Annual Report – Accredited Member

Institution: Davenport University
Academic Business Unit: Maine College of Business
Academic Year: 2012-13
IACBE ANNUAL REPORT
For Academic Year: 2012-13

This annual report should be completed for your academic business unit and submitted to the IACBE by November 1 of each year.

**General Information**

Institution’s Name: Davenport University

Institution’s Address: 6191 Kraft Ave.

City and State or Country: Grand Rapids, MI Zip or Postal Code 49512

Name of Submitter: Dr. Linda K. Rinker, Ed. D.

Title: Executive Vice President for Academics and Provost

Your Email Address: linda.rinker@davenport.edu

Telephone (with country code if outside of the United States): 616-554-5183

Date Submitted: October 22, 2012

Total Headcount Enrollment of the Institution for 2012-13: 14,140

**Accreditation Information**

1. If applicable, when is your next institutional accreditation site visit? n/a Year

2. When is your next reaffirmation of IACBE accreditation site visit? 2015 Year

3. Provide the website address for the location of your public notification of accreditation by the IACBE: http://www.davenport.edu/college-business/accreditation

4. Provide the website address for the location of your public disclosure of student learning results: http://www.davenport.edu/college-business/accreditation

5. If your accreditation letter from the IACBE Board of Commissioners contains “notes” that identified areas needing corrective action, please list the number of the IACBE’s Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

<table>
<thead>
<tr>
<th>Commissioners’ Notes</th>
<th>Action Already Taken</th>
<th>Action Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IACBE Annual Report: 2012-13
Administrative Information

1. Provide the following information pertaining to the current president/chief executive officer of your institution:

Name:  Dr. Richard Pappas
Title:  President
Highest Earned Degree:  Ed.D.  Email:  rpappas@davenport.edu
Telephone (with country code if outside of the United States):  616-554-5670
Fax (with country code if outside of the United States):  616-554-5669

Check here if this represents a change from the previous year.

2. Provide the following information pertaining to the current chief academic officer of your institution:

Name:  Dr. Linda K. Rinker
Title:  Executive Vice President for Academics and Provost
Highest Earned Degree:  Ed.D.  Email:  linda.rinker@davenport.edu
Telephone (with country code if outside of the United States):  616-554-5183
Fax (with country code if outside of the United States):  616-554-5669

Check here if this represents a change from the previous year.

3. Provide the following information pertaining to the current head of your academic business unit:

Name:  Dr. Michael Bowers
Title:  Dean, Maine College of Business
Highest Earned Degree:  Ph.D.  Email:  michael.bowers@davenport.edu
Telephone (with country code if outside of the United States):  616-554-5187
Fax (with country code if outside of the United States):  616-554-5225

X  Check here if this represents a change from the previous year.
4. Provide the following information pertaining to your current primary representative to the IACBE, i.e., the person who is your primary contact for the IACBE and who votes on behalf of the academic business unit on IACBE matters (if not the same as the head of the academic business unit):

Name: Dr. Michael Bowers  
Title: Dean, Maine College of Business  
Highest Earned Degree: Ph.D.  
Email: michael.bowers@davenport.edu  
Telephone (with country code if outside of the United States): 616-554-5187  
Fax (with country code if outside of the United States): 616-554-5225

X Check here if this represents a change from the previous year.

5. Provide the following information pertaining to your current alternate representative to the IACBE:

Name: Dr. Frank Novakowski  
Title: Associate Dean, Maine College of Business  
Highest Earned Degree: Ph.D.  
Email: frank.novakowski@davenport.edu  
Telephone (with country code if outside of the United States): 616-554-4701  
Fax (with country code if outside of the United States): 616-554-5225

Check here if this represents a change from the previous year.

Programmatic Information

1. For each of your IACBE-accredited business programs, provide the total headcount enrollment and the number of degrees conferred in the program (including each major, concentration, specialization, and emphasis) for 2012-13 (insert rows in the table as needed):

