowles resigned the presidency in 1958. His last official act was to meet with Toledo City Council to discuss the future financing of the University. As a municipal university, more than 12 percent of the city’s budget was allocated to the UT, and Knowles felt this was not sustainable. Council members suggested the University consider acquiring financial assistance from the state.

It was left to President William S. Carlson to pursue the issue. In 1959, bills introduced in the legislature for a state subsidy for the Ohio’s three largest municipal universities stalled, and the University’s financial situation worsened. Fortunately, a 2-mill levy in 1959 passed by 144 votes, raising \$1.7 million a year for UT. But the universities of Akron, Cincinnati and Toledo continued to press for state financial assistance, and finally, on July 1, 1967, The University of Toledo became part of the state’s system of higher education. In addition to tuition subsidies for students, state support provided capital improvement money for a campus building boom.

College students became more politically active in the 1960s, and student protests became frequent. Most at UT were peaceful, although protests in opposition to the war in Vietnam led to several arrests. In 1970, the campus remained calm following the deaths of four student protesters at Kent State University. A protest by black students after the killing of students at Jackson State University in Mississippi temporarily closed University Hall in May 1970, but this ended when Carlson met with the students and reached a peaceful accord.

UT marked its centennial in 1972 with a year of celebration. That year Carlson retired, and Dr. Glen R. Driscoll was selected as his successor. Driscoll oversaw further expansion of the University's physical plant. Centennial Mall, a nine-acre landscaped area in the center of campus, replaced parking lots and Army barracks in 1980. In 1985, Driscoll retired and was replaced by Dr. James D. McComas, who continued the expansion of the University's facilities. His tenure at UT was brief, however, as he resigned in 1988.

Dr. Frank E. Horton was selected to be The University of Toledo's 13th president in October 1988. To meet the challenges of the 1990s, Horton began a lengthy strategic planning effort to chart a course of targeted, purposeful growth. To help achieve the plan's many goals, in 1993 the University launched a successful \$40 million fund-raising campaign. The University continued to expand its physical environs with the renovation of commercial buildings into classrooms. The university also formalized its relationship with the Toledo Museum of Art with the completion of the Center for the Visual Arts on the museum's grounds. The university also built the Lake Erie Research Center at Maumee Bay State Park.

Significant growth in the 1990s was not only in buildings, but also in technology. The University joined OhioLINK, a statewide library network, in 1994. The internet became accessible in residence halls and offices. Technological improvements allowed students to register for classes and check their grades online. The university also began to experiment with offering classes via distance learning.

In 1999, Dr. Vik Kapoor became the University's 14th president following Horton's retirement. Kapoor embarked on a restructuring program that included major resource reallocation and administrative reorganization. The Community and Technical College, established in 1968 on the University's Scott Park campus, was abolished. In June 2000, Kapoor resigned, and was replaced the following year by Dr. Daniel Johnson.

Johnson's agenda focused on reconnecting the University to the community through outreach and engagement activities, and the University's mission was rewritten to describe UT as a metropolitan research university. Planning began on a science and technology corridor to encourage research partnerships with businesses. Construction projects on the campus included renovations to several older buildings, including the Memorial Field House, which was transformed from a basketball arena into a classroom building and reopened in 2008 after years of standing empty.

In 2006, the University saw another fundamental change with the merger of UT and the Medical University of Ohio, which had been founded as a separate state-supported institution in 1964. As part of the merger, Dr. Lloyd Jacobs, who had been president of MUO, was named president of the merged university. UT became one of few universities nationwide to offer degrees in medicine, law, engineering, business, pharmacy, and education. In 2015, UT welcomed its first female president, Dr. Sharon Gaber. Gaber has worked to increase enrollment, retention, and fundraising, and has overseen the implementation of an agreement to partner UT's medical education with ProMedica.

Despite the challenges facing higher education in the 21st century, The University of Toledo today is an amazing success story. Many of its faculty and academic programs have worldwide reputations, and its main and health science campuses are recognized as architectural gems. If the past is any indication, the challenges will be met, and the institution will continue its path of growth and success.

## Accreditation and Standards

### Accrediting Bodies

The University of Toledo is accredited by the Commission on Institutions of Higher Education of the North Central Association, 30 North LaSalle St., Suite 2400, Chicago, IL 60602-2504 312.263.0456. Listed below are other professional organizations in which the University holds membership, or which approve the quality of its educational programs, or both.

ABET (Accreditation Board for Engineering and Technology, Inc.)  
Accreditation Council for Graduate Medical Education (ACGME)  
Accreditation Council for Occupational Therapy Education  
Accreditation Council for Pharmacy Education  
Accreditation Council on Social Work Education  
Accreditation Review Commission on Education for the Physician Assistant  
American Alliance for Health, Physical Education, Recreation and Dance/American Association for Health Education  
American Bar Association  
American Chemical Society  
American College of Surgeons Comprehensive Education Institute  
American Council on the Teaching of Foreign Languages  
American Psychological Association Commission on Accreditation  
American Speech-Language-Hearing Association  
Association for Middle Level Education/National Middle School Association  
Association of American Colleges and Universities  
Association to Advance Collegiate Schools of Business (AACSB) International  
Commission on Accreditation for Health Informatics and Information Management  
Commission on Accreditation for Respiratory Care  
Commission on Accreditation in Physical Therapy Education  
Commission on Accreditation of Athletic Training Education  
Commission on Accreditation of Medical Physics  
Commission on Collegiate Nursing Education  
Commission on Dental Accreditation  
Council for Exceptional Children  
Council for the Accreditation of Counseling and Related Educational Programs  
Council for the Accreditation of Educator Preparation  
Council on Academic Accreditation in Audiology and Speech-Language Pathology  
- American Speech and Hearing Association  
Council on Education for Public Health  
Council on Social Work Education  
Educational Leadership Constituent Council  
International Reading Association  
Liaison Commission Medical Education  
National Accrediting Agency for Clinical Laboratory Sciences  
National Association for the Education of Young Children  
National Association of School Psychologists  
National Association of Schools of Art and Design  
National Association of Schools of Music

National Association of Schools of Public Affairs and Administration  
National Athletic Training Association  
National Council for Social Studies  
National Council of Teachers of English  
National Council of Teachers of Mathematics  
National Recreation and Park Association – Council on Accreditation for Recreation, Park Resources and Leisure Services  
National Science Teachers Association

## **Assessment**

The University of Toledo community undertakes the assessment of student learning outcomes to discover the extent to which students are acquiring knowledge, skills, beliefs and attitudes as a consequence of participation in their respective academic programs.

Assessment of student learning occurs at a variety of levels, including at the institution, college, department and program level. It is frequently based on multiple measures that vary according to the discipline.

The University uses the knowledge gleaned from assessment activities to promote program improvement.

## **General Undergraduate Degree Requirements**

### **Earned Hours Required for a Degree**

The University of Toledo requires a student to earn a minimum of 60 semester hours to be awarded an associate's degree. A minimum of 120 semester hours must be earned to be awarded a bachelor's degree. Some colleges/ programs require that more than the minimum of 60-120 hours be earned to be awarded the degree, the additional coursework is required to meet professional accreditation or licensing requirements. In addition, a student must have a cumulative University of Toledo GPA of at least 2.0 in order to qualify for graduation. For specific information, consult the individual college sections of this catalog. Earned hours are those hours that each college of the University counts toward fulfilling specific degree program requirements. Hours counted toward degree requirements may vary depending on the college/degree program a student enrolls in and is pursuing.

### **Residency Requirement for a Degree**

Every college of The University of Toledo requires a student to earn a specific number of hours as a University of Toledo student. Some colleges require a specific number of hours be taken as a student registered in that college. In addition, residency hours may be required to be earned in specific classes, specific programs and/or in specific semesters prior to the proposed semester when the student plans to graduate.

## Graduation Application Process

A student nearing the completion of a degree program must complete the “Application for Graduation” **online** through the myUT portal <https://myut.utoledo.edu/portal>. It is under the Student tab, My Records.

For undergraduate students, the deadline for applying to graduate is the 11th week of the fall semester for spring graduation and the 11th week of the spring semester for summer or fall graduation. The deadlines for law and graduate students may differ. Deadline dates can be found here: [http://www.utoledo.edu/offices/registrar/graduation\\_app\\_deadlines.html](http://www.utoledo.edu/offices/registrar/graduation_app_deadlines.html).

Students who do not graduate the semester for which they applied to graduate, but anticipate degree completion the following semester, must reapply by completing another application no later than the 15th day of the next semester in which they expect to graduate.

Failure to apply for graduation means that the student’s graduation date will be postponed.

## Dual Degrees

The university recognizes a student may want to earn two degrees simultaneously as part of their undergraduate academic experience. Students may earn more than one bachelor’s degree or associate’s degree or a bachelor’s and associate’s degree concurrently. Students interested in earning two or more degrees simultaneously should consult the colleges from which they wish to earn the degrees for specific rules and requirements. Policies related to fee assessment for dual degrees are presented in the “The University of Toledo Finance Brochure,” found on the [Financial Aid website](#).

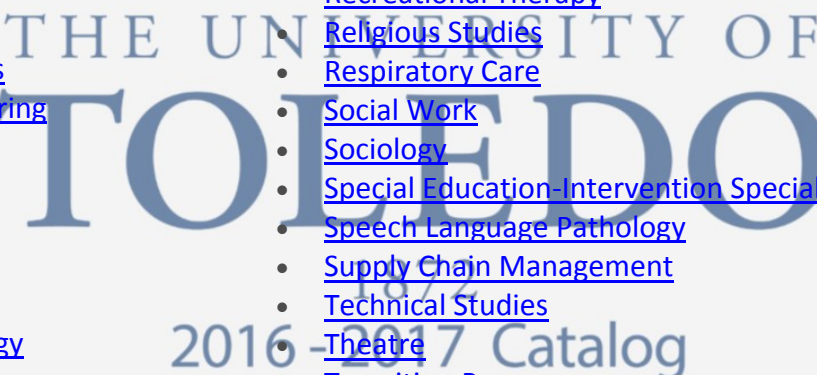
## Areas of Study

The following list represents the programs of study offered by The University of Toledo. Each area is described later in this catalog.

### Undergraduate

- [Accounting](#)
- [Accounting Technology](#)
- [Secondary/Adolescence to Young Adult Education](#)
- [Adult Liberal Studies](#)
- [American Studies](#)
- [Anthropology](#)
- [Applied Organizational Technology](#)
- [Army ROTC](#)
- [Art](#)
- [Art Education](#)
- [Art History](#)
- [Astronomy](#)
- [Bioengineering](#)
- [Biology](#)
- [Business Management Technology](#)
- [Chemical Engineering](#)
- [Chemistry](#)
- [Civil Engineering](#)
- [Communication](#)
- [Computer Network Administration](#)
- [Computer Science and Engineering](#)
- [Computer Science and Engineering Technology](#)
- [Computer Software Specialist](#)
- [Construction Engineering Technology](#)
- [Cosmetic Science and Formulation Design](#)
- [Criminal Justice](#)
- [Disability Studies](#)
- [Doctor of Pharmacy-PharmD](#)
- [Early Childhood Education](#)
- [Economics](#)
- [Electrical Engineering](#)
- [Electrical Engineering Technology](#)
- [Electronic Commerce](#)
- [English](#)

- [Entrepreneurship](#)
- [Environmental Sciences](#)
- [Environmental Studies](#)
- [Exercise Science](#)
- [Film-Video](#)
- [Finance](#)
- [Financial Services](#)
- [Foreign Language Education](#)
- [Foreign Language](#)
- [General Studies](#)
- [Geography and Planning](#)
- [Geology](#)
- [Global Studies](#)
- [Health Care Administration](#)
- [Health Information Management](#)
- [History](#)
- [Human Resource Management](#)
- [Humanities](#)
- [Individualized Program](#)
- [Information Services and Support](#)
- [Information Systems](#)
- [Information Technology - Business](#)
- [Information Technology - Engineering](#)
- [International Business](#)
- [Law and Social Thought](#)
- [Marketing](#)
- [Mathematics](#)
- [Mechanical Engineering](#)
- [Mechanical Engineering Technology](#)
- [Medical Technology](#)
- [Medicinal and Biological Chemistry](#)
- [Middle Childhood Education](#)
- [Music](#)
- [Music Education](#)
- [Nursing](#)
- [Operations Management](#)
- [Organizational Leadership and Management](#)
- [Paralegal Studies](#)
- [Pharmaceutical Sciences](#)
- [Pharmaceutics](#)
- [Pharmacology Toxicology](#)
- [Pharmacy Administration](#)
- [Philosophy](#)
- [Physics](#)
- [Political Science and Public Administration](#)
- [Pre-business Administration](#)
- [Pre-law](#)
- [Pre-Med](#)
- [Professional Sales](#)
- [Professional Studies](#)
- [Programming and Software Development](#)
- [Psychology](#)
- [Public Health](#)
- [Recreational Therapy](#)
- [Religious Studies](#)
- [Respiratory Care](#)
- [Social Work](#)
- [Sociology](#)
- [Special Education-Intervention Specialist](#)
- [Speech Language Pathology](#)
- [Supply Chain Management](#)
- [Technical Studies](#)
- [Theatre](#)
- [Transition Program](#)
- [Undecided QUEST Program](#)
- [Urban Studies](#)
- [Women's and Gender Studies](#)



## Graduate Programs

For information on the graduate programs, please refer to this [College of Graduate Studies](#).

