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GENERAL SECTION

University of Toledo 2018-2019 Catalog

General Section

The General Section of the catalog provides details regarding The University of Toledo’s history, admission requirements, transfer information, accreditation information, policies, core curriculum requirements, student services and more.
MISSION, VISION AND VALUES

The University of Toledo is a national public research university where students obtain a world-class education and become part of a diverse community of leaders committed to improving the human condition in the region and the world.

Vision
The University of Toledo will be a nationally ranked, public research university with internationally recognized expertise and exceptional strength in discovery, teaching, clinical practice and service.

Values
- Excellence
- Student-centeredness
- Research and Scholarship
- Professionalism and Leadership
- Diversity
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 300 undergraduate and graduate programs to more than 21,000 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 October 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 January 8, 1884, the assets of the university were given by Scott’s sons to the city of Toledo and the school reopened as 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 (currently the College of Business and Innovation) in 1914, and the College of Education (today the Judith Herb 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 one 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 the university during most years of the Depression, its 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 it, and Knowles felt this was unsustainable. 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 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 the university. But the universities of Akron, Cincinnati and Toledo all 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 Ohio’s Kent State University. A protest led by African American 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 Main 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 fundraising 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 UT's Center for the Visual Arts on the museum's grounds. The University also built its 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 enabled students to register for classes and check their grades online. The University also began to experiment with offering classes via distance (online) 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 Main Campus included renovations to several older buildings, including the Memorial Field House, which was transformed from a basketball arena into a classroom building; it reopened in 2008 after several 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, nursing, pharmacy and education.

In 2015, UT welcomed its first female president, Dr. Sharon L. Gaber. As the University’s 17th president, Gaber has worked to increase enrollment, retention, research and philanthropy, and has overseen the implementation of an agreement to partner UT’s medical education with ProMedica, a regional health-care system. Through increased collaboration with faculty, staff, students and the community, Gaber also has led the University in efforts to create and implement a new strategic plan, a diversity and inclusion plan, and a new multiple-campus master plan.

Despite the challenges facing higher education in the 21st century, The University of Toledo today is a success story. Many of its faculty and academic programs have worldwide reputations, and its Main Campus and Health Science Campus are recognized as architectural gems. If the past is any indication, future challenges will be met and the institution will continue educating its students as accountable citizens and global leaders.
ACCREDITATION AND STANDARDS

Accrediting Bodies

The University of Toledo is accredited by the:

Higher Learning Commission (https://www.hlcommission.org)
230 South LaSalle Street, Suite 7-500
Chicago, IL 60604
800.621.7440

This is current as of April 2018; for the most current list of accrediting bodies, visit http://www.utoledo.edu/aapr/accreditation/.

Listed below are other professional organizations in which the University holds membership, or which approve the quality of UT’s educational programs, or both:

• ABA Standing Committee on Paralegals
• Accreditation Council for Graduate Medical Education (ACGME)
• Accreditation Council for Occupational Therapy Education
• Accreditation Council for Pharmacy Education
• Accreditation Review Commission on Education for the Physician Assistant*
• 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
• Applied Science Accreditation Commission (ASAC) of ABET
• Association for Middle Level Education/National Middle School Association
• 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
• Computing Accreditation Commission (CAC) of ABET
• 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
• Engineering Accreditation Commission (EAC) of ABET
• Engineering Technology Accreditation Commission (ETAC) of ABET
• International Reading Association
• Liaison Commission on Medical Education
• Michigan Certification Board for Addiction Professionals
• 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 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 of Parks, Recreation, Tourism and Related Professions
• National Science Teachers Association

*At its March 2017 meeting, the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) placed the University of Toledo Physician Assistant program sponsored by The University of Toledo on Accreditation-Probation status until its next review in March 2019.

Probation is a temporary status of accreditation conferred when a program does not meet the standards and when the capability of the program to provide an acceptable educational experience for its students is threatened.

Once placed on probation, programs that still fail to comply with accreditation requirements in a timely manner, as specified by the ARC-PA, may be scheduled for a focused site visit and/or risk having their accreditation withdrawn.

Specific questions regarding the program and its plans should be directed to the program director and/or the appropriate institutional official(s).
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.
ADMISSION REQUIREMENTS FOR DIRECT-FROM-HIGH SCHOOL, FIRST-TIME FRESHMEN

Admission requirements for Summer 2018, Fall 2018, Spring 2019 Terms
Here are the overall requirements for you as a direct-from-high-school student, as well as requirements specific to your major/college.

First-time Freshmen: Includes the subcategory of "direct-from-high school" students, which are those who will be attending UT the summer or fall immediately following their high school graduation. Students who have been enrolled in post-secondary, dual enrollment or Tech Prep while in high school are considered direct-from-high school students. Students who took college courses during the summer immediately following high school graduation and are enrolled at UT the following fall are also considered direct-from-high school students.

Other subcategories of first-time freshman students include adult students (those who have never attended college other than during high school) and GED holders who have never attended college. Please see the Adult/Transfer pages (http://www.utoledo.edu/admission/transfer).

Direct-From-High School Requirements
For admission to UT, a direct-from-high school student is required to:

- Complete minimum college preparatory curriculum coursework:
  - 4 years/units of English
  - 4 years/units of math (including Algebra I and II and geometry or equivalent)
  - 3 years/units of natural science
  - 3 years/units of social science
- Pass all parts of the Ohio Graduation Test (applies to in-state students only) or show proof of having met all high school graduation requirements.

Required for Unconditional Direct Admission:

- 15 ACT/720-760 SAT (taken prior to March 2016) or 810-850 SAT (taken March 2016 or after) and a minimum 2.5 GPA
- 16 ACT/770-810 SAT (taken prior to March 2016) or 860-890 SAT (taken March 2016 or after) and above with a minimum 2.0 GPA

Subject to Review:

- 15 ACT/720-760 SAT (taken prior to March 2016) or 810-850 SAT (taken March 2016 or after) and a 2.0-2.49 GPA
- 16 ACT/770-810 SAT (taken prior to March 2016) or 860-890 SAT (taken March 2016 or after) and above but less than a 2.0 GPA

Based upon a student’s major and the ACT or SAT score, students may be required to take placement tests, which will assist in placing students into courses.

UT’s code for test score submission, if not on an official high school transcript is: ACT: 3344 / SAT: 1845

If a student does not meet one or more of these requirements, they may submit an appeal form that delineates their college readiness. The appeal will be reviewed by an admission committee. Appeal forms should be submitted online as soon as possible, with a final deadline of August 1.

Note: No direct-from-high school student will be admitted to the University after classes have started except with the approval of the provost or his designee.

There will be an admission cut-off date of July 31 for all direct-from-high school students applying with below a 2.0 GPA and below a 19 ACT (900 SAT taken before March 2016 or 980 SAT taken March 2016 or after) for receipt of all admission materials. Students applying after July 31 may be deferred to spring semester.

High School Transcripts
All students (excluding GED holders) must send an official high school transcript to the Office of Undergraduate Admission at the time of application. In addition, students will need to submit an official, final high school transcript, complete with a stamped graduation date, to the Office of Undergraduate Admission upon graduating from high school. For first-time freshman, final acceptance and college/program placement will be offered based upon the submission of an official, final high school transcript (8th semester) with a stamped graduation date.

- Final high school transcripts can be sent to: The University of Toledo, Office of Undergraduate Admission, Mail Stop 306, 2801 West Bancroft St., Toledo, OH 43606.

Home School Students
Home school students are required to submit an official, signed and dated transcript detailing courses taken (and those in progress), related grades and official ACT and/or SAT scores. In addition, for diplomas issued to Ohio students after July 1, 2015, a diploma with the language set forth in Ohio Revised Code (ORC) 3313.6110 (http://codes.ohio.gov/orc/3313.6110v1) or the official letter of excuse issued by the district superintendent for the student’s final year of home education must be submitted to UT by August 1.

College/Program Admission Standards
UT colleges and programs have specific admission criteria that must be met. Programs may have additional criteria not listed here; please check the program’s website for the most complete information. Admitted students who do not meet the specific college/program requirements will be offered admission to other programs, such as the Center for Exploratory Studies, which will assist students in gaining admission. In the following chart, GPA requirements are based on final cumulative (8th semester) GPA, not semester GPA; the ACT score refers to a composite score; and the SAT score is a combined reading and math score.

Note for students interested in pre-professional programs: Students can choose to be in any major with a concentration of pre-medical, pre-law, pre-veterinary or pre-dental.
Pre-Med, Pre-Dent, Pre-Vet Concentration Requirements:

- 3.2 GPA and 25 ACT/1130 SAT (taken prior to March 2016) or 1200 SAT (taken March 2016 or after)

The Bacc2MD Pathway Program is available for any bachelor’s degree program in the Colleges of Arts and Letters, and Natural Sciences and Mathematics, as well as the Bio-Engineering program. Students must be a U.S. citizen or permanent resident and must meet requirements for a pre-med concentration.

Bacc2MD Pathway Program Requirements:

- 3.5 GPA and 28 ACT/1240 SAT (taken prior to March 2016) or 1310 SAT (taken March 2016 or after). Contact the pre-medical advisor for details.

College of Arts AND Letters (http://www.utoledo.edu/al)

- 2.5 GPA or 20 ACT/940 SAT (taken prior to March 2016) or 1020 SAT (taken March 2016 or after)

Students not meeting these requirements will be admitted to the Department of Exploratory Studies.

Psychology

Students will be admitted to pre-psychology until they earn 30 credit hours and a 2.5 GPA.

Music Program

Audition required: Call 419.530.2448 for an appointment.

College of Business and Innovation (http://www.utoledo.edu/business)

Bachelor of Business Administration programs

- 2.8 GPA or 25 ACT/1130 SAT (taken prior to March 2016) or 1200 SAT (taken March 2.016 or after)

Information Technology program

- 2.5 GPA; and
- 21 ACT/980 SAT (taken prior to March 2016) or 1060 SAT (taken March 2016 or after); and
- 20 ACT/480 SAT (taken prior to March 2016) or 510 SAT (taken March 2016 or after) mathematics sub-score.

Students not meeting these requirements will be admitted to the Department of Exploratory Studies.

College of Health and Human Services (http://www.utoledo.edu/hhs)

For all programs not listed below:

- 2.7 GPA or 21 ACT/980 SAT (taken prior to March 2016) or 1060 SAT (taken March 2016 or after)

Exercise Science

- 3.0 GPA or 21 ACT/980 SAT (taken prior to March 2016) or 1060 SAT (taken March 2016 or after) and
- 20 ACT/480 SAT (taken prior to March 2016) or 510 SAT (taken March 2016 or after) mathematics sub-score; and
- high school biology and chemistry with grade of C or better

Criminal Justice, Nurse Paralegal Certificate, Paralegal Studies, Social Work, and Undecided

- 2.5 GPA or 19 ACT/900 SAT (taken prior to March 2016) or 980 SAT (taken March 2016 or after)
Students not meeting these requirements will be admitted to the Department of Exploratory Studies.

**College of Natural Sciences and Mathematics** (http://www.utoledo.edu/nsm)
- 2.5 GPA or 20 ACT/940 SAT (taken prior to March 2016) or 1020 SAT (taken March 2016 or after)

Students not meeting these requirements will be admitted to the Department of Exploratory Studies.

**BS in Biology** (Department of Biological Sciences)
- 2.75 GPA
- Students not meeting the BS in Biology minimum GPA requirement but meeting the college requirements will be admitted to the BA in Biology.

**College of Nursing** (http://www.utoledo.edu/nursing)
All students admitted into the pre-nursing BSN curriculum with:
- 2.75 GPA and 19 ACT/900 SAT (taken prior to March 2016) or 980 SAT (taken March 2016 or after)

Upon completion of the pre-nursing curriculum, there is a competitive admission process for the professional sequence. Students not meeting these requirements will be admitted to the Department of Exploratory Studies.

**College of Pharmacy and Pharmaceutical Sciences** (http://www.utoledo.edu/pharmacy)
All students admitted into the pre-professional program with
- 2.5 GPA or 20 ACT/950 SAT (taken prior to March 2016) or 1030 SAT (taken March 2016 or after)
- All international students, regardless of graduating from a U.S. high school, and students who are U.S. citizens or permanent residents and did not graduate from a U.S. high school are required to submit an internet-based TOEFL with the following minimum criteria prior to admission into the College of Pharmacy and Pharmaceutical Sciences: 61 TOEFL iBT Total for Spring 2018 semester; 71 TOEFL iBT Total starting Summer 2018 semester.

Students not meeting these requirements will be admitted to the Department of Exploratory Studies.

Contingent admission to the Professional Division is available on a competitive basis. To be considered, the following must be completed in the year proceeding fall admission:
- Achieve and report by November 15, 2017, a 29 ACT/1290 SAT (taken prior to March 2016) or 1350 SAT (taken March 2016 or after) and a 3.75 GPA in a college preparatory high school curriculum.

Additional materials will be requested. Final notification of contingent admission status will occur in mid-January.

**Judith Herb College of Education** (http://www.utoledo.edu/education)
- 2.7 GPA or 21 ACT/980 SAT (taken prior to March 2016) or 1060 SAT (taken March 2016 or after).

Students not meeting these requirements will be admitted to the Department of Exploratory Studies.

**University College: Department of Exploratory Studies** (http://www.utoledo.edu/uc/undecided)
Quest Program - for undecided majors:
- 2.0 GPA or 19 ACT/900 SAT (taken prior to March 2016) or 980 SAT (taken March 2016 or after).

A student who has a specific college preference but is undecided on a major within that college may apply as undeclared to that college. Students who are undecided about their college and major will be admitted into the QUEST program.
ADULT ADMISSION REQUIREMENTS

admission requirements are for the Summer 2018, Fall 2018 and Spring 2019 terms.

Priority Application Deadlines:
For Summer 2018 applications - April 15, 2018
For Fall 2018 applications - July 1, 2018
For Spring 2019 applications - December 1, 2018

Adult Students: First-time freshmen who have been out of high school one semester and never taken college courses at another university since high school graduation, students who are military or veteran, or students with a GED. Students who enroll the fall semester after their high school graduation and took college courses during high school or the summer immediately following graduation are considered traditional first-time freshman. (Please see the direct-from-high school pages [http://www.utoledo.edu/admission/freshman/admission-standards.html](http://www.utoledo.edu/admission/freshman/admission-standards.html).)

For regular admission, UT requires adult students to:

- Complete minimum college preparatory curriculum coursework:
  - 4 years/units of English
  - 4 years/units of math (including Algebra I and II and geometry or equivalent) for 2014 graduates and beyond, and only 3 years of math needed for graduates prior to 2014
  - 3 years/units of natural science
  - 3 years/units of social science
- Submit a high school cumulative GPA of 2.0 or higher; in this case, no ACT/SAT scores will be needed.
- Students who are 25 years of age or older, or a current member of the U.S. military or veterans are admitted regardless of GPA; no ACT/SAT scores will be needed.
- Students who do not fall into either of these categories and have a high school cumulative GPA under 2.0 must submit a minimum 15 ACT (720-760 SAT, if taken before March 2016. Or a 810-850 SAT, if taken March 2016 or after). If a student does not meet this requirement, they may submit an appeal form that delineates their college readiness. The appeal will be reviewed by a committee. Appeal forms should be submitted as soon as possible, with a final deadline of August 1.
- Based upon a student’s major and the ACT or SAT score, students may be required to take placement tests, which will assist in placing students in courses.

High School Transcripts: All students (excluding GED holders) must send an official high school transcript, complete with a stamped graduation date, to the Office of Undergraduate Admission.

National Student Clearinghouse: The University of Toledo will complete a check of the NSC on all adult applications. We will verify if any institutions were previously attended and, if needed, edit your application to show any institutions not listed. Official transcripts from these institutions would be required for admission.

GED Holder Requirements: The above ACT/SAT requirements do not apply to GED holders. However, many of our academic colleges require ACT/SAT scores for direct admission into a program. Students utilizing the GED must submit an official copy of their GED (General Education Development) diploma and scores. You can obtain a copy of your GED from the Department of Education in the state where you took the GED test.