[Graduate Programs](#)

[College of Medicine and Life Sciences Programs](#)

[College of Law Programs](#)

## Placement Testing

Placement tests and ACT (or SAT) scores are utilized by departments to place students into the correct math, chemistry, and foreign language courses based on skill level. Placement tests need to be taken BEFORE you attend new or transfer student orientation. No appointments are needed for tests available in the Main Campus Test Center. Information on taking placement tests specific to academic majors can be found at [Placement Testing Services](#). Below are placement tests that may be required by a program of study:

**Mathematics Placement Tests:** All baccalaureate degrees at UT require at least one mathematics course. The major you plan to pursue, your math ACT or SAT score, and/or the score(s) from your mathematics placement test(s) will be used by your adviser to determine your first mathematics course. The mathematics placement test can be taken online through ALEKS or as a paper based exam in the Main Campus Test Center. [ALEKS](#) is an online system that uses adaptive questioning to quickly and accurately assess student knowledge. It can be accessed on any computer with internet access that meets the system requirements.

**Foreign Language Placement Test:** If you have one or more years of foreign language from high school, take the placement test in that language to assess your skill level. The test covers grammatical structures, vocabulary, and reading comprehension. French, German, Japanese, Latin, and Spanish foreign language placement tests can be completed at the Main Campus Test Center (Field House, Room 1080). Other languages such as Arabic and Chinese must be scheduled through the Foreign Language Department.

**Chemistry Placement Test:** If the curriculum of your major requires you to complete CHEM 1230, General Chemistry I, in most cases you will be required to take a chemistry placement test through [ALEKS Chemistry Placement Test](#) or a paper based test is available in the Main Campus Test Center. Exceptions occur if you have an AP Chemistry score of 3 or higher, transfer credit equivalent to CHEM 1090 or CHEM 1230 at UT, or if you have not completed any high school chemistry course. If you have not completed at least a year of high school chemistry you will enroll in CHEM 1090, Elementary Chemistry before taking CHEM 1230.

**Chemistry for Health Sciences Placement Test:** If your major or program requires you to complete CHEM 1120, Chemistry for Health Sciences, you will be required to take a chemistry placement exam (\*Nursing and Respiratory Care ONLY\*). Exemptions occur if you meet one of the following criteria: a) you have transfer credit equivalent for CHEM 1110 or 1120 at UT, or b) have not completed any high school chemistry course. If you have not completed at least a year of high school chemistry, you will be enrolled in CHEM 1110 – Elementary Chemistry for the Health Sciences. The Chemistry for Health Sciences placement test is a computer-based exam only available at the Main Campus Test Center.

If you have any questions regarding placement tests, contact an academic adviser in your college. Academic advisers will be available during your orientation program to assist you. Students with disabilities who need assistance with placement tests are encouraged to contact [Student Disability Services](#) for support services and/or accommodations.

## Program 60: Special Program for Senior Citizens

[Program 60](#) provides educational experiences at reduced rates to individuals 60 years of age or older who have resided in Ohio for at least the last 12 consecutive months. The University of Toledo is governed by the Ohio Revised Code in administering this program. Ohio Revised Code may be viewed at <http://codes.ohio.gov/orc/3345.27>. Individuals 60 years of age or older who wish to earn a college degree or credit for UT courses must apply for admission and pay current tuition and fees as a general UT student.

## Ohio Statewide Transfer Policy

The Official Catalog Statement on the Ohio Articulation and Transfer Policy is (at the time of catalog printing) under revision. Therefore, changes to this section will be made available on the Web at <http://catalog.utoledo.edu/> once The University of Toledo receives the updated and approved catalog statement from The Ohio Board of Regents.



## Transferology

Transferology is a statewide Web-based higher education transfer information system. Transferology shows how courses taken at one institution transfer and apply to degree programs at another institution, providing information about degree requirements at colleges and universities across the state. To access, log onto [www.transferology.com](http://www.transferology.com).

[Transferology](#) is the first step for students who are looking to transfer to UT. Students can enter their previous and current course work into a free user account then see which courses at UT they have earned credit. Remember if a course is not in Transferology this does not mean it does not transfer. It means we just need to review it for a transfer equivalency. This extra step ensures that the student gets the best evaluation for the transfer work.

## Transfer Module

The Ohio Board of Regents, following the directive of the Ohio General Assembly, developed a statewide policy to facilitate students' ability to transfer credits from one Ohio public college or university to another in order to avoid duplication of course requirements. Since independent colleges and universities in Ohio may or may not be participating in the transfer policy, students interested in transferring to independent institutions are encouraged to check with the college or university of their choice regarding transfer agreements.

The Ohio Board of Regents' Transfer and Articulation Policy established the transfer module, which is a subset or entire set of a college or university's general education program. The transfer module consists of 36 to 40 semester hours (or 54 to 60 quarter hours) of courses in the following areas: English, mathematics, arts and humanities, social and behavioral sciences, natural and physical sciences, and interdisciplinary study.

A transfer module completed at one college or university will automatically meet the requirements of the transfer module at another college or university once the student is admitted. Students may be required, however, to meet additional general education requirements at the institution to which they transfer.

Since many degree programs require specific courses that may be taken as a part of the general education or transfer module program at an institution, students are encouraged to meet with an academic adviser at the institution to which they plan to transfer early in their academic career. Advisers should be consulted regarding the transfer module and general education courses and any specific program requirements that can be completed before transfer.

## Acceptance of Transfer Credit

1. Students who have completed an associate's degree from a state-assisted Ohio institution with a cumulative GPA of 2.0 or better will receive transfer credit for all college-level courses that they have passed (D- or better).
2. . Students who have not earned an associate's degree will receive transfer credit for all college level courses taken prior to the Fall semester of 2005 in which a grade of C or better was earned. Starting with courses taken in Fall 2005 students will receive credit for all college level courses in which a grade of D- or better was earned. Grades of F are transferred, however, no credit hours are awarded.

Admission to a given institution, however, does not guarantee that a transfer student automatically will be admitted to all majors, minors or fields of concentration at the institution. Once admitted, transfer students shall be subject to the same regulations governing applicability of catalog requirements as all other students. Further, transfer student shall be accorded the same class standing and other privileges as all other students on the basis of the number of credits earned. All residency requirements must be completed successfully at the receiving institution prior to the granting of a degree.

## Responsibilities of Students

In order to facilitate transfer with maximum applicability of transfer credit, prospective transfer students should plan a course of study that will meet the requirements of a degree program at the receiving institution. Specifically, students should identify early in their collegiate studies an institution and major to which they desire to transfer. Further, students should determine if there are language requirements or any special course requirements that can be met during the freshman or sophomore year. This will enable students to plan and pursue a course of study that will articulate with the receiving institution's major. Students are encouraged to seek further information regarding transfer from both their adviser and the college or university to which they plan to transfer.

## The University of Toledo's Transfer Credit Appeal Process

If a transfer student believes there is an error in his or her Transfer Credit Evaluation (TCE), or has questions regarding the evaluation or application of transfer credit toward degree requirements, he or she should first contact the Transfer Center in the Registrar Office. The filled out [Transfer Credit Appeal Form](#) and course syllabi can be emailed to [Transfer@utoledo.edu](mailto:Transfer@utoledo.edu) or dropped off at the Office of the Registrar in Rocket Hall, room 1100, to the attention of the Director of Transfer Credit Evaluation.

A student disagreeing with the application of transfer credit has the right to appeal the decision by following the procedure below.

Appeals must be received by the last day of the semester following the original transfer credit evaluation.

The appeal process is as follows:

1. The student contacts the departmental chair and provides a written appeal. The departmental chair has 7 days from receipt of the appeal to respond in writing to the student.
2. If the issue is not resolved to the student's satisfaction at step 1, the student contacts the dean of his or her UT college and provides a copy of the appeal and the department decision. A final college decision rests with the office of the dean. The dean has 7 days from receipt of the appeal to respond in writing to the student.
3. If the issue is not resolved to the student's satisfaction after steps 1 and 2, the student submits a copy of the appeal, as well as the college decision, to the provost. The Provost's Office will provide an institution-wide perspective. The provost has 7 days from receipt of the appeal to respond writing to the student. If the request is denied, the written correspondence to the student will outline the process for appealing to the state-level articulation and transfer appeals review committee of the Ohio Board of Regents.

## Ohio Transfer Module Courses

The following list represents The University of Toledo Ohio Transfer Module courses. The transfer module, as directed by the Ohio Board of Regents, includes courses in the following areas: English, mathematics, arts and humanities, social and behavioral sciences, natural and physical sciences, and interdisciplinary studies.

Note: Completion of The University of Toledo transfer module requires course work above that which fulfills the general education core curriculum. Students should consult their academic adviser for further information.

### [Ohio Transfer Module](#)

(<https://www.ohiohighered.org/transfer/transfermodule/modules>, click on University of Toledo)

A Transfer Module is a subset or a complete set (in some cases, the institution's Transfer Module may satisfy the entire set of general education requirements) of a college's or university's general education requirements that represents a body of knowledge and academic skills common across Ohio colleges and universities, containing 36- 40 semester hours of courses in the fields of (1) English; (2) mathematics; (3) arts/humanities; (4) social and behavioral sciences; (5) natural sciences; and (6) interdisciplinary coursework (optional).

## **[Course Reporting System](https://reports-cems.transfercredit.ohio.gov/ap/6?13069133303922::NO:6)** (<https://reports-cems.transfercredit.ohio.gov/ap/6?13069133303922::NO:6>)

The Ohio Transfer Module (OTM) Approved Courses Reporting System will help you identify Transfer Module approved courses that are guaranteed to transfer and apply toward related general education subject areas at Ohio's public colleges and universities.

You can search by the OTM Subject Area that transfers as a general credit and/or by individual English and Math courses under the Learning Outcome (LO)-Based OTM Subject Area that transfers as a direct equivalent. Check out the [Ohio Transfer Module \(OTM\) main page](#) to learn more about the Ohio Transfer Module.

## **[Determining Ohio Residency](http://codes.ohio.gov/orc/3333.31)** (<http://codes.ohio.gov/orc/3333.31>)

Status as a resident of Ohio shall be defined by the chancellor of the Ohio board of regents by rule promulgated pursuant to Chapter 119. of the Revised Code. No adjudication as to the status of any person under such rule, however, shall be required to be made pursuant to Chapter 119. of the Revised Code.

## **[Michigan Reciprocity Agreement](#)**

Michigan and Ohio have entered into an agreement whereby The University of Toledo agrees to accept, at resident tuition rates, any resident of Monroe County (Michigan). Any student so admitted must meet all regular admission requirements of The University of Toledo, including those for the specific program for which admission was sought. Following the initial determination of residency status, any changes must be requested through formal application with the residency committee at least one month (30 days) prior to the beginning of the term for which the reclassification is requested. Eastern Michigan University agrees to accept Ohio residents at resident tuition rates.

## **[Fees and Financial Aid](#)**

A complete schedule of student fees is provided in "The University of Toledo Finance Brochure," which is published annually by the Bursar's Office or may be found on the Web at

<http://www.utoledo.edu/offices/treasurer/financebrochure/FINANCEBROCHURE1617.pdf>

The University of Toledo has a wide variety of financial aid programs available to qualifying students. Information regarding federal, state and institutional aid through the Office of Student Financial Aid (OSFA) may be obtained through the University's Web site: <http://www.financialaid.utoledo.edu>. The OSFA also annually publishes information that provides complete information on the types of financial aid available, the application process, satisfactory academic progress, and other pertinent issues. You also may contact the OSFA for additional information regarding scholarships available at The University of Toledo. All students must be U.S. citizens or eligible noncitizens of the U.S. as defined by the U.S. Department of Education and must be enrolled in a program leading to a degree or certificate in order to qualify for federal and state aid programs.

## **Earning Alternative College Credit**

### **[Advanced Placement \(AP\)](#)**

High school students who enroll in college-level courses and who demonstrate superior achievement in the appropriate Advanced Placement examinations offered by the College Entrance Examination Board may submit results of their examinations to the Offices of Admissions as part of their application for admission. These examinations are offered in May, and the candidate may, if desired, choose to take them by consulting with the secondary school college counselor or principal.