Adult Admission Standards:

Adult students over the age of 25 can be admitted to the University without official ACT or SAT test scores. However, most colleges do require test scores for direct admission into their programs. Students who do not meet these requirements will be admitted to University College. Adult students under the age of 25 who do not meet the requirements below will be admitted into University College: Department of Exploratory Studies.

*The SAT test was redesigned and scores were changed as of March 2016. In the requirements below, OLD SAT refers to tests taken prior to March of 2016; NEW SAT refers to tests taken March 2016 or after.*

Pre-professional programs: Students can choose to be in any major with a concentration of pre-medical, pre-law, pre-veterinary or pre-dental.

Pre-Med, Pre-Dent, Pre-Vet Concentration Requirements:

3.2 GPA and 25 ACT/1130 old SAT/1200 new SAT

College of Arts and Letters ([http://www.utoledo.edu/al](http://www.utoledo.edu/al))

2.5 GPA or 20 ACT/940 old SAT/1020 new SAT

Psychology: Students are admitted to pre-psychology unless they have 30 semester hours of earned college credit.

Music Program: Audition required; call 419.530.2448 for an appointment.

College of Business and Innovation ([http://www.utoledo.edu/business](http://www.utoledo.edu/business))

Bachelor of Business Administration programs

Students 25 years of age or older or military or veteran status: 2.4 GPA

Students under the age of 25: 2.8 GPA

Information Technology program

2.5 GPA and

21 ACT/980 old SAT/1060 new SAT and

20 ACT/480 old SAT/510 new SAT mathematics sub-score

Associate Degree Programs

2.0 GPA or 18 ACT/860 old SAT/940 new SAT

Judith Herb College of Education ([http://www.utoledo.edu/education](http://www.utoledo.edu/education))

2.7 GPA or 21 ACT/980 old SAT/1060 new SAT

College of Engineering ([http://www.utoledo.edu/engineering](http://www.utoledo.edu/engineering))

Engineering Science programs

3.0 GPA and

22 ACT/1020 old SAT/1100 new SAT and

22 ACT/520 old SAT/550 new SAT mathematics sub-score and
Adult Admission Requirements

- High school chemistry and 4 years of high school math, including pre-calculus or trigonometry.

**Engineering Technology programs**
- 2.5 GPA and 21 ACT/980 old SAT/1060 new SAT and 20 ACT/480 old SAT/510 new SAT mathematics sub-score.

**Information Technology program**
- 2.5 GPA and 21 ACT/980 old SAT/1060 new SAT and 20 ACT/480 old SAT/510 new SAT mathematics sub-score.

**College of Health and Human Services**
- Any but those listed below.
- 2.7 GPA or 21 ACT/980 old SAT/1060 new SAT.

**Exercise Science**
- 3.0 GPA or 21 ACT/980 old SAT/1060 new SAT and 20 ACT/480 old SAT/510 new SAT mathematics sub-score and high school biology and chemistry of 'C' or better.

**Criminal Justice, Nurse Paralegal Certificate, Paralegal Studies, Social Work and Undecided**
- 2.5 GPA or 19 ACT/900 old SAT/980 new SAT.

**College of Natural Science and Mathematics**
- 2.5 GPA or 20 ACT/940 old SAT/1020 new SAT.

**B.S. in Biology (Department of Biological Sciences)**
- 2.75 GPA and 15 ACT/720 old SAT/810 new SAT.
- Students not meeting the BS in biology minimum GPA requirement but meeting the college requirements will be admitted to the college as B.A. in biology.

**College of Nursing**
- All students admitted into pre-nursing BSN with:
- 2.75 GPA and 19 ACT/900 old SAT/980 new SAT.
- Upon completion of the pre-nursing curriculum there is a competitive admission process for the professional sequence.

**College of Pharmacy and Pharmaceutical Sciences**
- Students are admitted into pre-pharmacy with:
- 2.5 GPA or 20 ACT/940 old SAT/1020 new SAT.
- Upon completion of the pre-pharmacy curriculum there is a competitive admission process for the professional sequence.
- All international students, regardless of graduating from a U.S. high school, and students who are U.S. citizens or permanent residents and did not graduate from a U.S. high school are required to submit an internet-based TOEFL with the following minimum criteria prior to admission into the College of Pharmacy and Pharmaceutical Sciences:
- 61 TOEFL iBT Total for Spring 2018.
- 71 TOEFL iBT Total starting Summer 2018.

Students not meeting these requirements will be admitted to University College or the Department of Exploratory Studies.

**University College**
- Department of Exploratory Studies - Undecided Majors
- 2.0 GPA or 18 ACT/860 old SAT/940 new SAT/or no scores.

**Adult Students who are 25 years of age or older or military/veteran:**
- Liberal Studies
- 2.0 GPA or 19 ACT/900 old SAT/980 new SAT/or no scores.

**Associate of Arts in General Studies**
- 2.0 GPA or 18 ACT/860 old SAT/940 new SAT/or no scores.

**Adult Students who are under the age of 25 and not military/veteran:**
- Quest (undecided)
- 2.0 GPA or 19 ACT/900 old SAT/980 new SAT.

**Associate of Arts in General Studies**
- 2.0 GPA or 19 ACT/900 old SAT/980 new SAT.

*A student who is undecided about their college and major will be admitted into the Department of Exploratory Studies. A student who is working on the requirements and/or prerequisites to get into the college and major of their choice will be admitted into the Department of Exploratory Studies.*
TRANSFER ADMISSION REQUIREMENTS

Admission requirements for Summer 2018, Fall 2018, Spring 2019 Terms

Transfer Students: Students with college credits taken fall semester of the year they graduated from high school or later. Students who took college courses during high school or the summer immediately following graduation are considered traditional first-time freshmen. (Please see direct-from-high school pages (http://www.utoledo.edu/admission/freshman/admission-standards.html).)

Transfer students with a minimum higher education GPA of 2.0, for all work taken, who do not meet college/program admission requirements below will be admitted to University College: Department of Exploratory Studies.

New Transfer: A student who has previously attended another institution and is looking to transfer to UT for the first time.

Transfer Re-Amits: Students who attended UT, then attended another institution, and are coming back to UT. If your higher education GPA is under 2.0, your file will be reviewed before you are re-admitted to UT.

Probation Admits: Transfer student with a cumulative higher education GPA under 2.0 may be admitted to University College: Department of Exploratory Studies. A completed application and all official transcripts must be received 10 days prior to the start of the term.

Guest Students: Students who are attending another institution and take classes at UT to transfer back to their home institution. Students are only allowed to attend for one semester at a time. UT needs proof of good academic standing from the home institution and the student must be able to provide proof of any prerequisites taken for courses they intend to take at UT. Visit http://www.utoledo.edu/admission/guests.html for more information and to apply.

Placement Tests: Based on a student’s major and previous college coursework, you may be required to take placement tests.

National Student Clearinghouse: The University of Toledo will complete a check of the NSC on all transfer applications. We will verify previous institutions attended, and if needed, edit your application to show any institutions not listed.

Suspension/Dismissal Policy: If a student has been suspended or dismissed from another institution, they will be required to provide additional documentation to UT. We will honor an academic suspension from another school up to one year. A student will not be able to attend classes at UT until that year of academic suspension has been completed. Students suspended or dismissed for disciplinary reasons will be reviewed on a case-by-case basis.

Transfer Admission Standards:

In the following list, the GPA requirement is based upon the higher education GPA (total reflecting all college work).

Pre-Med, Pre-Dent, Pre-Vet concentration Requirements:

3.0 GPA

College of Arts and Letters (http://www.utoledo.edu/al)

Any major but Psychology

2.0 GPA

Psychology

2.5 GPA and 30 semester hours of college credit

Students will be admitted to pre-psychology until they have earned 30 total semester hours of college credit and a 2.5 GPA.

Music

Audition required; call 419.530.2448 for an appointment.

College of Business and Innovation (https://www.utoledo.edu/business)

Bachelor of Business Administration programs

2.4 GPA

2.75 Higher Education GPA for accounting majors

-2.75 GPA in accounting principle courses with no grade below a "C"

Bachelor of Applied Organizational Technology program

2.25 GPA and

Applied or technical associate degree earned from a regionally accredited institution

Information Technology program

2.25 GPA

Applied Organizational Technology Associate Degree programs

2.0 GPA

Judith Herb College of Education (http://www.utoledo.edu/education)

GPA requirements based on transfer hours:

0-29.9 Semester Hours = 2.3 GPA

30-59.9 Semester Hours = 2.5 GPA

60+ Semester Hours = 2.7 GPA (overall and in chosen major)

College of Engineering (http://www.utoledo.edu/engineering)

Transfer students cannot be admitted as undecided within Engineering.

Engineering Science programs

2.75 GPA and

"C" or higher in college calculus equivalent to MATH 1850

"C" or higher in general chemistry equivalent to CHEM 1230

Students not meeting these requirements will be reviewed for the Undeclared Engineering Technology Programs.

Engineering Technology programs

For student entering Summer 2018 or Fall 2018:

Information Technology - 2.25 higher education GPA

All other Engineering Technology programs - 2.0 higher education GPA

Official transcripts from all institutions previously attended are required for admission to The University of Toledo.
For students entering Spring 2019 or after:

All Engineering Technology programs - 2.25 higher education GPA

Other requirements per program are listed below:

Computer Science and Engineering Technology and Electrical Engineering Technology

"C" or higher in calculus courses equivalent to MATH 1850 or 2450

Construction Engineering Technology and Mechanical Engineering Technology

"C" or higher in trigonometry or pre-calculus courses equivalent to MATH 1330 or 1340

UNDT (engineering science transition program)

"C" or higher in calculus courses equivalent to MATH 1850 or 2450

College of Health and Human Services (http://www.utoledo.edu/hhs)

Any but those listed below

2.7 GPA

Criminal Justice, Nurse Paralegal Certificate, Paralegal Studies, Social Work and Undecided

0-29.9 semester hours = 2.2 GPA
30-59.9 semester hours = 2.4 GPA
60+ semester hours = 2.5 GPA

Certificate for Health Information Administration

2.7 GPA and
Bachelor's degree with the following courses - medical terminology, pathophysiology, statistics, anatomy and physiology 1 & 2

College of Natural Science and Mathematics (http://www.utoledo.edu/nsm)

2.0 GPA

College of Nursing (https://www.utoledo.edu/nursing)

All students admitted into pre-nursing BSN with:

2.75 GPA and
12 graded semester hours or 18 graded quarter hours

Upon completion of the pre-nursing curriculum, there is a competitive admission process for the professional sequence.

All RN-BSN students admitted into pre-nursing with:

2.5 GPA and
Active, unencumbered licensure as a Registered Nurse
RN graduates from diploma or non-accredited nursing programs are required to submit a portfolio with application to nursing major.

Upon completion of the pre-nursing curriculum there is a competitive admission process for the professional sequence.

College of Pharmacy and Pharmaceutical Sciences (http://www.utoledo.edu/pharmacy)

Students are admitted into pre-pharmacy with:

2.7 GPA

Upon completion of the pre-pharmacy curriculum there is a competitive admission process for the professional sequence.

All international students, regardless of graduating from a U.S. high school, and students who are U.S. citizens or permanent residents and did not graduate from a U.S. high school are required to submit an internet-based TOEFL with the following minimum criteria prior to admission into the College of Pharmacy and Pharmaceutical Sciences:

61 TOEFL iBT Total for Spring 2018
71 TOEFL iBT Total starting Summer 2018

Students who are not Ohio residents and/or have completed course work at a non-Ohio institution will be considered on an individual basis. Such applicants with below 3.0 are rarely considered.

Students are encouraged to apply for fall semester although spring and summer admission is also permitted based on the applicant’s needs. It is recommended that application materials be received no later than May 1 for admission, and at least six weeks prior to the start of classes for spring or summer admission.

University College (http://www.utoledo.edu/uc)

Liberal Studies
2.0 GPA
25 years of age or older or military/veteran status

Individualized Programs
2.0 GPA and
20 semester hours/30 quarter hours of earned college credit

Professional Studies
2.0 GPA and
Earned associate degree or completion of 60 semester hours of credit or permission of college

Associate of Arts in General Studies
2.0 GPA

Department of Exploratory Studies: Undecided Majors
2.0 GPA
25 years of age or older or military/veteran status

Department of Exploratory Studies: Quest for undecided students
2.0 GPA
Under the age of 25 and not military/veteran status

Transfer students who have a specific college preference but are undecided on a major within that college may apply as undecided to that college. However the College of Engineering does not accept undecided transfer students, and they will be admitted into University College: Department of Exploratory Studies. Students who are undecided on their college and major will be admitted into the Department of Exploratory Studies.

College of Nursing (https://www.utoledo.edu/nursing)

All students admitted into pre-nursing BSN with:

2.75 GPA and
12 graded semester hours or 18 graded quarter hours

Upon completion of the pre-nursing curriculum, there is a competitive admission process for the professional sequence.

All RN-BSN students admitted into pre-nursing with:

2.5 GPA and
Active, unencumbered licensure as a Registered Nurse
RN graduates from diploma or non-accredited nursing programs are required to submit a portfolio with application to nursing major.

Upon completion of the pre-nursing curriculum there is a competitive admission process for the professional sequence.

College of Pharmacy and Pharmaceutical Sciences (http://www.utoledo.edu/pharmacy)

Students are admitted into pre-pharmacy with:

2.7 GPA

Upon completion of the pre-pharmacy curriculum there is a competitive admission process for the professional sequence.
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 (listed 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: 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. (http://www.utoledo.edu/financialaid)
AREAS OF STUDY