On recommendation of the departments concerned, full college credit may be granted for such work or certain prerequisite courses may be waived to permit the student to enroll in more advanced courses. Entering students who receive enough credit to qualify as sophomores will be ranked as sophomores. Please contact the appropriate department for further information.

Advanced placement credit may be granted by the following subject departments: art, art history, biology, chemistry, computer science, economics, English, foreign languages, history, mathematics, music, physics, political science and psychology.

## **College Level Examination Program (CLEP)**

A student may earn college credit by taking the College Level Examination Program (CLEP) tests, offered at the Scott Park Testing Center, Room 1200, if college credit has not been earned in the area in which credit is sought and the student is not currently enrolled in a course in that area. Students should consult the college in which they are enrolled to determine the specific credit limitations. Students should take the CLEP examinations before entrance or transfer. Although it is recommended that these exams be taken prior to enrolling in classes at The University of Toledo, students may, with an adviser's permission, take the exam within their program of study.

## **Duplicate Credit in CLEP and AP**

Within existing college and University limitations, when a student presents CLEP and Advanced Placement scores in the same area, credit will be given for the CLEP or AP, whichever is the higher number of credit hours. In no case will CLEP and AP credits be added or combined. The individual department may decide which course credit is to be given if alternate course credit is possible.

## **International Baccalaureate**

The University of Toledo will award credit for a minimum score of 4 on the higher level examination of the International Baccalaureate (IB).

An incoming freshmen student who wants his/her IB examination test scores equated for course credit at the University is responsible for having his/her official IB scores submitted directly to the University. The University expects the student to submit IB examination scores at least one month prior to matriculation in order to facilitate a timely assessment of the scores. IB examination test scores should be submitted to the Office of Undergraduate Admissions at the University.

Upon receipt, the student's IB test scores will be evaluated in accord with the University's transfer policies and transfer credit evaluation procedures for the catalog year in which the student matriculates. The student's test scores and choice of major determines the application of the credits awarded from the IB examinations.

The UT course equivalency for each course within each subject group will be established by faculty within the department most closely aligned with the subject content and learning outcomes of the IB diploma course (s).

A student who earns credit in a course that is equivalent to an IB examination will not be given credit for the IB examination credit. A student may not apply for IB credit after they matriculate. IB credit will not be assigned to the record retroactively.

The Provost and Vice President for Academic Affairs or designee will review the awarding of credit through the International Baccalaureate Diploma program annually each May in accordance with the state's policies on transfer and articulation.

## Prior Learning Assessment

Some colleges and departments grant credit for certain courses in which the student had previous work or life experiences, and can demonstrate their knowledge by having this prior work assessed through Credit by Exam or Portfolio Development. A maximum of 30 credit hours may be obtained through portfolio and/or credit by exam toward a baccalaureate degree and 15 total hours toward an associate degree. Credits earned through any prior learning method do not fulfill college residency requirements. A student must earn a grade of C or better to have credit recorded. Students must be enrolled during the term in which the credit is to be recorded. The Prior Learning Assessment program follows a course-match model with a fee of \$100 per course for either method. The method for credit is determined by the faculty of the course for which credit is sought. Additional resources and information are available at [www.utoledo.edu/call/PLA.html](http://www.utoledo.edu/call/PLA.html). [Also see 3364-71-17 Credit for Prior Learning Policy.](#)

## University Undergraduate General Education

### General Education Learning Outcomes:

- Assessment of the general education curriculum is organized into five student learning outcomes. Below are the outcome definitions.
- **Communication:** UT students must demonstrate abilities to communicate meaningfully, persuasively, and creatively with different audiences through written, oral, numeric, graphic and visual modes.
- **Personal, Social, and Global Responsibility:** UT students must demonstrate understanding of and critical engagement in ethical, cultural, and political discourse and capacity to work productively as a community member committed to the value of diversity, difference, and the imperatives of justice.
- **Critical Thinking and Integrative Learning:** UT students must be able to integrate reasoning, questioning, and analysis across traditional boundaries of viewpoint, practice, and discipline.
- **Scientific and Quantitative Reasoning and Literacy:** UT students must demonstrate the capacity to apply mathematical reasoning and scientific inquiry to diverse problems.
- **Information Literacy:** UT students must demonstrate the ability to find, organize, critically assess, and effectively use information to engage in advanced work in a challenging field of study. Students should demonstrate responsible, legal, creative, and ethical use of information.

The curricular components through which these goals are met are as follows:

### **I. Skill areas (9 Semester Hours)**

Courses intended to fulfill these two areas must be at a non-introductory level, (that is beyond college entry instructional level). English composition courses should emphasize expository prose writing. Precollege-level, English as a second language (ESL), creative writing, and speech courses will not fulfill this requirement. Mathematics courses build on and extend beyond three years of college preparatory math (including algebra II). Precollege-level math courses such as arithmetic, plane geometry, beginning and intermediate algebra will not fulfill this requirement.

- English Composition I and II (1110 or higher) (6 credit hours)
- Mathematics (1180 to 2600) (3 credit hours)

**II. Competency / Subject areas** (21-24 Semester Hours - to include at least two courses totaling 6 hours in each of the following areas. Students must choose two courses from different disciplines for each category.)

- Humanities
- Social sciences
- Natural sciences (including at least one lab)
- \*Diversity (one Diversity of U.S. Culture and one non-U.S. Culture)

\*Students may satisfy one of the two multicultural requirements with at most one course that simultaneously fulfills a second area of the general education curriculum.

†Students must complete a placement test or satisfy prerequisites in order to enroll in one of these courses.

‡Indicated course is part of both the University Undergraduate General Education and the Ohio Transfer Module.

## General Education Curriculum Courses

### I. Skill Areas

**A. English Composition** (select composition I and **one** course from the composition II list)

*College Composition I (ENGL:1110)*

- ‡College Composition II: Acad. Disciplines & Discourse (ENGL 1130) ..... 3
- ‡College Composition II: Writing the Community (ENGL 1140) ...3
- \*‡College Composition II: Language and Identity (ENGL 1150) ...3
- ‡Sci-Tech Report Writing (ENGL 2950) ..... 3
- ‡Organizational Report Writing (ENGL 2960)..... 3
- Ideas, Innovation, & Society I (HON 1010) .....3
- Ideas, Innovation, & Society II (HON 1020) ..... 3

**B. Mathematics** (select **one** course from the following):

- Mathematics for Liberal Arts (MATH 1180) ..... 3
- Mathematical Modeling and Problem Solving (Math 1200) ...4
- Mathematics for Elementary Education II (MATH 1220) .. 3
- ‡College Algebra (MATH 1320) ..... 3
- ‡Trigonometry (MATH 1330) ..... 3
- ‡College Algebra & Trigonometry (MATH 1340)..... 4
- Calculus with Applications to Business and Finance (MATH 1730) ....5
- ‡Mathematics for the Life Sciences I (MATH 1750) ..... 4
- ‡Mathematics for the Life Sciences II (MATH 1760) ..... 3
- Calculus I for Mathematicians, Scientists & Educators (MATH 1830) ..... 4
- Calculus II for Mathematicians, Scientists & Educators (MATH 1840) ..... 4
- ‡Single Variable Calculus I (MATH 1850) ..... 4
- ‡Single Variable Calculus II (MATH 1860) ..... 4
- ‡Elementary Linear Algebra (MATH 1890)..... 3
- ‡Honors Calculus I (MATH 1920)..... 4
- ‡Honors Calculus II (MATH 1930)..... 4
- Calculus for Engineering Technology I (MATH 2450).....4
- Calculus for Engineering Technology II (MATH 2460).....4
- ‡Introduction to Statistics (MATH 2600)..... 3

+Students must complete a placement test or satisfy prerequisites in order to enroll in one of these courses.

## II. Competency/Subject Areas

### A. Humanities

#### Humanities

Such a course is likely to reside in the classics, literature, history, language, religion or philosophy. Humanities general education courses should be broad-based; narrowly focused courses will generally not fulfill this requirement. In order to qualify for the general education curriculum, a course must fulfill at least one, and should strive for a preponderance, of the five criteria below:

- Provide an introduction to a particular humanities discipline;
- Provide historical perspectives of our world;
- Provide an overview of philosophical systems that compete for our attention;
- Provide a broad understanding of literary or cultural currents of the past and/or the present; and,
- Present cross-cultural perspectives.

After completing the humanities general education curriculum, a student should be able to:

- Communicate effectively:* All general education programs include a component for writing; many also include a component for oral communication or presentation
- Evaluate arguments in a logical fashion:* Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
- Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities:* The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
- Acquire an understanding of our global and diverse culture and society*
- Engage in our democratic society:* One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently.

*(Select two courses; minimum of six hours total from the following; no more than one course from any discipline):*

#### Art History

Art of History (ARTH 1500) .....	3
Aspects of Ancient Art (ARTH 2000) .....	3
History of Graphic Design (ARTH 2550) .....	3

#### History

‡Europe to 1600 (HIST 1010) .....	3
‡Europe from 1600 (HIST 1020).....	3
‡World History to 1500 (HIST 1050) .....	3
‡World History since 1500 (HIST 1060).....	3
*‡The Contemporary World (HIST 1070).....	3
*‡East Asia to 1800 (HIST 1080).....	3
*‡East Asia from 1800 (HIST 1090) .....	3
*‡Latin American Civilizations (HIST 1100) .....	3
*‡African Civilizations (HIST 1110/AFST 1110) .....	3
*‡Middle East Civilization (HIST 1120).....	3
America to 1865 (HIST 2010) .....	3
America from 1865 (HIST 2020) .....	3
*‡Ancient Near East (HIST 2040/CLC 2040) .....	3
‡Ancient Greece (HIST 2050/CLC 2050) .....	3
‡Ancient Rome (HIST 2060/CLC 2060) .....	3

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**Literature**

‡Reading Fiction (ENGL 2710) ..... 3  
 ‡Reading Drama (ENGL 2720) ..... 3  
 \*American Minority Writers (ENGL 2770) .....3  
 Cultural History (HON 2010) .....  
 \*‡Multicultural Literatures: The North American Exp.  
 (HON 2020)..... 3  
 \*‡Multicultural Literatures: The Non-European World  
 (HON 2030)..... 3

**Music**

‡Introduction to Music (MUS 2210)..... 3  
 \*‡History of Jazz (MUS 2220/AFST 2220) ..... 3  
 \*‡Musical Diversity in the United States (MUS 2250) ..... 3  
 \*‡Cultures and Music of Non-Western Styles (MUS 2420) 3  
 Mindful Creativity (COCA 2000) .....3

**Philosophy**

Intro to Logic (PHIL 1010)..... 3  
 ‡Critical Thinking (PHIL 1020) ..... 3  
 ‡Intro to Philosophy (PHIL 2200) ..... 3  
 ‡Contemporary Moral Problems (PHIL 2400) ..... 3

**Religion**

\*World Religions (REL 1220) ..... 3  
 ‡Introduction to Religion (REL 2000) ..... 3  
 \*‡Understanding the Monotheistic Religions (REL 2300)... 3  
 ‡ Old Testament/Tanakh (REL 2310)..... 3  
 ‡New Testament History and Ideas (REL 2330) ..... 3

**Theatre**

‡Introduction to Theatre (THR 1100)..... 3

**B. Social Sciences**

Courses intended to fulfill the social science competency should be broad, survey-type courses that emphasize methods of thinking and approaches to problems rather than merely material specific to that field. A general education course in social science should integrate factual, institutional, methodological and basic theoretical issues involved in the study of society or human behavior. The course should emphasize critical thinking across a broad range of social and behavioral topics. Ideally, such a course will be interdisciplinary – for example, an economics course might deal not only with principles of economics, but also with politics, psychology, geography, anthropology and/or sociology. Generally, such courses may not be suitable for prospective majors.

In order to qualify for the general education curriculum in social science, a course need not contain all of the elements, but should strive for a preponderance, of the following criteria:

- a. Provide an introduction to social science theory and/or methodology;
- b. Reveal, describe, analyze and critically evaluate the connections between and among human beings and their place in the world, whether ethical, cultural, physical, or social;
- c. Demonstrate knowledge of the diversity of social, economic and political institutions and processes, and their interrelationship within the United States and/or world;
- d. Provide orientations toward collective behavior;
- e. Present cross-cultural orientations;
- f. Provide multivariable explanations of social issues;
- g. Provide macro (institutional/societal) and micro (individual and small group) approaches; and,
- h. Provide frameworks or settings for applied learning, knowledge or skills.



In addition, a student who completes the general education curriculum in social sciences should be able to:

The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how:

- a. Communicate effectively: All general education programs include a component for writing; many also include a component for oral communication or presentation
- b. Evaluate arguments in a logical fashion: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
- c. Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities: The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
- d. Acquire an understanding of our global and diverse culture and society
- e. Engage in our democratic society: One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently.