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

Undergraduate

- Accounting (http://www.utoledo.edu/Programs/undergrad/Accounting)
- Accounting Technology (2-year) (http://www.utoledo.edu/Programs/undergrad/Accounting-Technology-(2-year))
- Adolescent and Young Adult Education (4 to 5 ½-year) (http://www.utoledo.edu/Programs/undergrad/Adolescent-and-Young-Adult-Education-(4-to-5-%C2%BD-year))
- Africana Studies (http://www.utoledo.edu/Programs/undergrad/Africana-Studies)
- American Studies (http://www.utoledo.edu/Programs/undergrad/American-Studies)
- Anthropology (http://www.utoledo.edu/Programs/undergrad/Anthropology)
- Applied Organizational Technology (Degree completion program) (http://www.utoledo.edu/Programs/undergrad/Applied-Organizational-Technology-(Degree-completion-program))
- Art (http://www.utoledo.edu/Programs/undergrad/Art)
- Art History (http://www.utoledo.edu/Programs/undergrad/Art-History)
- Asian Studies (http://www.utoledo.edu/Programs/undergrad/Asian-Studies)
- Astronomy (http://www.utoledo.edu/Programs/undergrad/Astronomy)
- Biochemistry (http://www.utoledo.edu/Programs/undergrad/Biochemistry)
- Bioengineering (5-year) (http://www.utoledo.edu/Programs/undergrad/Bioengineering-(5-year))
- Biology (http://www.utoledo.edu/Programs/undergrad/Biology)
- Business Management Technology (2-year) (http://www.utoledo.edu/Programs/undergrad/Business-Management-Technology-(2-year))
- Chemical Dependency Counseling Certificate (http://www.utoledo.edu/Programs/undergrad/Chemical-Dependency-Counseling-Certificate)
- Chemical Engineering (4 ½-year) (http://www.utoledo.edu/Programs/undergrad/Chemical-Engineering-(4-%C2%BD-year))
- Chemistry (http://www.utoledo.edu/Programs/undergrad/Chemistry)
- Civil Engineering (4 ½-year) (http://www.utoledo.edu/Programs/undergrad/Civil-Engineering-(4-%C2%BD-year))
- Communication (http://www.utoledo.edu/Programs/undergrad/Communication)
- Computer Network Administration (2-year) (http://www.utoledo.edu/Programs/undergrad/Computer-Network-Administration-(2-year))
- Computer Science and Engineering (4 ½-year) (http://www.utoledo.edu/Programs/undergrad/Computer-Science-and-Engineering-(4-%C2%BD-year))
- Computer Science and Engineering Technology (http://www.utoledo.edu/Programs/undergrad/Computer-Science-and-Engineering-Technology)
- Computer Software Specialist Technology (2-year) (http://www.utoledo.edu/Programs/undergrad/Computer-Software-Specialist-Technology-(2-year))
- Construction Engineering Technology (http://www.utoledo.edu/Programs/undergrad/Construction-Engineering-Technology)
- Cosmetic Science and Formulation Design (http://www.utoledo.edu/Programs/undergrad/Cosmetic-Science-and-Formulation-Design)
- Criminal Justice (http://www.utoledo.edu/Programs/undergrad/Criminal-Justice)
- Digital Marketing (http://www.utoledo.edu/Programs/undergrad/Digital-Marketing)
- Disability Studies (http://www.utoledo.edu/Programs/undergrad/Disability-Studies)
- Early Childhood Education (Pre-K-3) (http://www.utoledo.edu/Programs/undergrad/Early-Childhood-Education-(Pre-K-3))
- Economics (http://www.utoledo.edu/Programs/undergrad/Economics)
- Electrical Engineering (4 ½-year) (http://www.utoledo.edu/Programs/undergrad/Electrical-Engineering-(4-%C2%BD-year))
- Electrical Engineering Technology (http://www.utoledo.edu/Programs/undergrad/Electrical-Engineering-Technology)
- English (http://www.utoledo.edu/Programs/undergrad/English)
- Entrepreneurship, Family and Small Business (http://www.utoledo.edu/Programs/undergrad/Entrepreneurship-Family-and-Small-Business)
- Environmental Engineering (http://www.utoledo.edu/Programs/undergrad/Environmental-Engineering)
- Environmental Sciences (http://www.utoledo.edu/Programs/undergrad/Environmental-Sciences)
- Environmental Studies (http://www.utoledo.edu/Programs/undergrad/Environmental-Studies)
- Exercise Science (http://www.utoledo.edu/Programs/undergrad/Exercise-Science)
- Film and Video (http://www.utoledo.edu/Programs/undergrad/Film-and-Video)
- Finance (http://www.utoledo.edu/Programs/undergrad/Finance)
- Financial Services (http://www.utoledo.edu/Programs/undergrad/Financial-Services)
- French (http://www.utoledo.edu/Programs/undergrad/French)
- General Studies (http://www.utoledo.edu/Programs/undergrad/General-Studies)
- General Studies (2-year) (http://www.utoledo.edu/Programs/undergrad/General-Studies-(2-year))
- Geography and Planning (http://www.utoledo.edu/Programs/undergrad/Geography-and-Planning)
- Geology (http://www.utoledo.edu/Programs/undergrad/Geology)
- German (http://www.utoledo.edu/Programs/undergrad/German)
- Global Studies (http://www.utoledo.edu/Programs/undergrad/Global-Studies)
• Health Care Administration (http://www.utoledo.edu/Programs/undergrad/Health-Care-Administration)
• Health Information Administration (http://www.utoledo.edu/Programs/undergrad/Health-Information-Administration)
• History (http://www.utoledo.edu/Programs/undergrad/History)
• Human Resource Management (http://www.utoledo.edu/Programs/undergrad/Human-Resource-Management)
• Individualized Programs (http://www.utoledo.edu/Programs/undergrad/Individualized-Programs)
• Information Services and Support (2-year) (http://www.utoledo.edu/Programs/undergrad/Information-Services-and-Support-(2-year))
• Information Systems (http://www.utoledo.edu/Programs/undergrad/Information-Systems)
• Information Technology (http://www.utoledo.edu/Programs/undergrad/Information-Technology)
• International Business (http://www.utoledo.edu/Programs/undergrad/International-Business)
• Law and Social Thought (http://www.utoledo.edu/Programs/undergrad/Law-and-Social-Thought)
• Liberal Studies (http://www.utoledo.edu/Programs/undergrad/Liberal-Studies)
• Management (http://www.utoledo.edu/Programs/undergrad/Management)
• Marketing (http://www.utoledo.edu/Programs/undergrad/Marketing)
• Mathematics (http://www.utoledo.edu/Programs/undergrad/Mathematics)
• Mechanical Engineering (4 ½-year) (http://www.utoledo.edu/Programs/undergrad/Mechanical-Engineering-(4-%C2%BD-year))
• Mechanical Engineering Technology (http://www.utoledo.edu/Programs/undergrad/Mechanical-Engineering-Technology)
• Media Communication (http://www.utoledo.edu/Programs/undergrad/Media-Communication)
• Medical Technology (http://www.utoledo.edu/Programs/undergrad/Medical-Technology)
• Medicinal and Biological Chemistry (http://www.utoledo.edu/Programs/undergrad/Medicinal-and-Biological-Chemistry)
• Middle Childhood Education (4-9, 4 ½ - 5-year program) (http://www.utoledo.edu/Programs/undergrad/Middle-Childhood-Education-(4-9)-(4-%C2%BD-5-year-program))
• Middle East Studies (http://www.utoledo.edu/Programs/undergrad/Middle-East-Studies)
• Multi-Age Education (Pre K-12) (http://www.utoledo.edu/Programs/undergrad/Multi-Age-Education-(Pre-K-12))
• Music (http://www.utoledo.edu/Programs/undergrad/Music)
• Nurse Paralegal Certificate (http://www.utoledo.edu/Programs/undergrad/Nurse-Paralegal-Certificate)
• Nursing (http://www.utoledo.edu/Programs/undergrad/Nursing)
• Operation and Supply Chain Management (http://www.utoledo.edu/Programs/undergrad/Operation-and-Supply-Chain-Management)
• Organizational Leadership and Management (http://www.utoledo.edu/Programs/undergrad/Organizational-Leadership-and-Management)
• Paralegal Studies (http://www.utoledo.edu/Programs/undergrad/Paralegal-Studies)
• Paralegal Studies (2-year) (http://www.utoledo.edu/Programs/undergrad/Paralegal-Studies-(2-year))
• Paralegal Studies Certificate (http://www.utoledo.edu/Programs/undergrad/Paralegal-Studies-Certificate)
• P (http://www.utoledo.edu/Programs/undergrad/Paralegal-Studies-Certificate)Pharmaceutics (http://www.utoledo.edu/Programs/undergrad/Pharmaceutics)
• Pharmacology and Toxicology (http://www.utoledo.edu/Programs/undergrad/Pharmacology-and-Toxicology)
• Pharmacy Administration (http://www.utoledo.edu/Programs/undergrad/Pharmacy-Administration)
• Philosophy (http://www.utoledo.edu/Programs/undergrad/Philosophy)
• Physics (http://www.utoledo.edu/Programs/undergrad/Physics)
• Political Science (http://www.utoledo.edu/Programs/undergrad/Political-Science)
• Pre-Business (2-year) (http://www.utoledo.edu/Programs/undergrad/Pre-Business-(2-year))
• Pre-Dental (http://www.utoledo.edu/Programs/undergrad/Pre-Dental)
• Pre-Health Professions (http://www.utoledo.edu/Programs/undergrad/Pre-Health-Professions)
• Pre-Law (http://www.utoledo.edu/Programs/undergrad/Pre-Law)
• Pre-Medicine (http://www.utoledo.edu/Programs/undergrad/Pre-Medicine)
• Pre-Pharmacy (2-year) (http://www.utoledo.edu/Programs/undergrad/Pre-Pharmacy-(2-year))
• Pre-Veterinary (http://www.utoledo.edu/Programs/undergrad/Pre-Veterinary)
• Professional Sales (http://www.utoledo.edu/Programs/undergrad/Professional-Sales)
• Professional Studies (http://www.utoledo.edu/Programs/undergrad/Professional-Studies)
• Programming and Software Development (2-year) (http://www.utoledo.edu/Programs/undergrad/Programming-and-Software-Development-(2-year))
• Psychology (http://www.utoledo.edu/Programs/undergrad/Psychology)
• Public Health (http://www.utoledo.edu/Programs/undergrad/Public-Health)
• Recreational Therapy (http://www.utoledo.edu/Programs/undergrad/Recreational-Therapy)
• Religious Studies (http://www.utoledo.edu/Programs/undergrad/Religious-Studies)
• Respiratory Care (http://www.utoledo.edu/Programs/undergrad/Respiratory-Care)
• Social Work (http://www.utoledo.edu/Programs/undergrad/Social-Work)
• Sociology (http://www.utoledo.edu/Programs/undergrad/Sociology)
• Spanish (http://www.utoledo.edu/Programs/undergrad/Spanish)
• Special Education Intervention Specialist (http://www.utoledo.edu/Programs/undergrad/Special-Education-Intervention-Specialist)
Areas of Study

• Speech-Language Pathology (http://www.utoledo.edu/Programs/undergrad/Speech-Language-Pathology)
• Theatre (http://www.utoledo.edu/Programs/undergrad/Theatre)
• Undecided (http://www.utoledo.edu/Programs/undergrad/Undecided)
• Urban Studies (http://www.utoledo.edu/Programs/undergrad/Urban-Studies)
• Visual Arts (http://www.utoledo.edu/Programs/undergrad/Visual-Arts)
• Women's and Gender Studies (http://www.utoledo.edu/Programs/undergrad/Womens-and-Gender-Studies)

Graduate Programs
For information on the graduate programs, please refer to this College of Graduate Studies (http://www.utoledo.edu/graduate).

• Graduate Programs (http://www.utoledo.edu/graduate/prospectivestudents/programs)
• College of Medicine and Life Sciences Programs (http://www.utoledo.edu/med/grad)
• College of Law Programs (http://www.utoledo.edu/law)
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 (http://www.utoledo.edu/uc/testingservices/placement.html). 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 advisor 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 your academic major requires you to complete coursework in a foreign language, and 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 (Elementary Chemistry) 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:

1. You have transfer credit equivalent for CHEM 1110 or CHEM 1120 at UT, or
2. You have not completed any high school chemistry course. If you have not completed at least one year of high school chemistry, you will be enrolled in CHEM 1110.

The Chemistry for Health Sciences Placement Test is a computer-based exam available only at the Main Campus Test Center.
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. Enrollment is limited to space availability which is determined on the last day of the regular registration period. Students must meet all course prerequisites to enroll.

The University of Toledo provides tuition scholarships for adults enrolled in Program 60 who wish to audit college courses. Program 60 participants do not receive college credit through enrollment of the program. Students must apply for admission and register for audit courses through University College. All Program 60 participants are responsible for any additional fees such as the cost of textbooks, general fees, lab fees, technology fees, faculty fees, special service fees, online course fees, library, parking and other fees.

Program 60 students are not eligible to enroll in an independent study course, studio art courses, private music lessons or other similar courses where a course or section number is required to be created.

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.
### 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 on to www.transferology.com.

Transferology (https://www.transferology.com) is the first stop for students who are looking to transfer to UT. Students can enter their previous and current coursework into a free user account, then see which courses at UT they have earned credit. Remember, if a course is not in Transferology, it does not mean it does not transfer. It simply means UT needs 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 Department of Higher Education, following the directive of the Ohio General Assembly, developed a statewide policy to facilitate a student’s 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 Department of Higher Education’s 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. Advisors 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

Students will receive transfer credit for all college-level courses taken with a grade of “D” or better. 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 will be subject to the same regulations governing applicability of catalog requirements as all other students. Further, transfer students will 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

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 Ohio Department of Higher Education Guaranteed Transfer Pathways initiative is moving forward and new transfer pathways are being approved each semester. Students thinking about transferring should reach out to their academic advisor to see if an approved Guaranteed Transfer Pathway works for them.

### 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’s Office. The completed Transfer Credit Appeal Form and course syllabi can be emailed to Transfer@utoledo.edu or dropped off at the Office of the Registrar in Rocket Hall, Room 1100.

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 in 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 Department of Higher Education.
The following list represents The University of Toledo Ohio Transfer Module courses. The transfer module, as directed by the Ohio Department of Higher Education, 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 coursework above that fulfills the General Education core curriculum. Students should consult their academic advisor for further information.


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 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?1306913303922::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. Review the Ohio Transfer Module (OTM) main page (https://www.ohiohighered.org/transfer/transfermodule/modules) to learn more about the Ohio Transfer Module.
DETERMINING OHIO RESIDENCY

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. (http://codes.ohio.gov/orc/3333.31)

Ohio in-state residency (http://www.utoledo.edu/offices/registrar/residency) is first decided during the admission application process. Students who are determined to be non-residents of the state of Ohio are required to pay the out-of-state tuition surcharge. To be reclassified as an Ohio resident, they must prove residency based on the Residency Rule as defined by the Ohio Revised Code (3333.31) (http://codes.ohio.gov/orc/3333.31).
**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.

Complete and submit the Monroe County Michigan Reciprocity Application found here [http://www.utoledo.edu/offices/registrar/residency/MichiganReciprocity.html](http://www.utoledo.edu/offices/registrar/residency/MichiganReciprocity.html).
FEES AND FINANCIAL AID

A complete schedule of student fees is provided in The University of Toledo Finance Brochure (http://www.utoledo.edu/offices/treasurer/finance_brochures.html), which is published annually by the Office of the Treasurer and may be found online at www.utoledo.edu/offices/treasurer/finance_brochures.html (http://www.utoledo.edu/offices/treasurer/finance_brochures.html).

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 (http://www.utoledo.edu/financialaid) (OSFA) may be obtained through the University's website: 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 non-citizens of the U.S. as defined by the U.S. Department of Education, and they must be enrolled in a program leading to a degree or certificate in order to qualify for federal and state aid programs.

Location: Rocket Hall 1200
Mailing address: 2801 W. Bancroft St., Mail Stop 314, Toledo, OH 43606
Phone: 419.530.8700
Fax: 419.530.5835
utfinaid@utoledo.edu (utfinaid@utoledo.edu)
EARNING ALTERNATIVE COLLEGE CREDIT

Advanced Placement (AP) (https://www.utoledo.edu/offices/registrar/student_records/advan_credits.html)

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 high 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) (https://www.utoledo.edu/offices/registrar/student_records/clep_exams.html)

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 advisor’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 (https://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-20.pdf)

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 (http://www.utoledo.edu/uc/pla)

Prior Learning Assessment is based on the concept that college-level learning can be achieved outside of the classroom. Prior learning credit is coordinated through the University’s prior learning assessment program which adheres to and maintains best practices in assessing prior learning as recommended by the Higher Learning Commission, the Council for Adult and Experiential Learning, and the Ohio Department of Higher Education.

The undergraduate academic policy on Credit for Prior Learning, policy number 3364-71-17, can be found at http://www.utoledo.edu/policies/academic/index.html. The University follows the directives on the transfer and articulation of Tech Prep credit as directed by the Ohio Department of Higher Education.

A prior learning specialist assists students in determining the area(s) in which prior learning assessment is likely to be applicable. Guidance with the required paperwork and any necessary referrals are coordinated through Tiffany Whitman, director of Academic Innovation and Testing Services, University College, at 419.530.3233 or tiffany.whitman@utoledo.edu.
UNIVERSITY UNDERGRADUATE CORE CURRICULUM

The University of Toledo (UT) Core Curriculum consists of 36-42 credit hours of coursework that provides the educational foundation for all undergraduate degree programs. The UT Core exposes students to a range of disciplines that gives breadth to the learning experience, prepares students for advanced coursework in their degree programs, and develops students as lifelong learners who will thrive in and contribute significantly to a constantly changing global community.

The UT Core Curriculum gives students critical reasoning skills to explore complex questions, grasp the essence of social, scientific and ethical problems, and arrive at nuanced perspectives. It hones the ability of students to communicate artistically, orally and in writing. It allows students to recognize their place in history and culture, and to appreciate their connection to others in a multicultural world. It prepares students to be thoughtful, engaged citizens in a participatory democracy. It requires students to explore the whole range of the liberal arts, both for the intrinsic value of doing so and in preparation for study in their degree programs. It provides students with insight into the social and behavioral sciences; familiarity with the history, aesthetics, and criticism of all aspects of human culture, including the fine arts; and experience in the scientific, philosophical and mathematical processes required to examine theoretical and natural phenomena.

Core Curriculum Learning Outcomes

Assessment of the core 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 core curricular components through which these learning outcomes are met are as follows:

1. **Skill areas** (9 semester hours)
   - a. English composition courses (minimum 6 hours) emphasize expository prose writing. Creative writing and speech courses will not fulfill this requirement but may be found in II Distributive, A. Arts and Humanities.
   - b. Mathematics courses (minimum 3 hours) provide an analytical foundation for quantitative problem-solving that build on and extend beyond three years of college preparatory math.

2. **Distributive areas** (18 or more semester hours - to include at least two courses totaling 6 hours in each of the following three areas. Students must choose two courses from different disciplines.)
   - a. Arts and Humanities courses (minimum 6 hours). Arts courses should introduce students to the basic principles, history, concepts and criticism of the fine arts or performing arts. Humanities courses should provide historical, literary and philosophical perspectives of our world. Both Arts and Humanities courses may also introduce skills and techniques to communicate perspectives artistically, orally and/or in writing.
   - b. Social Science courses (minimum 6 hours) integrate factual, institutional, methodological and basic theoretical issues involved in the study of society or human behavior. Social science courses should emphasize methods of thinking and approaches to solving social and economic problems rather than merely reviewing factual material specific to that field.
   - c. Natural Science courses (minimum 6 hours) expose students to the process of scientific inquiry and encourage development of a scientific perspective. Natural science courses should not merely provide facts, but also an understanding of the basic issues, methodologies and theories in the major disciplinary areas. At least 1 hour of coursework in this category must include a hands-on laboratory component.

3. **Electives**
   - Students must take 9 additional hours of courses from I. Skills, B. Math or II. Distributive described above. Students should work with their advisor to select the appropriate courses to take, as many degree programs have specific core course requirements.

4. **Multicultural Courses**
   - Students must take one course from each of the following categories:
     - a. Diversity of U.S. Culture courses (minimum 3 hours) examine the economic, political, philosophical, social or artistic life of distinct cultural communities within the United States. Communities may include, but are not limited to, communities based on race, ethnicity, class, gender, sexual orientation, beliefs, and disability.
     - b. Non-U.S. Culture courses (minimum 3 hours) examine the economic, political, philosophical, social or artistic life of communities outside the United States.

Students may satisfy both of the multicultural requirements with courses that simultaneously fulfill a second area of the core curriculum. One multicultural course may be a course that also meets one of the requirements in II. Distributive Area, and the other may be a course that also meets one of the requirements in III. Electives, as stated above.
The result is a Core Curriculum with 36 to 42 credit hours of coursework. Students should work with their advisor to select the appropriate courses to take in the core. It is important to note that many programs require their students to take specific core courses which are foundational to that course of study.

Students must earn a 2.0 GPA or higher across courses used to satisfy their core curriculum requirements.

Core Curriculum

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skills</td>
<td>English Comp I</td>
<td>3</td>
</tr>
<tr>
<td>Skills</td>
<td>English Comp II</td>
<td>3</td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Distributive</td>
<td>Arts and Humanities (2 disciplines)</td>
<td>6</td>
</tr>
<tr>
<td>Distributive</td>
<td>Social Sciences (2 disciplines)</td>
<td>6</td>
</tr>
<tr>
<td>Distributive</td>
<td>Natural Sciences (2 disciplines)</td>
<td>6</td>
</tr>
<tr>
<td>Elective</td>
<td>Electives from Math or Distributive category</td>
<td>9</td>
</tr>
<tr>
<td>Multicultural</td>
<td>Diversity of US</td>
<td>0-3</td>
</tr>
<tr>
<td>Multicultural</td>
<td>Non-US Diversity</td>
<td>0-3</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>36-42</td>
</tr>
</tbody>
</table>

1. One Multicultural course may also count here.
2. A 1 credit lab or a course with a lab component is required.
3. If one or both multicultural courses count in a second area, the total number of required courses reduces accordingly, but never below 36 credits.

OHIO TRANSFER MODULE (OTM)

All course categories in the UT Core contain courses that are part of The University of Toledo’s Ohio Transfer Module (OTM). Students who are considering transferring to another Ohio institution of higher education should select courses that are marked as part of UT’s OTM to guarantee transferability. Non-OTM courses are not guaranteed to transfer into another institution’s general education category. To facilitate transfer to other Ohio institutions of higher education, all OTM courses in these categories are clearly identified as OTM courses.

List of Core Curriculum Courses (p. 29).

Core Curriculum Courses

I. Skill Areas

A. English Composition

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Composition I</td>
<td>Select one of the following:</td>
<td></td>
</tr>
<tr>
<td>ENGL 1010</td>
<td>College Composition I Co-Requisite</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 1110</td>
<td>College Composition I (OTM)</td>
<td>1</td>
</tr>
</tbody>
</table>

Composition II

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1130</td>
<td>College Composition II: Academic Disciplines And Discourse (OTM)</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 2950</td>
<td>Science And Technical Report Writing (OTM)</td>
<td>2</td>
</tr>
<tr>
<td>ENGL 2960</td>
<td>Professional and Business Writing (OTM)</td>
<td>2</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

1. Placement in these courses is determined by ACT score.
2. Students must complete a placement test or satisfy prerequisites in order to enroll in one of these courses.

B. Mathematics

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1180</td>
<td>Reasoning With Mathematics (OTM)</td>
<td>3-5</td>
</tr>
<tr>
<td>MATH 1200</td>
<td>Mathematical Modeling and Problem Solving</td>
<td></td>
</tr>
<tr>
<td>MATH 1210</td>
<td>Mathematics For Education Majors I</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1220</td>
<td>Mathematics For Education Majors II (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1320</td>
<td>College Algebra (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1330</td>
<td>Trigonometry (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1340</td>
<td>College Algebra And Trigonometry (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1730</td>
<td>Calculus With Applications to Business and Finance (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1750</td>
<td>Calculus For The Life Sciences With Applications I (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1760</td>
<td>Calculus For The Life Sciences With Applications II (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1830</td>
<td>Calculus I For Mathematicians, Scientists And Educators (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1840</td>
<td>Calculus II For Mathematicians, Scientists And Educators (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1850</td>
<td>Single Variable Calculus I (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1860</td>
<td>Single Variable Calculus II (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 1890</td>
<td>Elementary Linear Algebra (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 2450</td>
<td>Calculus For Engineering Technology I (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 2460</td>
<td>Calculus For Engineering Technology II (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>MATH 2600</td>
<td>Introduction To Statistics (OTM)</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
<td></td>
<td>3-5</td>
</tr>
</tbody>
</table>

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

II. Distributive Areas

A. Arts and Humanities

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

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

After completing the arts and humanities core curriculum, a student should be able to:

1. Communicate effectively: All core curriculum programs include a component for writing; many also include a component for oral communication or presentation
2. Evaluate arguments in a logical fashion: Competence in analysis and logical argument are explicit learning goals for most core curriculum programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
3. Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities: The tools for solving problems vary across disciplines; the core curriculum introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
4. Acquire an understanding of our global and diverse culture and society
5. Engage in our democratic society: One of the overarching goals of the core curriculum 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.

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Arts and Humanities</strong></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Select two courses; minimum of six hours total from the following: no more than one course from any discipline:</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Art</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 1040</td>
<td>Fundamentals of Art Studio Technology</td>
<td></td>
</tr>
<tr>
<td>ART 1050</td>
<td>Fundamentals of Surface</td>
<td></td>
</tr>
<tr>
<td>ART 1060</td>
<td>Fundamentals of Form</td>
<td></td>
</tr>
<tr>
<td>ART 1080</td>
<td>Perceptual Drawing</td>
<td></td>
</tr>
<tr>
<td>ART 1110</td>
<td>Art Journey (OTM)</td>
<td></td>
</tr>
<tr>
<td><strong>Art History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 1030</td>
<td>Multi-Cultural Art Appreciation A Lived Game of Contemporary Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 1500</td>
<td>Art In History (OTM)</td>
<td></td>
</tr>
<tr>
<td>ARTH 2080</td>
<td>History Of Modern Art</td>
<td></td>
</tr>
<tr>
<td>ARTH 2550</td>
<td>History of Graphic Design</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>COMM 1010</td>
<td>Comm Principles And Practices</td>
<td></td>
</tr>
<tr>
<td>COMM 2000</td>
<td>Mass Communication And Society</td>
<td></td>
</tr>
<tr>
<td>COMM 2840</td>
<td>Interpersonal Communication</td>
<td></td>
</tr>
<tr>
<td><strong>Film/Video</strong></td>
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<tr>
<td>FILM 1310</td>
<td>Introduction To Film (OTM)</td>
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<tr>
<td><strong>Foreign Language and Culture</strong></td>
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<tr>
<td>ARBC 1080</td>
<td>Culture and Commerce in the Arabic-Speaking World</td>
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<tr>
<td>ARBC 1090</td>
<td>Culture of the Arabic-Speaking World</td>
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</tr>
</tbody>
</table>
B. Social Sciences

Courses intended to fulfill the social science area should be broad, survey-type courses that emphasize methods of thinking and approaches to problems rather than merely material specific to that field. A core curriculum 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 core curriculum in social science, a course need not contain all of the elements, but should strive for a preponderance, of the following criteria:

1. Provide an introduction to social science theory and/or methodology;
2. 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;
3. Demonstrate knowledge of the diversity of social, economic and political institutions and processes, and their interrelationship within the United States and/or world;
4. Provide orientations toward collective behavior;
5. Present cross-cultural orientations;
6. Provide multivariable explanations of social issues;
7. Provide macro (institutional/societal) and micro (individual and small group) approaches; and,
8. Provide frameworks or settings for applied learning, knowledge or skills.

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

1. Communicate effectively: All core curriculum programs include a component for writing; many also include a component for oral communication or presentation
2. Evaluate arguments in a logical fashion: Competence in analysis and logical argument are explicit learning goals for most core curriculum programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
3. Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities: The tools for solving problems vary across disciplines; the core curriculum introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
4. Acquire an understanding of our global and diverse culture and society
5. Engage in our democratic society: One of the overarching goals of general the core curriculum 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:

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<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tr>
<td>ENGL</td>
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<td>ENGL</td>
<td>Reading Drama (OTM)</td>
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<tr>
<td>ENGL</td>
<td>Reading Poetry</td>
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<tr>
<td>ENGL</td>
<td>American Minority Writers ²</td>
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<tr>
<td>ENGL</td>
<td>Writing About Literature</td>
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<td>HON</td>
<td>Multicultural Literatures: The North American Experience-WAC (OTM) ²</td>
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<tr>
<td>HON</td>
<td>Multicultural Literatures: The Non-European World-Honors-WAC (OTM) ¹</td>
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<tr>
<td>MUS</td>
<td>Music Theory For The Non-Major</td>
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<tr>
<td>MUS</td>
<td>History Of Jazz (OTM) ²</td>
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<td>MUS</td>
<td>History Of Rock And Roll (OTM)</td>
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<tr>
<td>MUS</td>
<td>Musical Diversity In The United States (OTM) ²</td>
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<tr>
<td>MUS</td>
<td>Cultures And Music Of Non-Western Styles (OTM) ¹</td>
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<tr>
<td>PHIL</td>
<td>Introduction To Logic (OTM)</td>
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<td>PHIL</td>
<td>Critical Thinking (OTM)</td>
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<td>PHIL</td>
<td>Introduction To Philosophy (OTM)</td>
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<td>PHIL</td>
<td>Contemporary Moral Problems (OTM)</td>
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<tr>
<td>REL</td>
<td>World Religions (OTM) ¹</td>
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<td>REL</td>
<td>Introduction To Religion (OTM)</td>
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<tr>
<td>REL</td>
<td>Understanding The Monotheistic Religions (OTM) ¹</td>
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<td>REL</td>
<td>Old Testament/Tanakh (OTM)</td>
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<td>REL</td>
<td>New Testament History And Ideas (OTM)</td>
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<tr>
<td>THR</td>
<td>Introduction To Theatre (OTM)</td>
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</table>

Total Hours: 6

¹ Indicates a course that is also a Non-U.S. Culture Multicultural Course.
² Indicates a course that is also a Diversity of U.S. Culture Multicultural Course.

Anthropology
### ANTH Courses
- **ANTH 1020** Introduction To Anthropology (OTM)
- **ANTH 2020** Introduction To Archaeology (OTM)
- **ANTH 2700** Human Evolution
- **ANTH 2750** World Prehistory (OTM)
- **ANTH/LST 2800** Cultural Anthropology (OTM)
- **ANTH/SOC 2900** African American Culture (OTM)

### ECON Courses
- **ECON 1010** Introduction To Economic Issues (OTM)
- **ECON 1150** Principles Of Macroeconomics (OTM)
- **ECON 1200** Principles Of Microeconomics (OTM)

### Education
- **PJS 1000** Introduction to Peace and Justice Studies

### Geography
- **GEPL 1010** Human Geography (OTM)
- **GEPL 1100** Environmental Geography (OTM)

### Political Science
- **PSC 1200** American National Government (OTM)

### Psychology
- **PSY 1010** Principles Of Psychology (OTM)

### Sociology
- **HON 2010** Multicultural Toledo
- **SOC 1010** Introduction To Sociology (OTM)
- **SOC 1020** Social Problems
- **SOC 2410** Communities
- **SOC/LST/ WGST 2640** Race, Class, And Gender (OTM)
- **SOC 2750** Sociology Of Sport
- **SOC/ANTH 2900** African American Culture (OTM)
- **WGST 2400/ SOC 2500** Women’s Roles: A Global Perspective (OTM)

### Social Work
- **SOCW 1030** Introduction To Social Welfare

### Core Curriculum Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<td></td>
<td><strong>Natural Sciences</strong></td>
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<tr>
<td></td>
<td>Select two courses; minimum of six hours total from</td>
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<tr>
<td></td>
<td>the following including one laboratory; no more than</td>
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<tr>
<td></td>
<td>one course from any discipline</td>
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<tr>
<td><strong>Anatomy/Physiology</strong></td>
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<tr>
<td>KINE 1460</td>
<td>Fundamentals of Anatomy and Physiology Lab</td>
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<td>KINE 1560</td>
<td>Fundamentals of Anatomy and Physiology</td>
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<td>KINE 2460</td>
<td>Human Anatomy And Physiology I Lab</td>
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<td>Human Anatomy</td>
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<td>KINE 2520</td>
<td>Human Anatomy Laboratory</td>
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<td>Anatomy And Physiology I (OTM)</td>
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<td><strong>Astronomy</strong></td>
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<tr>
<td>ASTR 1010</td>
<td>Survey Of Astronomy (OTM)</td>
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<td>ASTR 2010</td>
<td>Solar System Astronomy (OTM)</td>
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<td>ASTR 2020</td>
<td>Stars, Galaxies, And The Universe (OTM)</td>
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<td>ASTR 2050</td>
<td>Elementary Astronomy Laboratory (OTM)</td>
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<tr>
<td><strong>Biology</strong></td>
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</table>

### C. Natural Sciences

**A course intended to fulfill the natural sciences area should expose students to the process of scientific inquiry and encourage development of a perspective of science in the world. Such a course should not merely provide 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 core curriculum in natural sciences, a course need not contain all of the elements, but should strive for a preponderance, of the following criteria:

1. Provide an understanding of the nature of science in general and of major scientific concepts;
2. Provide analysis and evaluation of scientific information;
3. Provide discipline specific principles and information;
4. Present applications and demonstrate the value of the discipline to society in general; and,
5. Introduce scientific reasoning skills.