(Select two courses; minimum of six hours total from the following; no more than one course from any discipline):

**Anthropology**

- ‡Introduction to Anthropology (ANTH 1020)..... 3
- ‡Introduction to Archaeology (ANTH 2020)..... 3
- ‡World Pre-History (ANTH 2750)..... 3
- \*‡Cultural Anthropology (ANTH 2800/LST 2800) ..... 3
- \*‡African American Culture (ANTH 2900/SOC 2900) ..... 3

**Economics**

- ‡Intro. to Economic Issues (ECON 1010)..... 3
- ‡Principles of Macroeconomics (ECON 1150)..... 3
- ‡Principles of Microeconomics (ECON 1200)..... 3

**Education**

- Thinking, Knowing and Learning: From Self Determination to the Collective Good (EDP 1500) ..... 3
- Intro to Peace and Justice Studies (PJS 1000) ..... 3

**Geography**

- ‡Human Geography (GEPL 1010)..... 3
- ‡Environmental Geography (GEPL 1100)..... 3

**Political Science**

- ‡American National Government (PSC 1200) ..... 3

**Psychology**

- ‡Principles of Psychology (PSY 1010) ..... 3

**Sociology**

- ‡Introduction to Sociology (SOC 1010) ..... 3
- ‡Social Problems (SOC 1750) ..... 3
- ‡American Society (SOC 2100)..... 3
- Communities (SOC 2410) ..... 3
- \*‡Race, Class & Gender (SOC 2640/LST 2640/WGST 2640) 3
- African American Culture (SOC 2900) ..... 3

**Social Work**

- \*SOCW 1030 Introduction to Social Welfare ..... 3



### C. Natural Sciences

A course intended to fulfill the natural sciences competency should expose students to the process of scientific inquiry and encourage development of a perspective of science in the world. Such a course should provide not mere facts, but an understanding of the basic issues, methodologies and theories that drive inquiry in the major disciplinary areas of the sciences.

Courses would normally be drawn from the biological sciences, environmental sciences, geology, chemistry, physics and astronomy. Emphasis should be placed on reasoning skills rather than recall of scientific content or a high level of skill in mathematics or reading.

In order to qualify for the general education curriculum in natural sciences, a course need not contain all of the elements, but should strive for a preponderance, of the following criteria:

- a. Provide an understanding of the nature of science in general and of major scientific concepts;
- b. Provide analysis and evaluation of scientific information;
- c. Provide discipline specific principles and information;
- d. Present applications and demonstrate the value of the discipline to society in general; and,
- e. Introduce scientific reasoning skills.

In addition, a student who completes the general education curriculum in natural sciences should be able to:

**The course directly emphasizes at least one of the learning outcomes for the Transfer Module. Which of these learning outcomes are addressed and how:**

- a. *Communicate effectively*: All general education programs include a component for writing; many also include a component for oral communication or presentation
- b. *Evaluate arguments in a logical fashion*: Competence in analysis and logical argument are explicit learning goals for most general education programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
- c. *Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities*: The tools for solving problems vary across disciplines; general education introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
- d. *Acquire an understanding of our global and diverse culture and society*
- e. *Engage in our democratic society*: One of the overarching goals of general education is to prepare students to be active and informed citizens, the development of a disposition to participate in and contribute to our democracy is full of equal importance to the goal of having the skills to do so intelligently.

(Select **two** courses; minimum of six hours total from the following including one laboratory; no more than **one** course from any discipline):

#### **Anatomy/Physiology**

- Fundamentals of Anatomy and Physiology Lab (KINE 1460) ...1
- Fundamentals of Anatomy and Physiology (KINE 1560) .....3
- Anatomy & Physiology I (KINE 2560)..... 3

#### **Astronomy**

- #Survey of Astronomy (ASTR 1010) ..... 3
- #Solar System Astronomy (ASTR 2010) ..... 3
- #Stars, Galaxies and the Universe (ASTR 2020) ..... 3
- #Elementary Astronomy Lab (ASTR 2050) ..... 1

#### **Biology**

#Survey of Biology (BIOL 1120).....	3
#Biological Aspects of Human Consciousness (BIOL 1140).	3
#Fundamentals of Life Sciences I (BIOL 2150) .....	4
#Fundamentals of Life Sciences I Lab (BIOL 2160).....	1
#Fundamentals of Life Sciences II (BIOL 2170) .....	4
#Fundamentals of Life Sciences II Lab (BIOL 2180).....	1
<b>Chemistry</b>	
#Chemistry and Society (CHEM 1100) .....	3
#Chemistry for Health (CHEM 1120) .....	#
#Chemistry and Society Lab (CHEM 1150).....	1
#General Chemistry I (CHEM 1230) .....	4
#General Chemistry II (CHEM 1240) .....	4
#Chemistry for Life Science I, Lab I (CHEM 1260) .....	1
#Chemistry for Life Science II, Lab II (CHEM 1270) .....	1
#General Chemistry Lab I (CHEM 1280).....	1
#General Chemistry Lab II (CHEM 1290).....	1
<b>Ecology (Environmental Biology)</b>	
#Human Ecology (EEES 1130) .....	3
Environmental Problems Lab (EEES 1140).....	1
Marine Biology Coral Reef Lab (EEES 1180) .....	1
Biodiversity (EEES 2150) .....	4
<b>Geology</b>	
#Physical Geology (EEES 1010) .....	3
#Introductory Geology Lab (EEES 1020) .....	1
#Historical Geology (EEES 1030) .....	3
#Historical Geology Lab (EEES 1040) .....	1
<b>Physics</b>	
#Our Physical World (NASC 1100) .....	3
#Physical World Lab (NASC 1110).....	1
The World of Atoms (PHYS 1050) .....	3
#Physics of Music and Sound (PHYS 1310) .....	3
#Physics of Light and Color (PHYS 1330).....	3
#Intro to Physics (PHYS 1750).....	4
#Technical Physics: Mechanics (PHYS 2010).....	4
#Technical Physics (PHYS 2020).....	4
#General Physics I (PHYS 2070) .....	5
#General Physics II (PHYS 2080) .....	5
#Physics for Science & Engr. I (PHYS 2130).....	5
#Physics for Science & Engr. II (PHYS 2140).....	5



**D. Diversity**

This requirement aims to foster an understanding of and respect for different cultures and peoples, both within and outside the United States, through the study of their beliefs, customs, histories, values and interrelationships. (Select one course from Diversity of U.S. Culture and one course from non-U.S. Culture for a total of six hours):

*\*Students may satisfy one of the two multicultural requirements with at most one course that simultaneously fulfills a second area of the general education curriculum.*

**1. Diversity of U.S. Culture**

A diversity of U.S. culture course includes, but is not restricted to, an examination of the economic, political, philosophical, social or artistic life of distinct cultural communities in the United States. Cultural communities may include but are not limited to communities based on race, ethnicity, class, gender, sexual orientation, beliefs and disability.

A student who completes the diversity of U.S. culture requirement should be able to:

- Explain the cultural relationships between dominant and non-dominant cultures within the U.S;

- Describe how diverse cultural communities contribute to the development of U.S. culture; and,
- Compare complex social structures within diverse U.S. cultural communities.

(At minimum, select one course of at least three hours from the following):

Multicultural Approaches for Art Appreciation (AED 3130) ..	3
Introduction to Africana Studies (AFST 1100).....	3
Foundations of Black Intellectual History (AFST 2100) .....	3
*African American Culture (ANTH 2900/SOC 2900) .....	3
Indians of North America (ANTH 3920) .....	3
The Irish-American Experience (ANTH 4860).....	3
*Visual Construction of Gender (ARTH 3820/WGST 3020) ...	3
Managing Diversity in the Workplace (BMGT 2700) .....	3
Cultural Communications in the Workplace (BMGT 2750)....	3
Multicultural Literature (CI 4360) .....	3
Disability in the United States (DST 2020) .....	3
Economics of Gender (ECON 3050/LST 3050/WGST 3650) ...	3
Economic History of the African American Community (ECON 3490/AFST 3490) .....	3
*‡College Composition II: Language and Identity (ENGL 1150) ...	3
*American Minority Writers (ENGL 2770) .....	3
Folklore (ENGL 3730/AMST 3730) .....	3
Women and Literature (ENGL 3750/WGST 3750) .....	3
Language in the African American Community (ENGL 4140/LING 4140/AFST 4140).....	3
African-American Writers Before the 20th Century (ENGL 4650/AFST 4650).....	3
African-American Literature in the 20th Century (ENGL 4660/AFST 4660).....	3
Native American Literature and Culture (ENGL 4690).....	3
Geography of U.S. and Canada (GEPL 3050).....	3
American Indian History (HIST 2340).....	3
The American West (HIST 3160) .....	3
African-American History to 1865 (HIST 3250/AFST 3250) ...	3
African-American History from 1865 (HIST 3260/AFST 3260)	3
Ethnic America (HIST 3310) .....	3
Indians in Eastern North America (HIST 3320).....	3
Western American Indians (HIST 3330) .....	3
The Early Frontier (HIST 3350) .....	3
American Labor and Working-Class History I (HIST 3480) .....	3
Women in American History (HIST 3600/WGST 4510) .....	3
Women in Early America (HIST 4210).....	3
History of Native American Religious Movements (HIST 4310) ...	3
Far Western Frontier (HIST 4340) .....	3
Selected Topics in African-American History (HIST 4420/AFST 4420) .....	3
Slavery in America (HIST 4430/AFST 4430).....	3
United States and Latin America (HIST 4450) .....	3
*‡Multicultural Literatures: The North American Experience (HON 2020) .....	3
*‡History of Jazz (MUS 2220/AFST 2220).....	3
*‡Musical Diversity in the United States (MUS 2250) .....	3
Feminism & Philosophy (PHIL 3540/WGST 3550).....	3
Women in American Politics (PSC 2210/WGST 2610) .....	3
Race & Public Policy (PSC 4540).....	3
*‡Race, Class & Gender (SOC 2640/LST 2640/WGST 2640) ..	3
Racial and Ethnic Minorities in the US (SOC 4660) .....	3
African Americans in the U.S. (SOC 4670/AFST 4670) .....	3



Gender Roles (SOC 4820/WGST 4140) .....	3
*Introduction to Social Welfare (SOCW 1030) .....	3
Diversity in Contemporary Society (TSOC 2000).....	3
Introduction to Gender Studies: Gender, Sex & Differences (WGST 2010).....	3
Girlhood and Adolescence (WGST 2020) .....	3
Woman and the Body (WGST 3030) .....	3

**2.Non-U.S. Culture**

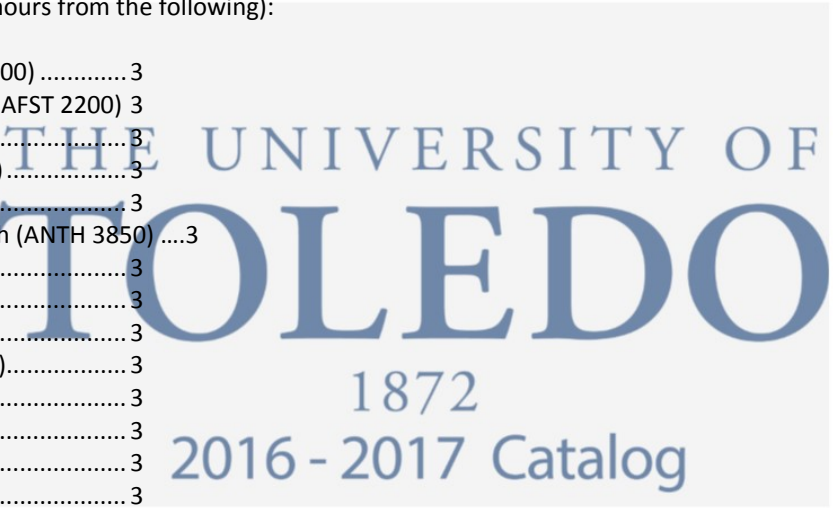
A non-U.S. culture course includes, but is not restricted to, an examination of the economic, political, philosophical, social or artistic life of communities outside the United States that did not contribute to the dominant culture in the United States.

A student who completes the non-U.S. culture requirement should be able to:

- Demonstrate awareness of cultural communities outside the United States;
- Demonstrate knowledge of responsible citizenship in a global society;
- Explain the cultural relationships between dominant and non-dominant populations outside the United States;
- Compare complex social structures within diverse cultural communities outside the United States; and,
- Recognize contemporary global issues facing a non-U.S. culture.