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

1. Communicate effectively: All core curriculum programs include a component for writing; many also include a component for oral communication or presentation
2. Evaluate arguments in a logical fashion: Competence in analysis and logical argument are explicit learning goals for most core curriculum programs, although these skills go by a variety of names (e.g., critical thinking, analysis, logical thinking, etc.)
3. Employ the methods of inquiry characteristic of natural sciences, social sciences, and the arts and humanities: The tools for solving problems vary across disciplines; the core curriculum introduces students to methods of inquiry in several fields of study and thereby prepares students to integrate information from different disciplines
4. Acquire an understanding of our global and diverse culture and society
5. Engage in our democratic society: One of the overarching goals of the core curriculum 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.
<table>
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<tr>
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<td>BIOL 1120</td>
<td>Survey Of Biology (OTM)</td>
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<td>BIOL 2010</td>
<td>Major Concepts In Biology</td>
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<tr>
<td>BIOL 2150</td>
<td>Fundamentals Of Life Science: Diversity Of Life, Evolution And Adaptation (OTM)</td>
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<td>BIOL 2160</td>
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<td>BIOL 2170</td>
<td>Fundamentals Of Life Science: Biomolecules, Cells, and Inheritance (OTM)</td>
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<tr>
<td>Chemistry</td>
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<td>CHEM 1100</td>
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<td>CHEM 1120</td>
<td>Chemistry For Health Sciences (OTM)</td>
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<td>Chemistry And Society Laboratory (OTM)</td>
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<td>General Chemistry I (OTM)</td>
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<td>General Chemistry II (OTM)</td>
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<td>General Chemistry Lab I (OTM)</td>
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<td>General Chemistry Lab II (OTM)</td>
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<td>Ecology (Environmental Biology)</td>
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<td>EEES 1130</td>
<td>Down To Earth: Environmental Science (OTM)</td>
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<td>EEES 1140</td>
<td>Environmental Problems Laboratory</td>
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<td>EEES 1150</td>
<td>Marine Biology</td>
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<td>EEES 1170</td>
<td>Microbes And Society</td>
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<td>EEES 1180</td>
<td>Marine Biology Coral Reef Lab</td>
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<td>EEES 2150</td>
<td>Biodiversity (OTM)</td>
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<td>Biodiversity Laboratory</td>
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<tr>
<td>Geology</td>
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<td>EEES 1010</td>
<td>Physical Geology (OTM)</td>
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<td>EEES 1020</td>
<td>Introductory Geology Laboratory (OTM)</td>
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<td>EEES 1050</td>
<td>Geological Hazards And The Environment</td>
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<td>Physical Science</td>
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<td>NASC 1100</td>
<td>Our Physical World (OTM)</td>
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<td>Physical World Laboratory (OTM)</td>
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<td>PHYS 1050</td>
<td>The World Of Atoms</td>
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<td>PHYS 1300</td>
<td>Physics In Everyday Life</td>
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<td>PHYS 1310</td>
<td>Physics Of Music And Sound (OTM)</td>
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<td>Jurassic Physics</td>
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<td>Physics Of Light And Color (OTM)</td>
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<td>The Nature Of Science</td>
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<td>Physics For Science And Engineering Majors I (OTM)</td>
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1 Students must complete a placement test or satisfy prerequisites in order to enroll in one of these courses.

### III. Electives

Students must take 9 additional hours from any of the above categories:
- I.B Math,
- II.A Arts and Humanities,
- II.B Social Sciences or
- II.C Natural Sciences.

### IV. Multicultural Areas

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 both of the multicultural requirements with courses that simultaneously fulfill one course in II Distributive (II.A Arts and Humanities or II.B Social Sciences) and one course in III Electives):

#### A. 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.

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<th>Title</th>
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<td>At minimum, select one course of at least three hours from the following:</td>
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<td>Multi-Cultural Approaches For Art Appreciation</td>
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<td>AFST 1100</td>
<td>Introduction To Africana Studies</td>
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<td>AFST 2100</td>
<td>Foundations Of Black Intellectual History</td>
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<td>AFST 3600</td>
<td>Entrepreneurship and the Black Community</td>
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<td>AFST 3900</td>
<td>Perspectives on African American Education</td>
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<td>African American Culture (OTM)</td>
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<td>ANTH 3920</td>
<td>Indians Of North America</td>
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<td>ANTH 4860</td>
<td>The Irish-American Experience</td>
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<tr>
<td>ARTH 3820/ WGST 3020</td>
<td>Visual Construction Of Gender</td>
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### Core Curriculum Courses

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<tr>
<td>BMGT 2700</td>
<td>Managing Diversity In The Workplace</td>
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<td>BMGT 2750</td>
<td>Cultural Communications In The Workplace</td>
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<td>DST 2020</td>
<td>Introduction to Disability Studies</td>
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<tr>
<td>ECON/LST 3050/WGST 3650</td>
<td>Economics Of Gender</td>
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<tr>
<td>ENGL 2770</td>
<td>American Minority Writers ²</td>
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<tr>
<td>ENGL/WGST 3750</td>
<td>Women And Literature</td>
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<tr>
<td>ENGL/AFST 4650</td>
<td>African American Writers Before The 20th Century</td>
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<td>ENGL/AFST 4660</td>
<td>African American Literature In The 20th Century</td>
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<tr>
<td>ENGL 4690</td>
<td>Native American Literature And Culture</td>
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<td>GEPL 3050</td>
<td>Geography Of U.S. And Canada</td>
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<td>HIST 2340</td>
<td>American Indian History</td>
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<td>HIST 3160</td>
<td>The American West</td>
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<tr>
<td>HIST/AFST 3250</td>
<td>African-American History To 1865</td>
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<td>African-American History From 1865</td>
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<td>HIST 3310</td>
<td>Ethnic America</td>
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<td>HIST 3480</td>
<td>American Labor And Working Class History</td>
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<td>HIST 3600/WGST 4510</td>
<td>Women In American History</td>
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<td>HIST 4210</td>
<td>Women In Early America</td>
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<td>HIST 4430</td>
<td>Slavery In America</td>
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<td>HIST 4450</td>
<td>The United States And Latin America</td>
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<td>Multicultural Toledo ¹</td>
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<td>HON 2020</td>
<td>Multicultural Literatures: The North American Experience-Honors-WAC (OTM) ²</td>
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<td>MGMT 3700</td>
<td>Best Practices in Diversity Leadership</td>
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<tr>
<td>MUS/AFST 2220</td>
<td>History Of Jazz (OTM) ²</td>
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<td>MUS 2250</td>
<td>Musical Diversity In The United States (OTM) ²</td>
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<td>PHIL 3540/WGST 3550</td>
<td>Feminism And Philosophy</td>
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<td>PSC 2210/WGST 2610</td>
<td>Women And Politics</td>
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<td>PSC 3280</td>
<td>Race and American Politics</td>
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<td>PSC 4590</td>
<td>Law, Policy, And The Politics of Sexuality</td>
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<td>Stereotyping, Prejudice, &amp; Discrimination</td>
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<td>SOC/LST/WGST 2640</td>
<td>Race, Class, And Gender (OTM) ¹</td>
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<td>SOCW 1030</td>
<td>Introduction To Social Welfare ¹</td>
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<td>TSOC 2000</td>
<td>Diversity In Contemporary Society</td>
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<tr>
<td>WGST 2010</td>
<td>Introduction To Gender Studies: Gender, Sex And Difference</td>
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<tr>
<td>WGST 2020</td>
<td>Girlhood and Adolescence</td>
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<tr>
<td>WGST 2880</td>
<td>Contemporary U.S. Queer Cultures</td>
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<tr>
<td>WGST 3030</td>
<td>Women and the Body</td>
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<tr>
<td>WGST 4880</td>
<td>Queer Theory WAC</td>
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</tbody>
</table>

Total Hours: 3

¹ Also fulfills a Social Science requirement.
² Also fulfills an Arts and Humanities requirement.

### B. 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.

### Code Title Hours

**Non-U.S. Culture**

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

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>AFST 1200</td>
<td>Introduction To The African Experience</td>
</tr>
<tr>
<td>AFST 2200</td>
<td>Foundation Of Culture In The African Diaspora</td>
</tr>
<tr>
<td>ANTH 2100</td>
<td>Human Society Through Film ¹</td>
</tr>
<tr>
<td>ANTH/LST 2800</td>
<td>Cultural Anthropology (OTM) ¹</td>
</tr>
<tr>
<td>ANTH 3500</td>
<td>Cultural Diversity in Business</td>
</tr>
<tr>
<td>ANTH 3850</td>
<td>Peoples Of World: An Evolutionary Approach</td>
</tr>
<tr>
<td>ANTH 3940</td>
<td>Peoples Of Subsaharan Africa</td>
</tr>
<tr>
<td>ANTH 4760</td>
<td>Medical Anthropology</td>
</tr>
<tr>
<td>ANTH/LST 4820</td>
<td>Anthropology Of Religion</td>
</tr>
<tr>
<td>ARBC 1080</td>
<td>Culture and Commerce in the Arabic-Speaking World ²</td>
</tr>
<tr>
<td>ARBC 1090</td>
<td>Culture of the Arabic-Speaking World ²</td>
</tr>
<tr>
<td>ARTH 2100</td>
<td>Asian Art</td>
</tr>
<tr>
<td>ARTH 2200</td>
<td>Ethnographic Art</td>
</tr>
<tr>
<td>ARTH 3300</td>
<td>African Art</td>
</tr>
<tr>
<td>ARTH 3350</td>
<td>Ancient Art Of The Americas</td>
</tr>
<tr>
<td>ASST 2100</td>
<td>Introduction to Asian Studies</td>
</tr>
<tr>
<td>ECON 3500</td>
<td>Comparative Economic Systems</td>
</tr>
<tr>
<td>ENGL 3770</td>
<td>World Literature And Cultures</td>
</tr>
<tr>
<td>ENGL 4730</td>
<td>World Cinemas And Cultures</td>
</tr>
<tr>
<td>FILM 3420</td>
<td>Third Cinema</td>
</tr>
<tr>
<td>FLAN 3440</td>
<td>Intercultural Communication: Principles And Practice</td>
</tr>
</tbody>
</table>

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*The University of Toledo*
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 3400</td>
<td>Cross-Cultural Understanding</td>
</tr>
<tr>
<td>GEPL/LST 2030</td>
<td>Cultural Geography</td>
</tr>
<tr>
<td>GEPL 3120</td>
<td>Geography Of Asia</td>
</tr>
<tr>
<td>GEPL 3220</td>
<td>Geography Of Africa</td>
</tr>
<tr>
<td>GEPL 3300</td>
<td>Geography of Latin America and the Caribbean</td>
</tr>
<tr>
<td>GEPL 4310</td>
<td>Geography Of Gypsies (Romanies) and Travelers - WAC</td>
</tr>
<tr>
<td>GLST 2000</td>
<td>Principles Of Global Studies</td>
</tr>
<tr>
<td>HIST 1070</td>
<td>The Contemporary World (OTM) 2</td>
</tr>
<tr>
<td>HIST 1080</td>
<td>East Asia To 1800 (OTM) 2</td>
</tr>
<tr>
<td>HIST 1090</td>
<td>East Asia From 1800 (OTM) 2</td>
</tr>
<tr>
<td>HIST 1100</td>
<td>Latin American Civilizations (OTM) 2</td>
</tr>
<tr>
<td>HIST/AFST 1110</td>
<td>African Civilization (OTM) 2</td>
</tr>
<tr>
<td>HIST 1120</td>
<td>Middle East Civilization (OTM) 2</td>
</tr>
<tr>
<td>HIST 2040</td>
<td>Ancient Near East (OTM) 2</td>
</tr>
<tr>
<td>HIST 2640</td>
<td>Medieval Russia</td>
</tr>
<tr>
<td>HIST 2650</td>
<td>Modern Russia</td>
</tr>
<tr>
<td>HIST 2700</td>
<td>Japan And World War II</td>
</tr>
<tr>
<td>HIST 2710</td>
<td>Postwar Japan</td>
</tr>
<tr>
<td>HIST 2730</td>
<td>The Chinese Revolution</td>
</tr>
<tr>
<td>HIST 3200</td>
<td>Colonial Latin America</td>
</tr>
<tr>
<td>HIST 3210</td>
<td>Modern Latin America</td>
</tr>
<tr>
<td>HIST 3540</td>
<td>History Of The Middle East From 600 To 1500</td>
</tr>
<tr>
<td>HIST 3550</td>
<td>History Of The Middle East Since 1500</td>
</tr>
<tr>
<td>HIST 4470</td>
<td>People And Politics In Mexico</td>
</tr>
<tr>
<td>HIST 4660</td>
<td>Imperial Russia, 1700-1917</td>
</tr>
<tr>
<td>HIST 4680</td>
<td>20th Century Russia</td>
</tr>
<tr>
<td>HIST 4720</td>
<td>Modern Chinese History</td>
</tr>
<tr>
<td>HIST 4740</td>
<td>Modern Japanese History</td>
</tr>
<tr>
<td>HON 2030</td>
<td>Multicultural Literatures: The Non-European World-Honors-WAC (OTM) 2</td>
</tr>
<tr>
<td>IBUS 3150</td>
<td>Understanding Cultural Differences For Business</td>
</tr>
<tr>
<td>JAPN 1090</td>
<td>Introduction To Japanese Culture 2</td>
</tr>
<tr>
<td>JAPN 1080</td>
<td>Japanese Culture And Commerce 2</td>
</tr>
<tr>
<td>JAPN 1080</td>
<td>Japanese Culture And Commerce 2</td>
</tr>
<tr>
<td>JAPN 1090</td>
<td>Introduction To Japanese Culture 2</td>
</tr>
<tr>
<td>MUS 2420</td>
<td>Cultures And Music Of Non-Western Styles (OTM) 2</td>
</tr>
<tr>
<td>PHIL 3500</td>
<td>Eastern Thought</td>
</tr>
<tr>
<td>PSC 1710</td>
<td>Current International Problems</td>
</tr>
<tr>
<td>REL 1220</td>
<td>World Religions (OTM) 2</td>
</tr>
<tr>
<td>REL 1220</td>
<td>World Religions (OTM) 2</td>
</tr>
<tr>
<td>REL 2300</td>
<td>Understanding The Monotheistic Religions (OTM) 2</td>
</tr>
<tr>
<td>REL 2500</td>
<td>Introduction To Islam</td>
</tr>
<tr>
<td>REL 2500</td>
<td>Introduction To Islam</td>
</tr>
<tr>
<td>REL 3100</td>
<td>Islam</td>
</tr>
<tr>
<td>REL 3500</td>
<td>Eastern Thought</td>
</tr>
<tr>
<td>REL 3580</td>
<td>Contemporary Issues In Islam</td>
</tr>
<tr>
<td>SOC 2500/</td>
<td>Women's Roles: A Global Perspective (OTM) 1</td>
</tr>
<tr>
<td>WGST 2400</td>
<td>Social Change in Developing Nations</td>
</tr>
<tr>
<td>SOC/AFST 4800</td>
<td>Social Change in Developing Nations</td>
</tr>
<tr>
<td>SPAN 1090</td>
<td>Culture Of Latin America 2</td>
</tr>
<tr>
<td>WGST 3010</td>
<td>Issues In Women's Studies</td>
</tr>
<tr>
<td>WGST 4190/</td>
<td>Gender In Cross-Cultural Perspective</td>
</tr>
<tr>
<td>SOC 4810</td>
<td>Gender In Cross-Cultural Perspective</td>
</tr>
</tbody>
</table>

Total Hours: 3

1. Also fulfills a Social Science requirement.
2. Also fulfills an Arts and Humanities requirement.
ACADEMIC POLICIES

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

Undergraduate Academic Policies (http://www.utoledo.edu/policies/academic/undergraduate)

- 3364-71-01_Academic Standing (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-01%20Academic%20Standing.pdf)
- 3364-71-02_Enrollment Status: full-time, part-time and audit (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-02%20Enrollment%20status.pdf)
- 3364-71-03_Class Rank (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-03%20Class%20Rank.pdf)
- 3364-71-04_Academic Dishonesty (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-04%20Academic%20dishonesty.pdf)
- 3364-71-05_Academic Grievance (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-05%20Academic%20grievance.pdf)
- 3364-71-06_Academic Forgiveness (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-06%20Academic%20forgiveness.pdf)
- 3364-71-07_Repeating a Course and Calculating GPA (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-07%20Repeating%20and%20Calculating%20GPA.pdf)
- 3364-71-08_Adding and/or Dropping a Course (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-08%20Adding%20and%20Dropping%20Course.pdf)
- 3364-71-09_Dual Degrees (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-09%20Dual%20Degrees.pdf)
- 3364-71-10_Residency Requirement for a Degree (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-10%20Residency%20Requirement%20for%20Degree.pdf)
- 3364-71-12_Priority Registration (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-12%20Priority%20Registration.pdf)
- 3364-71-13_Graduation with Honors Distinction; Dean's List; President's List (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-13%20Graduation%20with%20Honors%20Distinction.pdf)
- 3364-71-14_Missed Class Policy (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-14%20Missed%20Class%20Policy.pdf)
- 3364-71-16_Administrative Adjustment for Extenuating Circumstances (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-16%20Administrative%20Adjustment%20for%20Extenuating%20Circumstances.pdf)
- 3364-71-17_Credit for Prior Learning (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-17%20Credit%20for%20Prior%20Learning.pdf)
- 3364-71-18_Veteran and Service Members Support and Assistance (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-18.pdf)
- 3364-71-20_International Baccalaureate Diploma (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-20.pdf)

Full-Time Status (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-02%20Full-Time%20Status.pdf)

A full-time undergraduate student is enrolled for a minimum of 12 or more semester hours in credit bearing courses. Students should carry an average of 15 to 16 hours of coursework 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). A full-time student who elects to enroll in 21 semester credit hours in fall and/or spring (combined total of 16 semester credit hours in summer) is considered to be on academic overload. A part-time undergraduate student is enrolled for fewer than 12 semester hours in credit bearing courses. Audit means a student is enrolled in credit-bearing courses but elects not to receive credit.