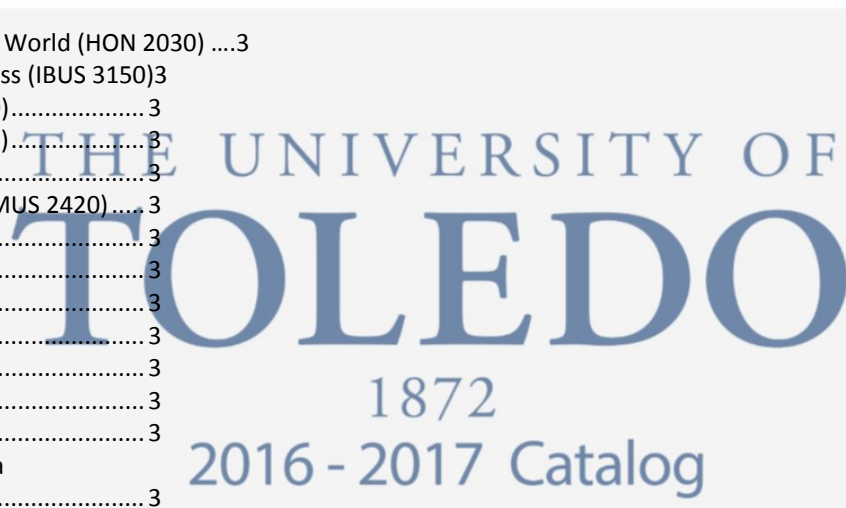
(At minimum, select one course of at least three hours from the following):

Introduction to the African Experience (AFST 1200) .....	3
Foundations of Culture in the African Diaspora (AFST 2200) 3	
*Human Society Through Film (ANTH 2100) .....	3
*Cultural Anthropology (ANTH 2800/LST 2800).....	3
Food, Health Society (ANTH 3300) .....	3
Peoples of the World: An Evolutionary Approach (ANTH 3850) ....	3
Peoples of Sub-Saharan Africa (ANTH 3940) .....	3
Bio cultural Ecology (ANTH 4730).....	3
Medical Anthropology (ANTH 4760).....	3
Anthropology of Religion (ANTH 4820/LST 4820).....	3
Peasant Society (ANTH 4890) .....	3
Asian Art (ARTH 2100) .....	3
Ethnographic Art (ARTH 2200).....	3
Topics in Ethno Art (ARTH 3270).....	3
African Art (ARTH 3300/AFST 3300) .....	3
Ancient Art of the Americas (ARTH 3350) .....	3
Comparative Economic Systems (ECON 3500) .....	3
World Literatures and Cultures (ENGL 3770) .....	3
World Cinemas and Cultures (ENGL 4730) .....	3
Third Cinema (FILM 3420).....	3
Intercultural Communications: Principles & Practice (FLAN 3440) ....	4
Cross-Cultural Understanding (FREN 3400) .....	3
Cultural Geography (GEPL 2030) .....	3
Geography of Asia (GEPL 3120) .....	3
Geography of Africa (GEPL 3220/AFST 3220) .....	3
Geography of Latin America (GEPL 3300).....	3
Principles of Global Studies (GLST 2000) .....	3
*The Contemporary World (HIST 1070) .....	3
*East Asia to 1800 (HIST 1080) .....	3
*East Asia from 1800 (HIST 1090).....	3
*Latin American Civilizations (HIST 1100).....	3
*African Civilization (HIST 1110/AFST 1110) .....	3
*Middle East Civilization (HIST 1120) .....	3
*Ancient Near East (HIST 2040/CLC 2040).....	3
Medieval Russia (HIST 2640).....	3



Modern Russia (HIST 2650).....	3
Japan and WWII (HIST 2700) .....	3
Postwar Japan (HIST 2710) .....	3
History of Tokyo (HIST 2720) .....	3
The Chinese Revolution (HIST 2730).....	3
Colonial Latin America (HIST 3200).....	3
Latin American Republics (HIST 3210) .....	3
History of the Mid. East from 600 to 1500 (HIST 3540).....	3
History of the Middle East Since 1500 (HIST 3550) .....	3
Africa to 1800 (HIST 3630/AFST 4570).....	3
Africa Since 1800 (HIST 3640/AFST 4580).....	3
People and Politics in Mexico (HIST 4470).....	3
Culture & History of the People of Eastern Africa (HIST 4590/AFST 4590) .....	3
Imperial Russia, 1700-1917 (HIST 4660) .....	3
20th Century Russia (HIST 4680) .....	3
Modern Chinese History (HIST 4720).....	3
Modern Japanese History (HIST 4740).....	3
Europe & Asia: Exploration & Exchange, 1415-1800 (HIST 4750) ....	3
Colonialism & Imperialism in the 19th-20th Centuries (HIST 4760).....	3

*Multicultural Literatures: The Non-European World (HON 2030) ....	3
Understanding Cultural Differences for Business (IBUS 3150)	3
*Japanese Culture and Commerce (JAPN 1080).....	3
*Introduction to Japanese Culture (JAPN 1090).....	3
Cultural Geography-WAC (LST 2030) .....	3
*Cultures and Music of Non-Western Styles (MUS 2420).....	3
Eastern Thought (PHIL 3500) .....	3
*Zen Philosophy (PHIL 3510) .....	3
Philosophy of Culture (PHIL 3550) .....	3
Buddhist Philosophy (PHIL 4500) .....	3
Current International Problems (PSC 1710) .....	3
Politics in Africa (PSC 2660/AFST 2660) .....	3
Governments of Asia (PSC 2680) .....	3
Government and Political Institutions of Africa (PSC 4660/AFST 4680) .....	3
Government of China (PSC 4690) .....	3
*World Religions (REL 1220).....	3
*Understanding the Monotheistic Religions (REL 2300) .....	3
Islam (REL 3100).....	3
Eastern Thought (REL 3500).....	3
Comparative Religion: Living Non-Western Religions (REL 3510) ...	3
*Russian Culture and Commerce (RUS 1080).....	3
*Introduction to Russian Culture (RUS 1090).....	3
*Women’s Roles: A Global Perspective (SOC 2500/WGST 2400) ...	3
Development in Third World Nations (SOC 4800/AFST 4800)	3
Gender in Cross-Cultural Perspective (SOC 4810/WGST 4190) .....	3
*Culture of Latin America (SPAN 1090) .....	3
*Education and the Construction of Societies (TSOC 3540) ..	3
Issues in Women’s Studies (WGST 3010).....	3
Women-S Asia: Culture, Politics, and Migration (WGST 3470) ....	3



*\*Students may satisfy one of the two multicultural requirements with at most one course that simultaneously fulfills a second area of the general education curriculum.*

## General Academic Policies

The policies listed below are general policies for the University. Students should consult their advisers for college-specific academic policies.

### Full-Time Status

A student must carry a minimum of 12 semester hours each term to be considered a full-time student. Students should carry an average of 15 to 16 hours of course work each semester to complete bachelor's degree requirements in the usual eight semesters of full-time study (four semesters of full-time study in an associate's degree program).

### Class Rank

Class rank is based upon the number of semester hours completed and is determined as follows:

Freshman	0-29.9 hours
Sophomore	30-59.9 hours
Junior	60-89.9 hours
Senior	90+ hours

### Course Numbering System

University course numbers follow this system:

#### **Undergraduate**

0500-0990	Non degree credit
1000-1990	Primarily for freshmen and sophomores
2000-2990	Sophomores, juniors and seniors
3000-3990	Juniors and seniors
4000-4990	Advanced undergraduates

#### **Graduate**

5000-5990	Master's level
6000-6990	Advanced master's level
7000-7990	Doctoral level
8000-8990	Advanced doctoral level
9000-9990	College of Law



### Credit for Repeated Courses

Credit for any repeated course will apply only once toward degree requirements. Grades for all attempts at the course will appear on the student's official academic record (official transcript) and will count toward the GPA, unless the grade has been deleted. See the policy on [GPA Recalculation for Repeated Courses](#).

### Undergraduate Academic Policies

[3364-71-01 Academic Standing](#)

[3364-71-02 Enrollment status: full time, part time, and audit](#)

[3364-71-03 Class Rank](#)

[3364-71-04 Academic dishonesty](#)

[3364-71-05 Academic Grievance](#)

[3364-71-06 Academic forgiveness](#)

[3364-71-07 Repeating a course and calculating GPA](#)

[3364-71-08 Adding and/or dropping a Course](#)

[3364-71-09 Dual Degrees](#)

[3364-71-10 Residency requirement for a degree](#)

[3364-71-11 Grades and grading](#)

[3364-71-12 Priority registration](#)

[3364-71-13 Graduation with honors distinction; Dean's list; President's list](#)

[3364-71-14 Missed class policy](#)

[3364-71-15 Confidentiality of student records \(FERPA\)](#)

[3364-71-16 Administrative adjustment for extenuating circumstances](#)

[3364-71-17 Credit for prior learning](#)

[3364-71-18 Veteran and service members support and assistance](#)

[3364-71-19 Posthumous degree awards](#)

[3364-71-20 International baccalaureate diploma](#)

## Registration Policies

### [Adding a Class or Registering Late](#)

A student may add a course or register late within the first five calendar days of a new semester, excluding summer, with no signature required as long as a seat is available. Students wishing to add a class between the sixth and 15th calendar days inclusively of a new term may be able to do so with an approved signature. A late registration fee is assessed for initial registrations on or after the first day of the semester. After the 15th day, students wishing to add a course may petition to do so with the [Request for Non-Funded Late Registration form](#). This will require signatures from the instructor of the course, the Dean or designee from the student's College Office, as well as approval from the appropriate Provost.

### [Dropping a Class](#)

During the first 15 calendar days of the term (prorated for summer and special sessions), a student may drop from a class with no record on the student's transcript. A student may drop a course or courses electronically through the fifteenth calendar day of the term.

### Withdrawing from a Class

A student withdrawal (W) occurs when a student gives formal notice of his/her intent to withdraw from class(es) at the University. After the add/drop period and before the end of the tenth week of class, withdrawals can be processed online through the myUT portal (provided there are no holds), and can also be processed at Rocket Solution Central (RSC) located in Rocket Hall, Room 1200 regardless of whether or not there are holds. Failure to drop or withdrawal from a course for which a student has stopped attending may result in a grade of "F". Specific drop and withdrawal dates for a term are listed on the University's academic calendar or by contacting Rocket Solution Central (RSC) 419.530.8700. The instructor's permission is not required to withdraw from class(es). The student will be given a grade of W on his or her transcript, indicating a withdrawal from class. Withdrawal deadlines for summer term sessions and special sessions that do not meet at the standard start/stop dates of the term will be proportional to those for regularly scheduled terms. The student should check with Rocket Solution Central (RSC) to determine the withdrawal deadlines for summer terms and special sessions.

In the event that a student becomes critically ill or injured during the course of the semester, the student should contact the Registrar's Office for information on the Medical Drop/Withdrawal process. There are deadlines associated with this process so contact to the Registrar's Office should be made as soon as possible.



## WARNING:

Withdrawing from a course(s) will result in a grade of "W", which will appear on your official transcripts. Once a withdrawal is processed, it cannot be rescinded. Based on the date of withdrawal, fees may or may not be adjusted. Since withdrawn courses reduce your enrolled hours, withdrawing from courses may have an adverse effect on financial aid benefits, scholarships, loan deferments, athletic eligibility, health insurance, veteran's benefits, degree requirements, or other areas. If you are uncertain what effect withdrawing from the course(s) would have, it is recommended that you contact the appropriate department for guidance.

## Withdrawal Policies of Colleges

Colleges may limit the total number of withdrawals a student may accumulate. Consult the appropriate college section of this catalog.

## Academic Course Overload

A student who wants to enroll for more than 21 semester hours in a semester or 16 total hours during the summer must have a signature from the college dean.

## Refund Policy

Policies related to refund of fees for changes of schedule are presented in the University's Schedule of Classes for the semester or "The University of Toledo Finance Brochure." The date used to determine eligibility for refund shall be the date the drop transaction is processed. Failure to attend class, giving notice to an instructor, stopping payment on a check that was used to pay fees, or similar unofficial notice to any University office shall not be considered official notice.

The University's refund policy includes provisions to conform to the Higher Education Amendments of 1998 and the "Return of Title IV Funds" regulations published on Nov. 1, 1999.

## Registration/Scheduling

Information related to scheduling/registration procedures is described on the Office of the Registrar's Web site at <http://registrar.utoledo.edu/ScheduleOfClasses/default.asp>. Students with disabilities may have priority registration through the Student Disability Services.

## Grading Policies

## Grades and Quality Points

GRADE	STANDARD	QUALITY POINTS FOR EACH SEMESTER HOUR
A	Achievement of outstanding quality	4.00
A-	Achievement of slightly less than outstanding quality	3.67
B+	Achievement of slightly better than high quality	3.33
B	Achievement of high quality	3.00
B-	Achievement of slightly less than high quality	2.67
C+	Work of slightly better than average quality	2.33
C	Work of average quality	2.00
C-	Work of slightly less than average quality	1.67
D+	Work well below the average quality	1.33
D	Poor but passing	1.00
D-	Barely above failing	0.67
PS	Pass (selected courses only); equivalent of A, A-, B+, B, B-, C+ or C	*
S	Satisfactory (credit earned; graduate and professional courses only)	*

F.....	Failure	0.00
IN.....	Incomplete	*
PR.....	Progress	*
W.....	Withdrawal	*
U.....	Unsatisfactory (no credit; hours calculated .....into grade point average; graduate and .....professional courses only)	0.00
NC.....	No Credit (selected courses only) equivalent .....of C-, D+, D, D- or F	*

\* No effect on grade point average

## The Grade of Incomplete (IN)

The grade of IN is assigned only in extraordinary cases when unexpected conditions prevent the student from completing the requirements of the course within the term of enrollment. The student must complete the required work before the end of the following semester in which the grade is received (excluding summers); otherwise the grade will be converted to a grade of F by the Office of the Registrar. The student may initiate a request for an additional semester to complete the work for the grade (excluding summers). The extension is granted upon the approval of the faculty member and the associate dean of the college offering the course. The incomplete grade will not be considered in computing the student's grade point average.

## The Grade of Progress in Review (PR)

For master's and doctoral theses and dissertations, for undergraduate individual-study courses, and for special projects at the undergraduate and graduate levels that may not be completed at the end of a particular grading period, the grade of PR may be given to denote work in progress. It will not be considered in computing the grade point average. Except in certain cases involving continuing graduate students graduating with a master's degree, the grade of PR must be removed from the student's record before the student may graduate.

## The Audit Grade Option (AU)

The notation AU appears on the student's record when he or she enrolls in a course for audit. AU is not a grade and no credit is granted. An auditor is not required to complete assignments or tests, nor is the instructor required to grade any of the student's work in the course. The student must declare this option by the 15th calendar day of the term. A student auditing a course pays the same as for a course being taken for credit. Financial aid does not pay for audited courses.

## Pass/No Credit (PS/NC) Grade Option

Students may elect to enroll in certain undergraduate courses for Pass/No Credit rather than an A-F grade. Students must complete a petition to take a class Pass/No Credit and obtain the approval of their college before the end of the 15th calendar day of the term. Grades of C or better will be changed to PS, and grades of C-, D+, D, D- and F will be changed to NC. The grades of PS and NC do not affect the grade point average. Students should consult their college regarding any limitations that may exist for this option.

## Grade Changes

- A. IN or PR to a letter grade: After work is completed, the instructor will complete a change of grade form and forward it to the Office of the Registrar.
- B. All letter grade to letter grade changes must be forwarded to the college office for final approval. They are then submitted to the Office of the Registrar.

## GPA Recalculation Policy for Repeated Courses

Under certain conditions, students who have retaken a course and earned a higher grade may petition to have the first grade excluded from their grade point average. If the petition is approved, the Office of the Registrar will be notified, and the student's transcript will show the notation "Repeat (Excluded from GPA)" next to the original course and the notation "R" next to the retaken course.

Credit for any repeated course will apply only once toward degree requirements. Grades for all attempts at the course will appear on the student's official academic record (official transcript) regardless of whether or not the grade has been deleted. All grades, including those for repeated courses, will be included in the determination of eligibility for honors, fellowships, or other distinctions accruing on the basis of GPA. A copy of the approved petition will become part of the student's permanent record file.

A student may petition to have a grade excluded from GPA computation under the following conditions:

1. The repeated course must be completed prior to the granting of the first bachelor's degree, and the grade deletion petition must be submitted no later than one semester after graduation.
2. Before petitioning, a student must have retaken the same course (or the renumbered substitute for that course) in the same department at The University of Toledo and earned a higher grade in the course retaken.
3. No more than a total of 12 semester hours or the equivalent of 16 quarter hours of course work may be deleted from the student's transcript. A college may adopt a more stringent requirement.
4. This policy applies only to the first recorded grade in a course that a student has repeated.
5. Subject to the limitations described above, applications will be approved unless the instructor attests that the original grade was given for academic dishonesty.

This policy will apply to all students admitted fall 1997 or later. It does not apply to graduate and post-baccalaureate professional studies.

### **Grade Point Average (GPA)**

A student's cumulative grade point average is computed by dividing the total number of quality hours into the total number of quality points earned including F grades for all repeated courses that have not been approved for deletion on the basis of petition by the student. To obtain a degree or certificate in an undergraduate program, the student must have the proper number of credit hours in the courses required for the degree and a cumulative grade point average of at least 2.0. Grade point average requirements may be higher in certain colleges and in certain majors; this information is available in the individual college listings.

### **Higher Education Grade Point Average**

A student's higher education (overall) grade point average includes all course work taken at all institutions of higher education, including UT (unadjusted by Grade Deletions or the Academic Forgiveness Policy). The higher education GPA will be used for purposes of determining eligibility for University, collegiate, departmental or professional honors and other recognition based upon the student's undergraduate academic career and record of academic performance.

## Academic Forgiveness Policy

Under certain conditions, an undergraduate student who re-enrolls in The University of Toledo after an absence from the University (or any academic institution of higher education) is permitted the opportunity to have his/her academic standing calculated from the point of readmission. Once the student has demonstrated the ability to sustain a satisfactory level of academic performance, all grades of C-, D+, D, D-, F, E, P and WF are forfeited. Grades of A, A-, B+, B, B-, C+, C and PS only will be counted for credit. The following students are eligible to petition for the Academic Forgiveness Policy:

1. Former students who have not been enrolled at UT or any other accredited academic institution of higher learning for a period of at least two calendar years, during which time the student has a documented enlistment in the U.S. Armed Forces.  
or
2. Former students who have not been enrolled at UT or any other accredited academic institution of higher learning for a period of at least three calendar years.

Students who would be eligible for academic forgiveness will follow the established procedures for readmission. Upon completion of 24 semester hours of graded academic course work in a bachelor's degree program, or 16 semester hours of graded academic course work in an associate's degree program and a minimum time of two semesters as well as a minimum grade point average of 2.5 in courses since readmission, the student may elect to apply for academic forgiveness by submitting a written petition to the dean of the college.

If the dean grants academic forgiveness:

1. The previous grade point average is deleted.
2. Credits from all courses taken during the previous enrollment at UT with a grade of C- or lower are removed (although the grades are retained on the academic transcript with the notation "Academic Forgiveness Policy").
3. Credits for all courses taken during the previous enrollment at UT with a grade of C or better as well as PS only will be counted for credit.
4. All calculations of quality hours, quality points and cumulative GPA will be adjusted.

The Academic Forgiveness Policy applies to all grades, including pass and fail, earned during the previous enrollment period at UT. If a student received a grade of C-, D+, D or D- during the previous enrollment period for a course that is required in the degree program that the student is pursuing, the student must either retake the course or the dean of the college must approve a suitable substitution.

Under provisions of the Academic Forgiveness Policy, a student must be re-enrolled at UT for a minimum of 32 semester hours before graduation.

Grades from all courses ever taken at UT and the resulting GPA (unadjusted by the Academic Forgiveness Policy) will be used for purposes of determining eligibility for University, collegial, departmental or professional honors or other recognition.

A student may petition for the application of the Academic Forgiveness Policy to his or her record only one time in his or her career at UT. This policy is only available for undergraduate course work taken at UT and only for undergraduate students earning a first undergraduate degree. Students may not petition for GPA recalculation under the University's GPA Recalculation Policy after they have used the Academic Forgiveness Policy. Note: This policy does not apply to graduate studies.

## Administrative Adjustment for Extenuating Circumstances

The purpose of the policy is to provide students who experience unavoidable, extenuating circumstances or catastrophic illness the opportunity to petition the university for an administrative adjustment. This policy is for extenuating circumstances and does not supersede the missed class policy.

Extenuating circumstances are defined as situations that significantly interfere with the student's academic work and/or ability to attend classes that arise during the semester, and are beyond the student's control. Serious injuries or illnesses, death of an immediate family member, or a military call to active duty are examples of circumstances that might be regarded as extenuating.

This policy applies to all undergraduate students. Each college may publish detailed implementation strategies specific to that college.

**Regardless of the circumstances, a student withdrawal from most or all classes may affect the student's financial aid and/or satisfactory academic progress.**

An official withdrawal results in a grade of "W" recorded on the student's transcript for courses in session on the date of withdrawal. No credit is earned. The student's grade-point average is not affected.

The date used to determine eligibility for financial adjustments shall be the date the student stopped attending as verified by the instructors as a result of the extenuating circumstances. The financial adjustments are based on the policies of The University of Toledo. It is the student's responsibility to read and understand the policies on student fees and accounts as published and posted at [http://www.utoledo.edu/offices/treasurer/finance\\_brochures.html](http://www.utoledo.edu/offices/treasurer/finance_brochures.html) and important registration dates for each semester as published and posted at [http://www.utoledo.edu/offices/registrar/main\\_campus/registration\\_dates.html](http://www.utoledo.edu/offices/registrar/main_campus/registration_dates.html).

This comprehensive policy will cover petitions based on both academic and medical circumstances. Financial adjustments may be granted in certain situations.

(1) Academic adjustment refers to discretionary drop/withdrawal/schedule adjustments due to extenuating circumstances. A course "drop" will only be considered in the first 15 calendar days of the term pro-rated for summer and parts of term less than full term. After the fifteenth calendar day (pro-rated for summer and parts of term less than full term), a withdrawal may be processed.

(2) Medical adjustment refers to medical circumstances that interfere with the student's ability to participate in academic activities. A medical adjustment approval can be made for all or some of the courses in the term for which the adjustment is requested. Medical requests must indicate when and how the student's condition prevented class attendance and include documentation from a licensed healthcare provider. It is important to note that if a medical adjustment is approved, a medical registration hold is placed on the student's record by the registrar's office, and the student will be blocked from all future registration until the hold is removed. The removal of the medical hold will only be processed after the student's documented healthcare provider supplies verification that the student's condition is resolved with a minimum of a good prognosis to return to the University. In addition to a medical hold, any other registration holds must be resolved through the appropriate offices prior to registering for subsequent terms. If the student is registered for future terms, those courses will be dropped by the registrar's office.

The Petition for Administrative Adjustment can be found on the Web at <http://registrar.utoledo.edu/Forms/AdminAdjustment.pdf> or in the registrar's office.

Students must complete the petition for administrative adjustment and attach their written statement and supporting documentation or the petition will be denied. A student must submit all the appropriate documents/forms to the registrar's office within twelve calendar months of the last day of classes for the term for which the adjustment is requested.

#### Student responsibilities:

(1) Consider alternatives to an administrative adjustment (i.e., schedule adjustment, incomplete grade, support services, GPA Recalculation Policy for Repeated Courses

[http://www.utoledo.edu/offices/registrar/main\\_campus/student\\_records/gpa\\_recalculation.html](http://www.utoledo.edu/offices/registrar/main_campus/student_records/gpa_recalculation.html) etc.).

(a) Students with a diagnosis/disability requiring accommodations are encouraged to notify Student Disability Services at 419.530.4981 or <http://www.utoledo.edu/offices/student-disability-services/>

(2) Consult with instructors, academic advisor, and/or the financial aid office to explore your options and the consequences of an approved or denied Petition for Administrative Adjustment.

(a) Financial aid recipients who subsequently withdraw or change enrollment status may jeopardize their financial aid depending on the withdrawal date and the type of aid. An approved adjustment can result in federal grants and/or loans being returned to the Department of Education. A reduction of the load obligation could cause a balance due on the University of Toledo student account.

(b) Fee adjustments to parking, meal plan, residence life, or health insurance must be made by student initiated contact with the appropriate office.

(3) Complete the Petition for Administrative Adjustment – including all of the following:

(a) A written “reason/explanation” statement detailing the extenuating circumstances, how the unavoidable circumstances interfered with academic progress, the action that is being requested, and the reason why the petition for an administrative adjustment should be granted.

(b) Indicate the term for the request including the dates of attendance and/or the last date attended. Medical requests must also list the date of the onset of the illness, when and how the impairment interfered with academic progress, the date(s) professional care was obtained for the medical request and the date(s) of hospitalization (if appropriate).

(c) Attach supporting documentation and/or verification documents on official letterhead pertaining to the extenuating circumstances. Students petitioning for Medical requests must contact the registrar’s office ([registrar@utoledo.edu](mailto:registrar@utoledo.edu) or 419.530.4845) for an initial consult and to obtain additional application materials to be included with the Petition for Administrative Adjustment including a signed “Physicians’ Verification of Medical Circumstances” form. 3364-71-16 Administrative Adjustment for Extenuating Circumstances 4

(d) Sign and date the petition.

(e) Submit the completed petition to the registrar’s office within twelve calendar months of the last day of classes for the term for which the adjustment is requested. Petitions for administrative adjustment will not be accepted during final exam week or later.