Class Rank (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-03%20Class%20Rank.pdf)

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

<table>
<thead>
<tr>
<th>Rank</th>
<th>Hours Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-29.9 hours</td>
</tr>
<tr>
<td>Sophomore</td>
<td>30-59.9 hours</td>
</tr>
<tr>
<td>Junior</td>
<td>60-89.9 hours</td>
</tr>
<tr>
<td>Senior</td>
<td>90+ hours</td>
</tr>
</tbody>
</table>

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
Dropping a Class (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/addingor%20dropping%20a%20course.pdf)

During the first 15 calendar days of the term (pro-rated 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.

Withdrawal from a Class

Students who decide not to attend or stop attending any or all classes for which they have registered must drop or withdraw from the course(s). Drops and withdrawals can be processed online through the myUT (http://myut.utoledo.edu) portal (provided there are no holds), and can also be processed at Rocket Solution Central (RSC) located in Rocket Hall, Room 1200, regardless of having a hold. Failure to drop or withdraw 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 and here (http://www.utoledo.edu/offices/registrar/registration_dates.html), or by contacting Rocket Solution Central (RSC) at 419.530.8700.

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 contacting the Registrar’s Office should be done 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, veterans benefits, degree requirements and 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

An undergraduate student who attempts 21 semester credit hours in fall and/or spring (18 semester hours for graduate students) is considered to be on Academic Overload. In order to register for additional hours above those set limits, students should contact their college office. If approved, the college office will notify the Registrar’s Office and your maximum hours will be increased, allowing you to add additional courses.
### 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 will 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 November 1, 1999.

### Registration/Scheduling

Information related to scheduling/registration procedures is described on the Office of the Registrar’s website at [www.utoledo.edu/offices/registrar/](http://www.utoledo.edu/offices/registrar/). Students with disabilities may have priority registration through the Student Disability Services.

### Grading Policies

#### Grades and Quality Points

<table>
<thead>
<tr>
<th>Grade</th>
<th>Standard</th>
<th>Quality Points for Each Semester Hour</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Achievement of outstanding quality</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>Achievement of slightly less than outstanding quality</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>Achievement of slightly better than high quality</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>Achievement of high quality</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>Achievement of slightly less than high quality</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>Work of slightly better than average quality</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>Work of average quality</td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>Work of slightly less than average quality</td>
<td>1.67</td>
</tr>
<tr>
<td>D+</td>
<td>Work well below the average quality</td>
<td>1.33</td>
</tr>
<tr>
<td>D</td>
<td>Poor but passing</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>Barely above failing</td>
<td>0.67</td>
</tr>
<tr>
<td>PS</td>
<td>Pass (selected courses only); equivalent of A, A-, B+, B, B-, C+ or C</td>
<td>1.00</td>
</tr>
</tbody>
</table>

#### 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 "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

1. "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.
2. 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 the grade has been deleted. All grades, including those for repeated courses, will be included in the determination of eligibility for honors, fellowships and 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 have 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 coursework 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 for 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 coursework 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 on 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 accredited 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-", "E", "F", "P" and "WF" are forfeited. Grades of "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.
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 coursework in a bachelor's degree program, or 16 semester hours of graded academic coursework 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 (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-06%20AcademicForgiveness.pdf) 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 24 semester hours and meet the residency requirement 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 available only for undergraduate coursework taken at UT and only for undergraduate students earning either the first baccalaureate or associate degree, whichever is earned first. 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 and important registration dates for each semester as published and posted at http://www.utoledo.edu/offices/registrar/registration.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 health-care 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 health-care 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 is found on the web at http://www.utoledo.edu/offices/registrar/forms.html 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 12 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/student_records/gpa_recalculation.html
   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, your 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 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.
   d. Sign and date the petition.
   e. Submit the completed petition to the registrar's office within 12 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 (https://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-16%20Administrative%20adjustment%20for%20extenuating%20circumstance.pdf)

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 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
   a. 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.

2. As long as a student remains on academic probation, enrollment restrictions may be imposed by the student's college. Individual colleges or degree programs may require probationary students to fulfill specific requirements in order to register for courses during subsequent semesters. These requirements may include, but are not limited to: limits on credit hour enrollment, regular meetings with academic advisors or success coaches, regular attendance in courses, utilizing University tutoring or other student success initiatives.

3. A student will be removed from probation when the cumulative UT GPA is 2.0 or greater.

3364-71-01_Academic Standing Policy
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 coursework 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 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.

3364-71-01_Academic Standing Policy (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-01%20Academic%20standing.pdf)

Policy Statement on Academic Dishonesty

The University values responsible and ethical behavior in all academic endeavors. 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 a 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 (p. 43).
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. These procedures may be found here. (http://www.utoledo.edu/offices/provost/academicgrievance)
HONORS

Graduation with Honors (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-13%20%20Graduation%20with%20honors%20distinction.pdf)

Baccalaureate students graduate with scholastic distinction on the basis of the higher education (overall) grade point averages. A student’s higher education grade point average includes all coursework taken at all regionally accredited postsecondary institutions of higher education, including The University of Toledo. The higher education grade point average is unadjusted by the GPA Recalculation policy 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 coursework 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 coursework taken at all institutions of higher education in the calculation to determine if a student will graduate with honors. All college coursework 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.
ACADEMIC SUPPORT SERVICES - TUTORING

The University of Toledo offers tutors through its Learning Enhancement Center who can assist students, 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. You are encouraged to stop in and meet face-to-face with a highly trained tutor. Statistics show that the more you visit a tutor, the greater the possibility of increasing your GPA.

Learning Enhancement Center (https://www.utoledo.edu/success/lec)

Locations: Carlson Library, 0200 (lower level)
Phone: 419.530.2176
E-mail: lec@utoledo.edu
Website: 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 and 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 may help you prepare for tests, understand new concepts and improve your proficiency in various courses. Students also 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 (https://www.utoledo.edu/success/saas)

Student Athlete Academic Services (SAAS) is a student-centered, university resource that 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 (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 their freshman through senior years and remain with the program for the duration of their undergraduate studies.

TRIO Student Support Services provide 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;
- 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 (https://www.utoledo.edu/success/writingcenter)

Writing Center is a campus resource that provides free writing assistance to all University of Toledo students. The Writing Center is located in Carlson Library, Room 0130 (lower level) and is staffed by professional, highly trained writing consultants who are available to assist with a variety of writing needs, including:

- Identifying and organizing ideas
- Outlining
- Drafting
- Revising
- Proofreading

Services are available on a walk-in basis and appointments can be made. Students can also access online writing assistance through the Writing Center’s website, which includes resources such as a style guide, writing tips, and access to writing consultants.

Website: www.utoledo.edu/success/writingcenter

For more information or to schedule an appointment, please contact the Writing Center at 419.530.2176 or writingcenter@utoledo.edu.
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.
STUDENT SUPPORT SERVICES

Scroll down to view information about the student services below:

- Center for Success Coaching (p. 47)
- Career Services (p. 47)
- University Counseling Center (p. 47)
- Dean of Students Office (p. 48)
- Catharine S. Eberly Center for Women (p. 48)
- Student Disability Services (p. 48)
- Student Medical Services (p. 48)
- Center for International Studies and Programs (p. 48)
- Education Abroad Office (p. 49)
- Office of International Student and Scholar Services (p. 49)
- Office of Multicultural Student Success (p. 49)
- Office of Recreational Services (p. 49)
- Residence Life (p. 50)
- Sexual Assault Education and Prevention Program (p. 50)
- Office of Student Involvement & Leadership (p. 50)
- Ask Rocky (p. 51)
- Office of Auxiliary Services (p. 51)
  - Parking Services & Parking Enforcement
  - Rocket Card/ID Card
  - Rocket Wireless

Center for Success Coaching

Location: Rocket Hall, Rm 1830
Phone: 419.530.1250
Email: successcoach@utoledo.edu
Website: www.utoledo.edu/successcoach (http://www.utoledo.edu/successcoach)

The Mission of the Center for Success Coaching is to empower UT students to thrive academically, personally and professionally from orientation to graduation through a holistic, student-centered approach.

Coaches provide individualized support in areas ranging from, but not limited to:

- Career exploration/career development and goal setting;
- Time management, study strategies and stress management;
- Referrals to academic support services and other campus resources;
- Assisting with course-related concerns including navigating technology, communicating with professors, etc.;
- Connections to student involvement and experiential learning opportunities; and
- Budgeting and navigating financial processes.

What can you expect from your success coach?:

- Someone who cares about you as a whole person.
- A non-judgmental sounding board that provides you with honest feedback.
- Proactive outreach and communication of key UT dates, deadlines and events.

- Your own personal GPS—i.e., they offer one-on-one guidance and support as you navigate from where you are now to where you want to be.

Career Services

Location: Student Union Room 1533
Phone: 419.530.4341
Email: celcs@utoledo.edu
Website: www.utoledo.edu/success/career/ (http://www.utoledo.edu/success/career)

Career Services provides comprehensive career planning services for all UT students and alumni in order to clarify and implement their academic and career goals.

- Professional staff can assist students with career exploration and selection of a major. They also offer customizable presentations on a wide-range of career topics for student organizations, faculty and staff.
- Scheduled and walk-in appointments are available, addressing professional development needs including:
  - Resume, CV and cover letter writing assistance;
  - Mock interviews;
  - Professional dress and etiquette advice;
  - Social media presence and job search strategies.
- On-campus student employment is administered out of the Career Services office, including the posting of on-campus positions and the processing of student employment documentation.
- Career Services works with employers to secure part-time, full-time and experiential learning opportunities. “Handshake” is the online employment platform where students and alumni can review and apply for positions. The department also hosts multiple employer networking and recruitment events throughout the year, beneficial for a student to learn about career opportunities in their area of career interests.

In addition to services available in person, Career Services offers a wide range of online resources including: self-assessments for exploring career and education possibilities, strengthening interview skills, exploring job opportunities around the globe, and connecting with alumni and business across the country. Additionally, students are encouraged to utilize the comprehensive career tools included in the platform Ohio Means Jobs (https://jobseeker.ohiomeansjobs.monster.com/home.aspx)

It is recommended that students connect with Career Services in their first year and continue working with them often throughout their academic career.

University Counseling Center

Locations: Rocket Hall Room 1810
Phone: 419.530.2426
Website: www.utoledo.edu/studentaffairs/counseling/ (http://www.utoledo.edu/studentaffairs/counseling)

The University Counseling Center provides individual, couples, family and group counseling, as well as referral services to enrolled students for personal growth, increased self-awareness, family and interpersonal issues, depression and anxiety, and 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 master's in social work graduate students are available. Services are free and counseling records are confidential.

The Center provides 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: deansofstudents@utoledo.edu  
Website: [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 personal and educational 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  
Website: [www.utoledo.edu/centers/eberly](http://www.utoledo.edu/centers/eberly)

The Catharine S. Eberly Center for Women promotes the advancement of women at The University of Toledo and in the community by creating an environment that supports learning, discovery, engagement and enables women to achieve their highest potential. The Center educates, empowers and engages through a variety of free personal and professional development classes and services. Women also have access to their computer lab, scholarship opportunities and a lactation room. The Center offers a variety of resources and referral services. 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  
Website: [www.utoledo.edu/offices/student-disability-services](http://www.utoledo.edu/offices/student-disability-services)

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  
Website: [www.utoledo.edu/healthservices/student](http://www.utoledo.edu/healthservices/student)

The Student Medical Center is a nationally accredited health-care facility staffed with board-certified physicians and certified nurse practitioners who offer 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 and confidential HIV/AIDS testing;
- Allergy injections and other immunizations;
- 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 who have health insurance. University Counseling Center services are available at the Student Medical Center and in the Armory.

**Center for International Studies and Programs (CISP)**

Location: Snyder Memorial, Suite 1000  
Phone: 419.530.5268  
Fax: 419.530.5266  
Email: CISP@utoledo.edu ()  
Website: [www.utoledo.edu/cips](http://www.utoledo.edu/cips)

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 in order to 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 (https://www.utoledo.edu/cisp/al), the Confucius Institute (https://www.utoledo.edu/cisp/Confucius_Institute) and the Office of Education Abroad (https://www.utoledo.edu/cisp/studyabroad).
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.

Additionally, one of the most important responsibilities of the office 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. The office also 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.

Office of International Student and Scholar Services

Location: Snyder Memorial, Room 1400
Phone: 419.530.4229
Website: www.utoledo.edu/cisp/international/ (http://www.utoledo.edu/cisp/international)

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. Its staff is dedicated to assist and serve international students of The University of Toledo, helping students transition to life at UT and in the United States.

Office of Multicultural Student Success

Location: Student Union - Room 2500
Phone: 419.530.2261
Website: www.utoledo.edu/studentaffairs/omss/ (http://www.utoledo.edu/studentaffairs/omss)

The mission of the Office of Multicultural Student Success (OMSS) is to foster an inclusive learning environment that promotes academic success, retention and graduation. Through its collaboration efforts, OMSS critically engages students in order to create a campus culture in which all persons, organizations and groups can learn and develop to achieve their greatest potential.

OMSS offers programs and services to support our African-American, Latino and LGBTQA+ students, including mentorship and leadership opportunities.

Sponsored Programs include:

- History and Heritage Months:
  - Hispanic Heritage Month,
  - Filipino-American Heritage Month,
  - LGBTQA+ History Month,
  - Muslim Heritage Month,
  - Native American Heritage Month,
  - Black History Month,
  - Women’s History Month,
  - Jewish-American Heritage Month, and
  - Asian-American and Pacific Islander Heritage Month.
- Multicultural Graduation
- Mentoring:
  - T.A.W.L. (Talented Aspiring Women Leaders) is geared toward multicultural women,
  - 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, Bisexual, Transgender, Questioning, and Ally (LGBTQA) students.
- M.O.R.E. (Multicultural Orientation & Resources for Excellence) assists students with the following:
  - Help with making a successful transition from high school to college;
  - Support that starts on the first day of classes and continues all the way to graduation;
  - Academic and social programs that get and keep you connected with UT;
  - Enrichment opportunities with student organizations, peers, campus and community leaders; and
  - Opportunities to develop your own leadership potential.