(4) Students will be notified in writing of the decision of the request for an adjustment.

Do not assume the petition for extenuating circumstances has automatically been approved. Students should monitor their student account for fee adjustments at <http://myut.utoledo.edu/>

(5) In the event of a denied petition for an administrative adjustment, the student has the right to appeal, with the final authority being the Administrative Adjustment Review Committee. Appeals are limited to those situations where additional relevant information is provided by the student that was not included in the original Petition for Administrative Adjustment. Appeals must be submitted to the registrar’s office in written format within 30 calendar days of the denial letter. Petitions submitted late are not appealable decisions.

## **Petition for Administrative Adjustment**

In certain extenuating circumstances that occur outside the normal policies and deadlines of the University, discretionary drop/withdrawal/schedule adjustments may be granted. A student must petition the Office of the Registrar within one year of the term for which the adjustment is requested and must provide a written statement explaining why an administrative adjustment is requested. This written statement must include dates, details, any financial request,

documentation supporting the explanation, and a completed Course Request Form or Withdrawal Form as appropriate. Students with medical requests to drop classes for personal illness or injury should contact the Student Medical Center at 419.530.3493.

The Petition for Administrative Adjustment can be found on the Web at <http://www.utoledo.edu/offices/registrar/pdfs/Administrative%20Adjustment%20Form%202015.pdf> or in the Office of the Registrar.

## Academic Probation

1. A student whose cumulative GPA is less than 2.0 is automatically placed on probation until a 2.0 cumulative GPA is achieved. In the College of Engineering, a student earning a 1.5 average in any semester regardless of his or her cumulative grade point average will be placed on probation. Please refer to the College of Pharmacy section in the catalog for specific policies regarding academic probation.
2. As long as a student remains on academic probation, enrollment restrictions may be imposed by the student's college.

## Academic Suspension

Students may be suspended from the University if they fail to maintain the required cumulative GPA. A student under academic suspension may not enroll in classes at UT for a period of at least one semester. Students should refer to the statements of colleges and centers for information regarding their specific policies and grade point averages. A cumulative GPA on attempting specific levels of course work defined in items 1-6 below leads to suspension.

1. Less than 1.0 after attempting 10-19 semester hours
2. Less than 1.5 after attempting 20-29 semester hours
3. Less than 1.7 after attempting 30-39 semester hours
4. Less than 1.8 after attempting 40-49 semester hours
5. Less than 1.9 after attempting 50-59 semester hours
6. Less than 2.0 after attempting 60 semester hours

Each college and the Student Success Center will set its own conditions for readmission. After accumulating 60 credit hours without suspension, a student may be suspended if the student falls below a cumulative GPA of 2.0 for two consecutive semesters.

Consult the probation and suspension policies for each college for more specific information. The Graduate School and the Colleges of Engineering and Pharmacy have separate and distinct policies from the other colleges.

## Policy Statement on Academic Dishonesty

Academic dishonesty will not be tolerated. Among the aims of education are the acquisition of knowledge and development of the skills necessary for success in any profession. Students are responsible for knowing what constitutes academic dishonesty. If students are uncertain about what constitutes plagiarism or cheating, they should seek the instructor's advice. Examples of academic dishonesty include, but are not limited to:

1. Plagiarizing or representing the words, ideas or information of another person as one's own and not offering proper documentation;
2. Giving or receiving, prior to an examination, any unauthorized information concerning the content of that examination;
3. Referring to or displaying any unauthorized materials inside or outside of the examination room during the course of an examination;
4. Communicating during an examination in any manner with any unauthorized person concerning the examination or any part of it;

5. Giving or receiving substantive aid during the course of an examination;
6. Commencing an examination before the stipulated time or continuing to work on an examination after the announced conclusion of the examination period;
7. Taking, converting, concealing, defacing, damaging or destroying any property related to the preparation or completion of assignments, research or examination;
8. Submitting the same written work to fulfill the requirements for more than one course.

While academic integrity is particularly the responsibility of the student, the faculty members also have a responsibility. Assignments and tests should be constructed and proctored so as to discourage academic dishonesty. Faculty members are expected to inform their students explicitly as to what materials and procedures are authorized for use in the preparation of assignments or in examinations (e.g., the use of calculator, computer, text materials, etc.). Should cases of academic dishonesty be found among students, the instructor may choose to counsel the student, or the following sanctions may be imposed:

1. The student may be assigned an F for the work in question.
2. The student may be assigned an F for the course. In this case, the instructor should inform the dean and the student of this action. The dean will make certain that the student receives the F grade and is not permitted to withdraw from the course.
3. The student may be placed on probation or suspended for some definite period of time, dismissed or expelled by the dean if either the seriousness of the offense or a record of repeated offenses warrants it. A notation that such a sanction has been imposed will be made part of the student's permanent record. It is expected that the dean will consult with the instructor and the student in making such a judgment, and that the dean will notify the student of the sanction imposed and of the appeals procedure.

A student found to be academically dishonest by a faculty member may appeal according to The University of Toledo Academic Grievance Procedure, which follows.

## [Academic Grievance Procedure](#)

The University of Toledo recognizes a student's right to due process. The University understands the need to assure that student grievances about faculty actions are evaluated fairly and equitably and, for this purpose, UT has an established academic grievance policy and procedures for undergraduate and graduate students.

## **Honors**

### [Graduation with Honors](#)

Baccalaureate students graduate with scholastic distinction on the basis of the higher education (overall) grade point averages. The higher education grade point average includes all course work taken at all institutions of higher education, including the UT GPA (unadjusted by Grade Deletions or the Academic Forgiveness Policy). These averages and the citation they merit on the student's degree are as follows: 3.3, cum laude; 3.6, magna cum laude; 3.9, summa cum laude. Students must have taken 80 percent of their course work on the regular grading system, minus any credits earned in courses where the student has no choice in receiving a P/NC grade, to qualify for honors.

Students graduating with an associate's degree will receive a scholastic distinction of "high scholarship" if their overall GPA is a 3.3 or higher.

Transfer students should note that The University of Toledo will include all course work taken at all institutions of higher education in the calculation to determine if a student will graduate with honors. All college course work taken is computed in determining eligibility for graduation with honors, although no student will be awarded a level of honors above that indicated by The University of Toledo cumulative GPA.

Note: The University of Toledo requires a minimum of 30 semester hours of standard letter-graded courses from UT in order to qualify for graduation with honors.



## President's List

Each semester, except summer, full-time students (12 or more quality hours, graded A through F) earning a 4.0 GPA are selected for recognition by being named to the President's List. Because of the co-op programs, full-time students in the College of Engineering will be eligible for the President's List during the summer term.

## Dean's List

Each semester, except summer, full-time students (12 or more quality hours, graded A through F) earning a 3.5 or above GPA are selected for recognition by being named to the Dean's List. Because of the co-op programs, full-time students in the College of Engineering will be eligible for the Dean's List during the summer term.

## Dean's Recognition List

The Dean's Recognition List is used to recognize part-time students for academic excellence. This recognition will occur in the summer for the previous academic year's performance. For this distinction a student must:

1. Be enrolled for both semesters of an academic year and complete a total of nine to 22 hours graded A through F between the two semesters;
2. Be a part-time student for the academic year; and
3. Earn a cumulative GPA of 3.5 or better for each semester.

*Please refer to the individual college sections for more specific information on scholastic distinction.*

## Student Support Services

### Center for Experiential Learning and Career Services

Location: Student Union Room 1533

Phone: 419.530.4341

Email: [celcs@utoledo.edu](mailto:celcs@utoledo.edu)

Web site: [www.utoledo.edu/success/celcs](http://www.utoledo.edu/success/celcs)

The Center for Experiential Learning and Career Services (CELCS) provides comprehensive career planning services for all UT students and alumni in order to clarify and implement their academic and career goals.

- CELCS professional staff can assist with career exploration and selection of a major
- CELCS offers scheduled and walk-in appointments, addressing professional development needs including: resume, CV, and cover letter writing assistance; mock interviews; professional dress and etiquette; social media presence and job search strategies. CELCS staff can also customize presentation addressing those topics for classrooms, student organizations and UT departments.
- On campus student employment is administered out of the CELCS office including the posting of on campus positions and the processing of student employment documentation.
- CELCS works with employers to secure part-time, full-time and experiential learning opportunities. Rocket Jobs is the online employment database where students/alumni can review and apply for positions. CELCS also hosts multiple employer networking and recruitment events throughout the year.

It is recommended that students connect with CELCS in their first year; begin looking into internship opportunities in their second year; attend job readiness workshops and work at internships during their junior year; and schedule on-campus interviewing sessions in their senior year. It is beneficial for students to attend job fairs and other employer networking events throughout their academic career to learn about career opportunities within their major. Students are also encouraged to utilize [Ohio Means Jobs](#).

## University Counseling Center

Locations: Rocket Hall Room 1810  
Phone: 419.530.2426  
Web site: [www.utoledo.edu/studentaffairs/counseling/](http://www.utoledo.edu/studentaffairs/counseling/)

The University Counseling Center provides individual, couples, family, and group counseling and referral services to enrolled students for personal growth, increased self-awareness, family and interpersonal issues, depression and anxiety, as well as acute problems and crises. The center offers outreach and consultation services to University students, faculty and staff. Training opportunities for doctoral-level clinical psychology, counselor education and supervision and masters in social work graduate students are available. Services are free and counseling records are confidential.

We provide services in accordance with the codes of ethics of the helping professions and standards of the American Psychological Association, American Counseling Association and the International Association of Counseling Services, Inc. as well as to the rules and regulations of the State of Ohio.

## Dean of Students Office

Location: Student Union Room 2509  
Phone: 419.530.8852  
Email: [deanofstudents@utoledo.edu](mailto:deanofstudents@utoledo.edu)  
Web site: [www.utoledo.edu/studentaffairs/dos/](http://www.utoledo.edu/studentaffairs/dos/)

The mission of the Office of the Dean of Students is to ensure that students accomplish their educational and personal goals within the context of the broader academic purpose of the University. The Office of the Dean of Students promotes the development of, and enhances the educational experience for, students through intentionally designed co-curricular opportunities and through institutional policy development on students' behalf.

## Catharine S. Eberly Center for Women

Location: Tucker Hall Room 0168  
Phone: 419.530.8570  
Web site: [www.utoledo.edu/centers/eberly/index.html](http://www.utoledo.edu/centers/eberly/index.html)

The Catharine S. Eberly Center for Women, located on main campus, serves everyone within the University as well as the greater Toledo community. The Center educates, empowers and engages through a variety of free personal and professional development classes and services. From the Lecture and Film Series and free printing in the computer lab to yoga and self-defense for women to scholarships and a lactation room, the Center offers a great variety of resources. The Eberly Center is also home to Kate's Closet, which provides professional attire to female students and community members at no cost.

## Student Disability Services

Location: Rocket Hall 1820  
Phone: 419.530.4981 VP: 419.386.2189 TTY: 419.530.2612  
Web site: [www.utoledo.edu/offices/student-disability-services/index.html](http://www.utoledo.edu/offices/student-disability-services/index.html)

Student Disability Services (SDS) works with faculty and colleges to identify and ensure the provision of reasonable academic accommodations to otherwise qualified students who self-identify as having a disability and complete the process of registering with SDS. SDS supports students with physical, emotional/psychological, and learning disabilities in all UT colleges including undergraduate, graduate, and professional programs. SDS values human diversity and recognizes disability as an important aspect of diversity. SDS serves as an advocate for students with disabilities while encouraging and helping students develop effective self-advocacy skills.

## Student Medical Services

Location: Student Medical Center

Phone: 419.530.3451

Web site: [www.utoledo.edu/healthservices/student/index.html](http://www.utoledo.edu/healthservices/student/index.html)

The Student Medical Center is a nationally accredited health care facility staffed with Board Certified physicians and Certified nurse practitioners that offers students, faculty, and staff a variety of services, including primary and acute medical care; women's health care; psychiatric services; laboratory testing; prescription and over-the-counter medication; alcohol and substance abuse programming; sexual assault victim advocacy and educational/prevention programming; free/confidential HIV/AIDS testing; allergy injections and other immunizations; and student health insurance; and the Medical Drop/Withdrawal process. Charges are assessed for office visits, procedures, laboratory work and pharmacy. Third party billing is provided for those with health insurance. University Counseling Center services are available at the Student Medical Center and in the Armory.

## The Center for International Studies and Programs (CISP)

Location: Snyder Memorial 1000

Phone: 419.530.5268

Fax: 419.530.5266

Email: [CISP@utoledo.edu](mailto:CISP@utoledo.edu)

The Center for International Studies and Programs (CISP) supports internationalization efforts at The University of Toledo by creating links among students, faculty and staff, visiting scholars, and the community that foster cross-cultural understanding and appreciation. The Center encourages global citizenship through innovative educational, cultural and service learning programming and through student and scholar exchanges. CISP is committed to the belief that effective cross-cultural interaction leads to global understanding and ultimately to a more rewarding human experience and to a better, more peaceful world. CISP houses the [American Language Institute](#), the [Confucius Institute](#), the [Office of International Student and Scholar Services](#) and the [Office of Education Abroad](#).