Email: omss@utoledo.edu
Facebook: https://www.facebook.com/omssutoledo
Instagram: https://www.instagram.com/omss_ut/
Twitter: https://twitter.com/UT_OMSS

Office of Recreational Services

Location: Student Recreation Center
Phone: 419.530.3700
Website: www.utoledo.edu/studentaffairs/rec/ (http://www.utoledo.edu/studentaffairs/rec)

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 your 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 all individuals, as well as the importance of team work.
development. Services provided to students through the Student Recreation Center include:

- Drop-in recreation,
- Intramurals,
- Sports clubs,
- Red Cross certification classes,
- Swim lessons,
- Group exercise classes,
- Climb wall,
- High-ropes course,
- Summer Camp for Children 5-12,
- Multiply facilities on the Main Campus and Health Science Campus, and
- Student employment opportunities.

**Residence Life**
Location: Ottawa House West
Phone: 419.530.2941
Website: www.utoledo.edu/studentaffairs/reslife/ (http://www.utoledo.edu/studentaffairs/reslife/index)

University housing is a place where students can call "home" – a place where they can relax after a day of classes, hang out with their friends, eat a freshly cooked meal and get involved. Living on campus connects students with the vibrant life of the University. The close-knit, supportive, on-campus community offers students a place to live and work that distinctly enhances their college experience by putting them at the center of everything: classes and labs, the library, advising and academic support, and much more.

UT’s residence halls are more than buildings; they’re state-of-the-art living and learning centers. The University has nine residence halls on campus with a choice of traditional or suite-style living options. Traditional corridor-style living has rooms that open into an interior hallway with shared bathroom facilities on each floor. Suite-style living includes two or three rooms joined by a common living area with shared bathroom facilities.

"Living learning" and special interest communities are available for those students who are interested or majoring in the business, health professions, wellness, politics or law. Specific housing is also available for students who belong to the Honors College, the Multicultural Emerging Scholars Program, and those looking for gender-neutral or substance-free living.

The Office of Residence Life promotes student growth and opportunities through safe, supportive, inclusive and academically focused environments in premier housing communities led by caring staff.

**Sexual Assault Education and Prevention Program**
Location: Snyder Memorial, Room 1120
Phone: 419.530.4929
Website: www.utoledo.edu/studentaffairs/SAEPP/ (https://www.utoledo.edu/studentaffairs/SAEPP)

The mission of The University of Toledo’s Sexual Assault Education and Prevention Program is to create a campus community free of sexual misconduct, sexual harassment and other forms of sexual and intimate partner violence in which students, faculty and staff enjoy equitable, non-violent relationships. SAEPP provides educational programming addressing the role that everyone can take in creating a violence-free UT. SAEPP is dedicated to ensuring that students, faculty and staff are provided proper resources to engage in services including crisis intervention, medical services, mental health counseling, legal services and academic accommodations.

**Office of Student Involvement & Leadership**
Location: Student Union Room 3504
Phone: 419.530.4944
Email: studentinvolvement@utoledo.edu
Website: www.utoledo.edu/studentaffairs/osi/ (http://www.utoledo.edu/studentaffairs/osi)
Twitter/Instagram/Facebook: @GetInvolvedUT

The Office of Student Involvement & Leadership seeks to build community and is committed to providing students with opportunities for involvement that will enhance and complement their UT experience. This is achieved through social, educational and developmental programs and support to help students get connected to campus, discover involvement and leadership opportunities, and learn more about campus life. To discover ways to get involved, visit the online Involvement Network (InvoNet).

OSIL is responsible for:

- Supporting over 350 student organizations,
- Distributing and monitoring student organization budgets,
- Assisting with the formation of new student organizations,
- Promoting student involvement and activities,
- Training student leaders, and
- Providing event planning assistance.

The office supports a variety of areas, including but not limited to the following:

- Student organizations,
- Involvement Network “InvoNet” (online student organization and events management system),
- Student Involvement Fair,
- Greek Life (fraternities and sororities),
- Campus Activities & Programming “CAP” (student event-planning board),
- Student Allocation Committee “SAC” (student organization funding board),
- Leadership programs (annual Leadership Conference, retreats, etc.),
- Levis Leadership UT (a prestigious four-year, scholarship-based leadership program for incoming students),
- Service programs, and
- Homecoming.
Ask Rocky

Location: Student Union Room 2525
Phone: 419.530.4606 or 419.530.2932
Email: AskRocky@utoledo.edu
Website: 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.
- Lost-and-found items.

Office of Auxiliary Services

Auxiliary Services serves The University of Toledo community by managing many campus-wide enterprises. Its vision is to enhance the mission of The University of Toledo by providing a safe, exemplary customer experience in the delivery of convenient, high quality, value-added goods and services. It includes the following:

- The University of Toledo Bookstore (http://utoledo.bncollege.com/webapp/wcs/stores/servlet/BNCBHomePage?storeId=22576&catalogId=10001),
- Copy Center (http://www.utoledo.edu/depts/copycenter) (Departmental Orders),
- Parking Services (http://www.utoledo.edu/parkingservices),
- Parking Enforcement (http://www.utoledo.edu/parking/parkingenforcement),
- Rocket Card/ID Card (http://www.utoledo.edu/rocketcard), and
GLOSSARY OF TERMS

The University of Toledo Curriculum

Glossary of Terms

**Associate Degree:** An award that requires completion of 60 semester credit hours; associate degree programs should not exceed 65 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements.

- **Associate of Arts and Associate of Science degrees** are designed for students wishing to complete the first two years of a bachelor’s degree, as well as those desiring two years of a liberal arts education.
- **Associate of Applied Business and Associate of Applied Science degrees** are awarded in recognition of successful completion of career technical education programs and prepare students for immediate employment upon graduation. The curricula for applied associate degree programs are described in terms of technical and non-technical studies. Non-technical studies include general education and courses that serve as a base for the technical field (sometimes referred to as “applied general education” or “basic” coursework). Non-technical studies, including general education and applied general education courses, should make up at least 30 semester hours of the degree.
- **Associate of Technical Study** degrees are awarded for successful completion of a planned program of study designed to respond to the need for specialized technical education. The program must have an area of concentration, which is equivalent to at least 30 semester credit hours in technical studies and a clearly identifiable career objective.

**Audit:** To take a course without credit.

**Advisor:** A faculty or staff member assigned to a student to advise that student on academic matters that include degree requirements and selection of courses.

**Bachelor’s Degree:** An award that requires completion of 120 semester credit hours; bachelor’s degree programs should not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Bachelor’s degrees may be awarded for general areas of study, such as those recognized by the bachelor of arts and the bachelor of science degrees or in specialized professional and technical fields, such as those recognized by the bachelor of fine arts, the bachelor of science in nursing, the bachelor of education, and so on.

**Blended/Hybrid Courses:** See under Course Delivery Method.

**Campus:** A campus is traditionally the land on which a college or university and related institutional buildings are situated.

**Certificate:** A formal award certifying the satisfactory completion of an organized program of study at the postsecondary level. (Also see Undergraduate / Sub-Baccalaureate Certificate/ Post-Baccalaureate Certificate / Post-Master’s Certificate).

**Class Schedule:** List of courses and sections for a specific semester, including names of instructors; day, hour, and place of class meetings; and detailed registration procedures. The class schedule is available online.

**Clinical (CL):** See under Course Schedule Type.

**Clock Hour:** A clock hour per credit hour will be interpreted as 55 minutes for student learning experiences. This interpretation is to be applied uniformly to both didactic and clinical/lab/experiential learning experiences.

1. Conferences/seminars or similar pedagogical approaches used in conjunction with didactic or clinical/lab/experientially oriented learning experiences must fit within the allotted clock time given that course.
2. All individualized experiences connected with a required course must fit within the allotted clock time given that course.
3. Clock time does not include time for activities (e.g., travel, meals, breaks, etc.) related to the learning experience.
4. Contact hour definitions:
   a. 1 credit hour didactic = 55 minutes
   b. 1 credit hour clinical = 45 – 60 minutes

**Concentration:** An identified set of courses within a degree program indicating in-depth knowledge in a particular area of focus. Concentrations differ from majors in that the concentration must include a minimum of 50 percent of the curriculum within the major. Concentrations appear on a student’s transcript.

**Cooperative Education (CO-OP) Program:** A cooperative education program is a partnership between students, institutions of higher education and employers that formally integrates students’ academic study with work experience in cooperating employer organizations and that meets all of the following conditions:

1. Alternates or combines periods of academic study and work experience in appropriate fields as an integral part of student education;
2. Provides students with compensation from the cooperative employer in the form of wages or salaries for work performed;
3. Evaluates each participating student’s performance in the cooperative position, both from the perspective of the student’s institution of higher education and the student’s cooperative employer;
4. Provides participating students with academic credit from the institution of higher education upon successful completion of their cooperative education;
5. Is part of an overall degree or certificate program for which a percentage of the total program.

(Reporting Note: Co-ops must be paid and must be for credit; they are integrated into the program and usually required, often alternating with academic work.)

**Core Curriculum or Core:** A set of courses required of all undergraduate students at The University of Toledo, which includes both the state's General Education requirements and a Multicultural component. The Core Curriculum provides the educational foundation for all undergraduate degree programs. Students must select from a specific list of courses in seven different categories or components in order to complete the
core, including Arts and Humanities, English Composition, Math, Natural Sciences, Social Sciences, Diversity of U.S. Culture and Diversity of Non-U.S. Culture.

Corequisite: A course that is required to be taken simultaneously with another course.

Course: A unit of academic instruction.

Course Load: The number of semester credit hours a student may schedule in a given term.

Course Repeatability: The University recognizes a course may need to be repeated. Students may retake a course. Students who retake a course and earn a higher grade may petition their college to have the first grade excluded from their grade point average computation. All grades, including those for repeated courses, will be included in the determination of eligibility for honors, fellowships and other distinctions accruing on the basis of GPA. A copy of the approved petition will become part of the student’s permanent record file. Credit for any repeated course will apply only once toward degree requirements. This policy applies to all undergraduate students. Each college may publish detailed implementation strategies specific to that college. Note: Some courses may also be repeated if the course is designated as repeatable for credit (e.g., special topics courses). The student would have different learning outcomes for each course.

Course Schedule: Consists of all courses for which a student has registered in a single academic term.

Course Section Number: This three-character identifier refers to a specific section of a course offering and its specific meeting pattern and location. Some specific section numbers are as follows:

<table>
<thead>
<tr>
<th>Course Type</th>
<th>Section Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Face-to-Face/ In-Person</td>
<td>001, 002</td>
</tr>
<tr>
<td>Online/distance learning</td>
<td>901, 902</td>
</tr>
<tr>
<td>Honors</td>
<td>091</td>
</tr>
<tr>
<td>WAC</td>
<td>071</td>
</tr>
<tr>
<td>Study Abroad</td>
<td>085</td>
</tr>
</tbody>
</table>

Course Delivery Method:

<table>
<thead>
<tr>
<th>Instruction Mode</th>
<th>Description</th>
<th>Percentage of formal instruction eligible to be completed at a distance</th>
<th>Percentage of formal instruction eligible to be completed in-person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Learning/On-line</td>
<td>100%</td>
<td>0%</td>
<td></td>
</tr>
<tr>
<td>Hybrid Delivery</td>
<td>25% to 74%</td>
<td>25% to 74%</td>
<td></td>
</tr>
<tr>
<td>In-Person</td>
<td>0% to 24%</td>
<td>75% to 100%</td>
<td></td>
</tr>
</tbody>
</table>

- **Distance Learning or Online Learning**: Colleges and universities in Ohio provide distance and online learning programs. These programs offer many benefits to those who have pressing job, family or personal commitments. Among the benefits are flexible scheduling of coursework and study times, the ability to attend class from home, the ability to set your own pace for the course and ease of balancing commitments. Distance and online programs offer efficient and flexible option for many students; however, it may not be the best option for everyone. Course instruction and materials are delivered 100 percent online.

- **Hybrid or Blended Courses**: Courses in which some traditional face-to-face “in-person” instruction has been replaced by online learning activities. The purpose of a hybrid course is to take advantage of the best features of both face-to-face and online learning. Hybrid courses integrate 25 percent to 74 percent classroom instruction with 25 percent to 74 percent online learning, which allows students to earn credit using a flexible, effective format. These courses contain the same content as the corresponding traditional classroom versions.

- **In-Person/Face-to-Face**: Courses taught on-campus face-to-face with a specific meeting time in a classroom.

Course Schedule Type: Multiple descriptors may be used. (Also, see each course type description)

- **Lecture (LE)**: A lecture is formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of materials or techniques.

- **Discussion (DI)**: Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. This may be a formal class in which discussion, rather than lecture, is the pedagogical structure.

- **Seminar (SE)**: A seminar is an educational experience that is less formal than a classroom/lecture/discussion class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts that have been or are to be applied to practical situations.

- **Recitation (RE)**: Use this category to describe small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction that occurs in the larger lecture.

- **Lab (LB)**: A laboratory is an educational activity in which students conduct experiments, perfect skills or practice procedures under the direction of a faculty member.

- **Clinical (CL)**: A clinical laboratory applies only to health technology programs. A clinical is a laboratory section that meets at a health-related agency facility or a specialized on-campus laboratory/clinical facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical laboratory session, a regular faculty member directly supervises the class. The instructor assigned to teach clinical laboratory sessions will be a full- or part-time faculty member.

- **Practicum (PR)**: A practicum is an on- or off-campus work experience that is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade and teaches at least one course on the campus.

- **Field Experience (FE)**: Field experience is planned, paid work activity which relates to an individual student’s occupational objectives,
such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his or her supervisor at least once during the quarter or semester, and assigns the course grade to the student after the appropriate consultation with the employer or supervisor.

- **Cooperative Education (CO-OP) Program**: A cooperative education program is a partnership between students, institutions of higher education, and employers that formally integrates students’ academic study with work experience in cooperating employer organizations and that meets all of the following conditions:
  a. Alternates or combines periods of academic study and work experience in appropriate fields as an integral part of student education;
  b. Provides students with compensation from the cooperating employer in the form of wages or salaries for work performed;
  c. Evaluates each participating student’s performance in the cooperative position, both from the perspective of the student’s institution of higher education and the student’s cooperative employer;
  d. Provides participating students with academic credit from the institution of higher education upon successful completion of their cooperative education;
  e. Is part of an overall degree or certificate program for which a percentage of the total program acceptable to the chancellor of the Ohio Board of Regents involves cooperative education.
  (Reporting Note: Co-ops must be paid and must be for credit; they are integrated into the program and usually required, often alternating with academic work)

- **Internship Program (IN)**: An internship program is a partnership between students, institutions of higher education, and employers that formally integrates students’ academic study with work or community service experience and that does both of the following:
  a. Offers internships of specified and definite duration; and
  b. Evaluates each participating student’s performance in the internship position, both from the perspective of the student’s institution of higher education and the student’s internship employer.

  An internship program may provide participating students with academic credit upon successful completion of the internship, and may provide students with compensation in the form of wages or salaries, stipends or scholarships.
  (Reporting Note: Internships may be paid and may be for credit; they are usually one-off activities rather than alternating, as with co-ops)

- **Studio (ST)**: Studio is used to describe art, music, performance art and theater courses.

- **Individual Studies (IS)**: Use this category to describe course sections in which a faculty member works with a student or small group of students. Individual studies may be associated with coursework or with master’s and doctoral-level requirements.

- **Tutorial (TU)**: Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.

- **Self-paced (SP)**: Use this category if individuals in a course may progress at their own pace. Includes independent learning.

**Credit Hour**: A minimum of 750 minutes (semester credit hour) of formalized instruction that typically requires students to work on out-of-class assignments an average of twice the amount of time as the amount of formalized instruction. Credit hours may be calculated differently for other types of instruction (e.g., laboratory experience, directed practice experience, practicum experience, cooperative work experience, field experience, observation experience, seminar and studio experience) as long as the credit hour calculations align with commonly accepted practices in higher education and with the regulations of regional accreditors and the federal financial aid program.

**Credit Instruction**: Academic instruction in the context of a course or activity leading to the award of credit by a regionally or nationally accredited institution of higher education. Such credit is generally acknowledged as applicable toward the attainment of a degree or certificate.

**Non-Credit Instruction**: A course or activity for which the learner does not receive academic credit that applies to a degree, certificate or diploma.

**Cross List**: The course will carry identical catalog descriptions in each listing, and will have identical course prerequisites. Cross-listing is used when two different courses meet in the same room at the same time and taught by the same instructor.

**Cumulative Grade Point Average**: An average computed by dividing the total number of grade points earned by the total number of credit hours attempted in all courses for which grades (rather than marks) are given.

**Curriculum**: A program of courses comprising the formal requirements for a degree in a particular field of study.

**Degree Program**: A program of study defined by sets of academic requirements that lead to a degree, which the university is authorized to offer. Undergraduate degree requirements are typically stated in terms of numbers of credit hours and specific courses at the university, college or school, and discipline levels. Graduate degree requirements are typically stated in terms of number of credit hours and specific courses at the discipline level.

**Degree (vs. major)**: Any recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor. A major is the area of study within the larger college degree program. For example, students may earn a bachelor of arts (BA) degree in the College of Arts and Letters, with a major in sociology.

**Degree audit**: A web-based tool that displays a student’s progress toward graduation. It tracks students’ various degree requirements, and lists courses that fulfill each requirement students still need.

**Department**: Division of faculty or instruction within a college, such as Department of Accounting within the College of Business and Innovation. An organizational unit for administering one or more disciplines.

**Discipline**: A recognized body of knowledge such as chemistry, psychology, history, or sociology.

**Discussion (DI)**: See discussion under Course Schedule Type.
**Dismissal:** A status in which students are not permitted to enroll at the university until approved through an appeal process.

**Dissertation/Thesis Research:** Research conducted and submitted in support of candidacy for a degree or professional qualification; a formal treatise presenting the results of study submitted in partial fulfillment of the requirements of an advanced degree. The process requires intensive interaction between student and professor.

**Doctoral Degree:** The highest award a student can earn for graduate study. Doctoral degrees generally require the successful completion of at least 90 semester credit hours of work beyond the bachelor’s degree or at least 60 semester credit hours beyond the master’s degree. Deviations from these credit hour guidelines require proper justification and state approval. The doctor of philosophy (PhD) is a research degree and involves preparation for the conduct of independent research and the discovery of new knowledge. Doctoral degrees may also recognize preparation for professional practice. Examples of professional practice doctoral degrees include the doctor of nursing practice (DNP), doctor of education (EdD), doctor of physical therapy (DPT) and doctor of pharmacy (Pharm-D).

**Dual Degree** (http://www.utoledo.edu/policies/academic/undergraduate/pdfs/3364-71-09%20Dual%20degrees.pdf): A dual degree program is one in which the student works towards satisfying the academic requirements for two distinct degree types in an integrated fashion. Students may apply the same coursework towards the fulfillment of the requirements for both degrees. To achieve the academic depth and breadth implied by a program of study that results in the awarding of two undergraduate degrees. A dual degree program that consists of substantial additional coursework as compared to that required for a double major; namely, a minimum of 30 additional semester hours beyond the credit hours required for the degree program comprised of the smaller number of credits. Students who successfully complete a dual degree program receive two diplomas, one for each degree earned.

The purpose of the dual degree policy is to allow students who have completed the requirements for two degrees to be awarded two degrees. Two different degrees earned within a college or school (e.g., a BA and a BFA from the College of Arts and Letters) or two degrees earned from different schools or colleges (e.g., a BA from the College of Arts and Letters and a BS from the College of Engineering). Students interested in earning two or more degrees are responsible to work with each of the individual colleges and/or with each specific program of study to insure all requirements are met in order to earn the degrees. Information on tuition and fee assessment for dual degrees is available from the treasurer's office.

**Dual Enrollment:** Courses offered to high school students for college credit, whether offered in the high school, on the college or university campus, or via distance education must adhere to the following principles:

- The student who participates in a dual enrollment learning experience is academically prepared to begin college-level (non-remedial) work in the area in which credit is to be awarded.
- The course is delivered at the college level, as indicated by the rigor of course content, the level of the textbook and the level of the assessments used to ensure the mastery of learning outcomes.
- The faculty member teaching the course possesses the credential required for a faculty member teaching the course at a college or university. (See Section H on Faculty Credentials.)
- The courses offered are those that could reasonably be expected to count toward a student’s post-secondary degree or certificate.

**Double-dip:** A term that refers to a course that simultaneously satisfies one of the two Multicultural requirements and a second area in the Core Curriculum. Students are allowed to take one course that counts or “double dips” in both areas.

**Double Major:** A double major is a program of study that meets the requirements of two distinct majors in a single bachelor’s degree. The program of study consists of courses required to meet the degree requirements for each of the two majors, together with the liberal arts and science courses needed to meet the general education requirements for the degree. The minimum number of credit hours required for a double major equals the total number of credit hours required for the major comprising the larger number of credit hours for the degree.

Students may apply the same coursework towards the fulfillment of requirements for both majors. Students who complete the requirements for a double major receive a single diploma that acknowledges both majors.

Because a double major program leads to a single bachelor’s degree, each of the two majors must be associated with the same degree type (i.e., both must be registered as a BS degree or both must be registered as a BFA degree).

For example, a student in the College of Arts and Letters with a double major in history and philosophy will earn one bachelor of arts degree. The two complete sets of primary discipline-specific requirements, typically consisting of a minimum of 30 hours each, constituting the two majors within a program of study leading to one bachelor's degree with two complete majors.

**Drop/Add:** Official dropping or adding of courses for which students are registered during specified times, as published in the schedule of classes. See also Withdrawal.

**Elective:** Hours students choose to take out of interest. Elective hours are credit hours that students need toward graduation that are not used to fulfill other requirements.

**Educator Preparation License:** A document issued by the Ohio Department of Education to an individual who is deemed to be qualified to teach or practice in Ohio schools.

**Educator Preparation Endorsement:** A State Board of Education established addition of a teaching area to a license after completion of an approved program of preparation.

**Entry Level Graduate Program:** A program of advanced study which admits:

1. Post-baccalaureate students into a master’s or doctoral degree program who do not possess undergraduate academic preparation in the specific area of advanced study or a closely related area; or
2. Post-secondary students directly into an extended master's or doctoral program where they first receive the customary baccalaureate experience in the given discipline or professional area.

Standard graduate education in a discipline or professional area requires entry through a baccalaureate program. Therefore, if an initial knowledge base equivalent to the respective undergraduate degree is required for entry into a given graduate program, it cannot be considered entry level. Entry level graduate programs are expected to fully reflect the level of intellectual process and knowledge characteristic of standard high quality graduate programs.

Fees: Charges, additional to tuition, that cover specific university services, programs, facilities, activities and/or events.

Field: A major subdivision of a discipline and is characterized by a particular feature, such as organic or analytical chemistry.

Field Experience (FE): See "Field Experience" under Course Schedule Type.

General Education: The set of courses and experiences that provide students with a broad exposure to multiple disciplines within the arts and sciences with the aim of providing students with the knowledge and skills needed to succeed in the 21st century. In Ohio, the General Education curriculum consists of "Those courses in written and oral communication, quantitative principles, biological and physical sciences, social and behavior sciences and the arts and humanities that provide the foundation and common experience expected among individuals holding associate and baccalaureate degrees. These courses, along with courses within a major, provide opportunities for critical thinking, problem solving and analytic skills."

Graduate Credit: Graduate education involves a greater depth of learning, increased specialization and a more advanced level of instruction than undergraduate education. Selected faculty instruct carefully selected students in courses or clinical experiences that emphasize both student self-direction and dynamic interaction with the subject matter, the instructor and other students. Interaction involves more than simply the transmission of what is known. It focuses on the generation of new knowledge through research and/or the application of knowledge to new areas of study.

Grade Points: Points per semester hour assigned to a grade (not a mark), indicating numerical value of the grade. The grade point average indicates overall performance and is computed by dividing the total number of grade points earned by the number of semester hours attempted.

GPA Recalculation: The University recognizes a course may need to be repeated. Students may retake a course. Students who retake a course and earn a higher grade may petition their college to have the first grade excluded from their grade point average computation. 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.

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 transcript regardless of whether or not the grade has been excluded from the GPA. It is the student’s responsibility to petition to have the grade excluded from the GPA. Otherwise, the grade will be included in the calculation of the GPA.

Graduate Degree Program: Any focused course of study that leads to recognition or an award for completion of a prescribed course of study beyond the baccalaureate degree in an institution of higher education evidenced by the receipt of a diploma as differentiated from a certificate. The degrees of doctor of medicine, doctor of dental surgery, doctor of veterinary medicine, doctor of optometry, and doctor of jurisprudence are not covered by these guidelines.

Individual Studies (IS): See under Course Schedule Type.

Internship Program (IN): See under Course Schedule Type.

Interdisciplinary Program: Refers to two or more interrelated disciplines or fields combined to constitute a program; for example, American Studies, Geopolitics and Biomedical Engineering.

Lab (LB): See under Course Schedule Type.

Lecture (LE): See under Course Schedule Type.

Lower Division or Upper Division: Courses numbered 1000–2999 are lower division. Courses numbered 3000–4999 are upper division.

Major (vs. degree): That portion of a degree that is made up of at least 30 semester hours of specialized study leading to both breadth and depth in a particular discipline. The term major may be used interchangeably with the terms program or degree program.

Technical Major: That portion of an applied associate degree that includes at least 12 semester credit hours of coursework and constitutes an area of specialization.

Master's Degree: An award that requires the successful completion of at least 30 semester credit hours of work beyond the bachelor's degree. Master's degrees such as the master of arts and the master of science are typically considered research graduate degrees, and involve preparation to carry out research and to discover new knowledge—whether the field is pure or applied. Master's degrees may also recognize preparation for professional practice. Examples of professional practice master's degrees include the master of business administration (MBA), master of science in nursing (MSN), master of public health (MPH) and the master of social work (MSW).

Minor: A program of study that is made up of at least 12 semester hours in a particular discipline.

myUT Portal: The online website that maintains student, faculty and staff records and class schedules. The myUT portal allows students to register for classes and print a bill or class schedule.

Ohio Transfer Module (OTM): The Ohio Transfer Module contains 36-40 semester hours of coursework in general education. It is a subset or the complete set of general education requirements at each college or university. In order for General Education courses to be a part of an institution's transfer module, all coursework is subject to a review by
the statewide transfer module panels against the Ohio Transfer Module Guidelines and learning outcomes.

Each transfer module must include a minimum of 24 semester hours of approved OTM courses as outlined below:

- At least three semester credit hours in English Composition and Oral Communication (e.g., First Writing, Second Writing, Public Speaking)
- At least three semester credit hours in Mathematics, Statistics and Logic (e.g., College Algebra, Pre-Calculus, Trigonometry, Calculus, Statistics, Formal/Symbolic Logic)
- At least six semester credit hours in Arts and Humanities (e.g., Art History, Ethics, American History, Literature, Philosophy, Religion, Ethnic or Gender Studies)
- At least six semester credit hours in Social and Behavioral Sciences (e.g., Anthropology, Economics, Geography, Political Science, Psychology, Sociology)
- At least six semester credit hours in Natural Sciences (e.g., Astronomy, Biology, Chemistry, Environmental Science, Geology, Physical Geography, Physics)

The additional 12-16 semester credit hours needed to complete the OTM are distributed among the same five categories but may be distributed differently in the associate of arts and the associate of science degrees. Typically, an associate of arts degree would include more credit hours in the oral and written communication and arts and humanities areas, while an associate of science degree would include more credit hours in the mathematics and science areas.

Online Course: A course where 100 percent of the content is delivered online. Typically, the course will have no face-to-face meetings. The courses can have a synchronous component but it must be delivered online.

Online Degree: A degree in which 100 percent of the degree can be completed online.

Overload: A course load of more semester hours than a student is normally permitted to schedule in a given period.

Placement Testing: Placement tests that the university uses to assess college readiness and place students into their initial classes. Departments to place a student into the correct math, chemistry, and foreign language courses.

Post-Baccalaureate Certificate: An award that requires completion of an organized program of study beyond the bachelor's degree; designed for individuals who have completed a bachelor's degree but have not met the requirements for a master's degree.

Post-Master's Certificate: An award that requires completion of an organized program of study beyond the master's degree; designed for individuals who have completed a master's degree but have not met the requirements for a doctoral degree.

Practicum (PR): See under Course Schedule Type.

Prerequisite: A course or a placement test that is required to be taken before entry into a course.


- An undergraduate student whose cumulative grade point average (GPA) falls below a 2.0 is automatically placed on probation until a 2.0 cumulative GPA is achieved.
- A graduate student whose cumulative GPA falls below 3.0 during any semester will be placed on academic probation.

Recitation (RE): See under Course Schedule Type.

Registration: Enrollment at the beginning or prior to the beginning of a semester, including selection of classes and payment of fees and tuition.

Research: Research conducted that is independent of that done for a dissertation or thesis.

Research Graduate Degree Program: Involves preparation to carry out significant research and to discover new knowledge, whether the particular field of learning is pure or applied. The recognized graduate degree titles, which correspond with successful completion of a research graduate degree program, include master of arts (M.A.), master of science (M.S.), and doctor of philosophy (Ph.D.)

Section: A division of a course for instruction. A course may be taught in one or more sections or classes at different times, depending on enrollment in the course.

Self-paced (SP): Use this category if individuals in a course may progress at their own pace. Includes independent learning.

Semester Credit Hour: Unit of measure of college work. One semester credit hour is normally equivalent to one hour of class work or from two to three hours of laboratory work per week for a semester.

Seminar (SE): See under Course Schedule Type.

Special Topics: An organized course devoted to a particular issue in a specific field; course content is not necessarily included in the regular curriculum for the major.

Specialization (alternatively referred to as a concentration or track): Designates an identified set of courses or a defined line of curriculum within an approved degree program that builds upon the degree's foundational core curriculum but identifies a particular focus of in-depth knowledge and leads to a designation on the transcript.

Specialist Degree: An award that generally requires the successful completion of at least 30 semester credit hours (or 45 quarter credit hours) of work beyond the master's degree. The specialist degree is typically considered a professional practice degree (e.g., the education specialist, or EdS) and may be pursued by individuals interested in furthering their education beyond a master's degree.

Studio (ST): See under Course Schedule Type.

Subdisciplinary Program: A focused program based on one or more fields within a discipline.
Summer Sessions: Periods of time during the summer when course work is offered.

Supplemental Instruction (SI): A peer-led study group designed to help students succeed in academically demanding courses. Focusing on improving student confidence and performance. SI is open to students enrolled in courses offering supplemental instruction and available at no extra cost. SI sessions are announced during class at the beginning of each semester.

Suspension: A status in which students are not permitted to register for courses for a specified time period.

Syllabus: An outline or summary of the main points of a course of study, lecture or text.

Track: A subdivision of a concentration or certificate, which a student must select and fulfill to complete the requirements of the concentration or certificate.

Transcript: A copy of a student's academic record.

Tuition: The charge for university enrollment and registration, calculated per credit hour each semester. Tuition rates may vary depending on a student's resident status, undergraduate or graduate standing and college affiliation. Tuition does not include cost of room and board. Additional charges will apply depending on student status.

Undeclared Major/Undecided Major: Designation indicating students who have not selected a major.

Undergraduate Study: Work taken toward earning an associate or a baccalaureate degree.

Upper Division or Lower Division: Courses numbered 1000–2999 are lower division. Courses numbered 3000–4999 are upper division.

Withdrawal: Official withdrawal from all courses during a semester at the university.
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