## Education Abroad Office

The Education Abroad Office serves as a key resource at UT in regard to international education opportunities. The office collaborates with the many academic departments in creating and administering education-abroad programs for undergraduate and graduate students, as well as in the transfer of academic credit. One of the most important responsibilities of the office, however, is to provide resources and guidance to students before, during, and after a study abroad experience. The office also arranges and conducts pre-departure and re-entry sessions for students. In addition, the office provides information and support to UT faculty for various international opportunities, such as short-term teaching abroad and faculty development activities. Finally, the office provides financial support to students in the form of travel grants, and administers the various U.S. Student Fulbright Awards, the National Security Education Program grants, and other special scholarships and grants.

The Education Abroad Office is located in Snyder Memorial Room 1120. For more information, call 419.530.4234 or e-mail [eduabroad@utoledo.edu](mailto:eduabroad@utoledo.edu).

## Office of International Student and Scholar Services

Location: Snyder Memorial Suite 1000

Phone: 419.530.4229

Web site: [www.utoledo.edu/cisp/international/index.html](http://www.utoledo.edu/cisp/international/index.html)

The Office of International Student and Scholar Services (OISS) Provides advising services with respect to immigration and visa matters, work permission, orientation, cultural adjustment and personal concerns. Staff is dedicated to assist and services to international students at The University of Toledo, helping students transition to life at UT and in the United States.

## Academic Support Services - Tutoring

Whether you are looking to improve a course grade, freshen up on study skills, check and strengthen your understanding of a topic, review assignments, or learn new test taking strategies, the LEC tutors can assist you. Stop in and meet face-to-face with a highly trained tutor. Statistics show, the more you visit, the greater the possibility of increasing your GPA.

### Learning Enhancement Center

Locations: Carlson Library, 0200 (lower level)

Phone: 419.530.2176

E-mail: [lec@utoledo.edu](mailto:lec@utoledo.edu)

Web site: [www.utoledo.edu/success/lec/](http://www.utoledo.edu/success/lec/)

The Learning Enhancement Center (LEC) provides free tutoring services to all UT students. The LEC's mission is to provide UT students with accessible, professional, academic support services that enhance success and retention. The LEC provides tutoring on a walk-in basis for undergraduate science, math, statistics and foreign language courses. UT's highly-trained tutors help students prepare for tests, understand new concepts and improve proficiency. Students may access online tutoring, where they can chat live with a tutor or post a question. An eTutor and student share a live workspace, where they communicate through various tools, including chat, voice and video, whiteboard, file sharing and application sharing. The LEC also offers Supplemental Instruction (SI) which is a series of peer-led, weekly study sessions for students enrolled in select courses. The SI method has been proven to increase understanding of coursework and improve grades. SI is free and available to students enrolled in the course offering the program. Academic Workshops are available in a variety of topics including: Praxis test preparation, ACT preparation, study skills, time management and note-taking skills. Individualized appointments are available for students interested in maximizing their learning potential. The LEC website provides a variety of resources for academic development.

### Student Athlete Academic Services

Locations: Larimer Athletic Complex, Room 2030

Phone: 419.530.3540

Web site: [www.utoledo.edu/success/saas/index.html](http://www.utoledo.edu/success/saas/index.html)

Student Athlete Academic Services (SAAS) is a student-centered, university resource which supports the academic enrichment and life skill development of all Rocket student-athletes. The Department of Athletics at The University of Toledo recognizes the unique needs of student-athletes' healthy balance of meeting athletic demands while maintaining satisfactory academic standards. SAAS provides a variety of services to assist student-athletes with their academic progress. Services include guidance with course scheduling, study table, making appointments with appropriate university offices, individual/group tutoring, and academic and career counseling. SAAS is located in Larimer Athletic Complex, the Rocket Academic Center includes staff offices, tutoring rooms, and a computer lab with desktop workstations.

## **TRIO Student Support Services**

Locations: Carlson Library, 0300  
Phone: 419.530.3849  
Email: [trioss@utoledo.edu](mailto:trioss@utoledo.edu)  
Web: [www.utoledo.edu/success/trio/](http://www.utoledo.edu/success/trio/)

TRIO Student Support Services is a federally funded program that provides a comprehensive range of academic and other support services to low-income, first-generation and disabled students who need assistance in academic and personal development to enhance their chances of graduation. Students are accepted freshman year through senior year and remain with the program for the duration of their undergraduate studies.

TRIO Student Support Services provides the following functions:

- Identification and recruitment of enrolled students with academic need who meet federal program criteria of first-generation, disabled, low-income or a combination of these;
  - Student individual and group support in the form of advising, mentoring, and tutoring;
  - Academic advising and monitoring in order to enhance persistence;
- Career and financial aid counseling, graduate school and money management mentoring to improve economic outcomes beyond graduation; and
- Collaboration with University of Toledo student programs in order to enhance student experiences leading to retention and graduation.

## **Writing Center**

Location: Carlson Library, 0130 (lower level)  
Phone: 419.530.2176  
Email: [writingcenter@utoledo.edu](mailto:writingcenter@utoledo.edu)  
Web: [www.utoledo.edu/success/writingcenter](http://www.utoledo.edu/success/writingcenter)

The Writing Center offers free writing assistance to all UT students. Our writing tutors are educated in various disciplines and can assist with a variety of assignments. They offer individual instruction to students at any stage of academic or personal writing. Students may meet with Writing Center tutors to generate ideas, organize notes and thoughts, and receive feedback on drafts or complete papers. The following are often reviewed by our tutors: essays, research papers, creative writing, theses, dissertations, grant proposals, professional publications and scholarship/job applications. The Writing Center's website has many writing resources, including information on proper grammar, revision and editorial recommendations and various citation styles. All writing tutorials require an appointment. Appointments can be scheduled online via the Writing Center webpage.

## **Office of Multicultural Student Success**

Location: Multicultural Student Center - Room 2500  
Phone: 419.530.2261  
Web site: <https://www.utoledo.edu/studentaffairs/oemss/>

The mission of the Office of Multicultural Student Success (OMSS) is to create a supportive campus environment for students of various cultures and diverse backgrounds. In addition, we provide opportunities and avenues for college success for underrepresented students beginning in the eighth grade and continuing on through college graduation. Through its programs and services, OMSS will enhance the recruitment and retention efforts of the Division of Student Affairs and explore the indigenous roots of African American, Asian American, and Latino American, Native American and LGBTQA (Lesbian, Gay, Bi-sexual, Transgender, Questioning, and Ally) students.

Sponsored Programs include:

- Heritage Months: Black History Month, Hispanic Heritage Month, Asian Pacific Islander History Month, Women’s History Month, LGBTQA (Lesbian, Gay, Bi-sexual, Transgender, Questioning, Ally) History Month, Filipino American Heritage Month, Native American History Month, Jewish American Heritage Month
- Multicultural Graduation Recognition Ceremonies
- Mentoring/Advising: TAWL (Geared toward minority women), Success Advising, PRIMOS (The English translation for “cousins,” is geared toward first-year Latino students), S.U.C.C.E.E.D (Students United for a Courageous, Creative, Educated & Empowered Destiny is geared toward Lesbian, Gay, Bi-sexual, Transgender, Questioning, and Ally students)
- M.O.R.E. (Multicultural Orientation Resources for Excellence): Early move-in to assigned residence halls, meet multicultural student leaders, meet multicultural faculty/staff, be informed about mentorship programs, learn about resources to support students and families, opportunity to become acclimated to the campus before the semester starts

Email: [omss@utoledo.edu](mailto:omss@utoledo.edu)

Facebook: <https://www.facebook.com/profile.php?id=100011271121674>

Instagram: [https://www.instagram.com/omss\\_ut/](https://www.instagram.com/omss_ut/)

Twitter: [https://twitter.com/UT\\_OMSS](https://twitter.com/UT_OMSS)

Website: <http://www.utoledo.edu/studentaffairs/omss>

## Office of Recreational Services

Location: Student Recreation Center

Phone: 419.530.3700

Web site: [www.utrecenter.com](http://www.utrecenter.com)

The Office of Recreational Services, a member of the Division of Student Affairs, provides The University of Toledo community with quality, student-centered recreation and wellness programs and services that enrich the mind, body and spirit. The Office of Recreational Services is the premier service provider to the University of Toledo Community for healthy lifestyle options and developmental opportunities for student success. Opportunities are offered to explore one’s limits, experience achievement and practice wholesome stress-management techniques. Activities regularly promote social interaction within the culturally diverse University community. Students are continually challenged to examine their values and life choices in the search to build a meaningful identity and understand themselves and others. The numerous competitive and cooperative interchanges provide an ideal climate for learning to respect the dignity and worth of the individual, as well as the importance of team development. Services provided to students through the Student Recreation Center include:

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| <ul style="list-style-type: none"> <li>• Drop-in Recreation</li> <li>• Intramurals</li> <li>• Sports Clubs</li> <li>• Red Cross certification classes</li> <li>• Swim lessons</li> <li>• Group Exercise Classes</li> </ul> | <ul style="list-style-type: none"> <li>• Climb Wall</li> <li>• High Ropes Course</li> <li>• Summer Camp for Children 5-12</li> <li>• Multiply Facilities on the Main Campus and Health Science Campus</li> <li>• Student Employment Opportunities</li> </ul> |
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## Residence Life

Location: Ottawa House West

Phone: 419.530.2941

Web site: <http://www.utoledo.edu/studentaffairs/reslife>

University housing is a place to call home – a place where you can relax after a day of classes, hang out with your friends, eat a freshly cooked meal, and get involved. Arrangements include single, double, and triple occupancy rooms in suites of four to six or in traditional style residence halls. Living Learning and special interest Communities are available for those interested or majoring in the arts, business, health professions, wellness, politics, or law. Specific housing is also available for students that belong to the honors college, the Multicultural Emerging Scholars Program, as well as those looking for gender neutral or substance free living.

## Sexual Assault Education and Prevention Program

Location: Counseling Center, Rocket Hall 1810

Phone: 419.530.3431

Web site: <https://www.utoledo.edu/studentaffairs/SAEPP/>

The Sexual Assault Education and Prevention Program (SAEPP) works to create a safe campus community for everyone through educational efforts designed to reduce the incidence of sexual assault, stalking, sexual harassment and relationship violence. The SAEPP coordinator also serves as an advocate for survivors of these crimes, providing pressure-free, confidential support and information and accompaniment through campus and community systems. If you or a friend has been victimized or if you would like more information, call the SAEPP coordinator. You also can call to get involved in SAEPP programs and outreach or to schedule a speaker for your group. Because violence can happen to anyone, SAEPP services are available to all students, male and female, in an atmosphere respectful of all cultural backgrounds and sexual orientations.

## Office of Student Involvement & Leadership

Location: Student Union Room 3504

Phone: 419.530.4944

Email: [studentinvolvement@utoledo.edu](mailto:studentinvolvement@utoledo.edu)

Website: [utole.do/getinvolved](http://utole.do/getinvolved)

The Office of Student Involvement & Leadership (OSIL) is committed to building community and providing students with opportunities for involvement that will enhance and complement their UT experience. OSIL oversees many university-wide events including Weeks of Welcome, Student Involvement Fairs, Parent and Family Weekend, Homecoming, and Student Organization Awards Gala. The office supports a variety of areas, including student organizations, OrgSync (online student organization and events management system), Greek Life (fraternities and sororities), Campus Activities & Programming, Student Activities Board, Commuter Students Services, leadership programs, and Levis Leadership UT (a prestigious four-year, scholarship-based leadership program for incoming students). OSIL is responsible for supporting over 280 student organizations, distributing and monitoring student organization budgets, assisting with the formation of new student organizations, training student leaders, and providing event planning assistance.

## Ask Rocky

Location: Student Union Room 2525

Phone: 419.530.4606 or 419.530.2932

Email: [AskRocky@utoledo.edu](mailto:AskRocky@utoledo.edu)

Web site: [www.utoledo.edu/askrocky](http://www.utoledo.edu/askrocky)

Ask Rocky is a one-stop-shop that provides students with answers to general questions about UT. Ask Rocky can also help students learn of various ways to connect to the University through student organizations, community activities, and leadership opportunities. Services of Ask Rocky include:

- Providing support and answers for students who may have general questions about UT.
- Offering miscellaneous resources such as campus maps, campus directories, area attractions, important dates, and departmental hours.
- Information regarding student organizations, including a list of all organizations, how to join an organization, and how to start an organization.
- Providing a calendar of campus events, including sporting events and ticket information.