<table>
<thead>
<tr>
<th>Program</th>
<th>Enrollment 2011-12</th>
<th>Number of Degrees Conferred 2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA, Accounting Concentration</td>
<td>204</td>
<td>86</td>
</tr>
<tr>
<td>MBA, Finance Concentration</td>
<td>32</td>
<td>17</td>
</tr>
<tr>
<td>MBA, Health Care Management Concentration</td>
<td>1089</td>
<td>92</td>
</tr>
<tr>
<td>MBA, Human Resources Management Concentration</td>
<td>148</td>
<td>41</td>
</tr>
<tr>
<td>MBA, Strategic Management Concentration</td>
<td>363</td>
<td>91</td>
</tr>
<tr>
<td>BBA/MBA, Professional Accountancy</td>
<td>46</td>
<td>11</td>
</tr>
<tr>
<td>BBA/MBA, Honors Professional Accountancy</td>
<td>43</td>
<td>14</td>
</tr>
<tr>
<td>BBA/MBA, Strategic Human Resource Management</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Program</td>
<td>Total</td>
<td>Specialties</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>BBA/MBA, Strategic Management</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>BBA, Accounting Fraud Investigation</td>
<td>89</td>
<td>15</td>
</tr>
<tr>
<td>BBA, Accounting Information Management – Internal Auditing specialty</td>
<td>15</td>
<td>7</td>
</tr>
<tr>
<td>BBA, Accounting Information Management – Management Accounting specialty</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>BBA, Accounting Information Management (no specialty)</td>
<td>321</td>
<td>76</td>
</tr>
<tr>
<td>BBA, Finance – Financial Planning specialty</td>
<td>24</td>
<td>7</td>
</tr>
<tr>
<td>BBA, Finance (no specialty)</td>
<td>138</td>
<td>36</td>
</tr>
<tr>
<td>BBA, General Business</td>
<td>345</td>
<td>28</td>
</tr>
<tr>
<td>BBA, Human Resource Management</td>
<td>306</td>
<td>56</td>
</tr>
<tr>
<td>BBA, International Business</td>
<td>80</td>
<td>21</td>
</tr>
<tr>
<td>BBA, Management – Entrepreneurship specialty</td>
<td>69</td>
<td>19</td>
</tr>
<tr>
<td>BBA, Management – Financial Management specialty</td>
<td>46</td>
<td>20</td>
</tr>
<tr>
<td>BBA, Management – Global Project Management specialty</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>BBA, Management – Leadership Effectiveness specialty</td>
<td>57</td>
<td>11</td>
</tr>
<tr>
<td>BBA, Management – Sustainable Business Development specialty</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td>BBA, Management – Insurance and Risk Management specialty</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>BBA, Management (no specialty)</td>
<td>533</td>
<td>100</td>
</tr>
<tr>
<td>BBA, Marketing – Advertising and Promotion specialty</td>
<td>97</td>
<td>35</td>
</tr>
<tr>
<td>BBA, Marketing – Business to Business specialty</td>
<td>37</td>
<td>8</td>
</tr>
<tr>
<td>BBA, Marketing – Sport Marketing specialty</td>
<td>42</td>
<td>10</td>
</tr>
<tr>
<td>BBA, Marketing (no specialty)</td>
<td>190</td>
<td>30</td>
</tr>
<tr>
<td>BBA, Public Safety and Security Management</td>
<td>45</td>
<td>8</td>
</tr>
<tr>
<td>BBA, Sport Management</td>
<td>203</td>
<td>29</td>
</tr>
<tr>
<td>ABA, Accounting</td>
<td>140</td>
<td>23</td>
</tr>
<tr>
<td>ABA, Business Administration</td>
<td>738</td>
<td>140</td>
</tr>
<tr>
<td>ABA, Finance</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>ABA, Public Safety and Security Management</td>
<td>59</td>
<td>7</td>
</tr>
<tr>
<td><strong>Totals for All Programs Combined</strong></td>
<td>5941</td>
<td>1098</td>
</tr>
</tbody>
</table>

*(Please do not double-count students who pursued multiple programs during the reporting year, e.g., students who double-majored in both accounting and finance.)*
2. Do you offer any of your IACBE-accredited business programs outside of your home country?
   
   X  No. If no, proceed to item 3 below.
   
   ___ Yes. If yes, please identify the programs and countries in the table below. In addition, if the programs are delivered in partnership with other institutions, please identify those institutions as well. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Program</th>
<th>Country or Countries</th>
<th>Partner Institution(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Did you terminate any business programs during the reporting year?

   ___ No. If no, proceed to item 4 below.
   
   X  Yes. If yes, please identify the terminated programs in the table below. (Insert rows in the table as needed.)

<table>
<thead>
<tr>
<th>Terminated Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>BBA Public Safety and Security Management</td>
</tr>
<tr>
<td>ABA Public Safety and Security Management</td>
</tr>
<tr>
<td>BBA/MBA Human Resources Management</td>
</tr>
</tbody>
</table>

4. Were changes made in any of your business programs?

   ___ No. If no, proceed to item 5 below.
   
   X  Yes. If yes, please identify the changes on a separate page at the end of this report.  See Appendix A

5. Were any new business programs (including new majors, concentrations, specializations, and/or emphases) established during the academic year?

   ___ No. If no, proceed to the Outcomes Assessment section below.
   
   X  Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 6 below.

6. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 5 above?

   X  No. If no, proceed to the Outcomes Assessment section below.
   
   ___ Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.
Outcomes Assessment

1. Has your outcomes assessment plan been submitted to the IACBE?
   
   X Yes
   
   ___ No. If no, when will the plan be submitted to IACBE?

2. Is the original or revised outcomes assessment plan that you submitted to the IACBE still current or have you made changes?

   ___ The outcomes assessment plan that we have previously submitted is still current.
   
   ___ Changes have been made and the revised plan is attached.
   
   X We have made changes and the revised plan will be sent to the IACBE by: December 15, 2013

3. Complete the Outcomes Assessment Results form below and include it with this annual report to the IACBE. Note: Section II of the form (Operational Assessment) needs to be completed only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.

   An example of a completed form can be found in a separate document that is available for download on the IACBE’s website at: www.iacbe.org/accreditation-documents.asp.

   Section I (Student Learning Assessment) of the Outcomes Assessment Results form must be completed for each business program that is accredited by the IACBE (i.e., a separate table must be provided for each program).

   Performance targets/criteria are the criteria used by the academic business unit in evaluating assessment results to determine whether intended outcomes have been achieved. For example, if the academic business unit is using the ETS Major Field Test as one of its direct measures of student learning, then a performance target might be that the Institutional Mean Total Score on the exam will place students in the upper quartile nationally; or if the academic business unit is using a comprehensive project in a capstone course as a direct measure of student learning, then a performance target might be that 80% of the students will score at the highest level (e.g., proficient, exemplary, etc.) on each project evaluation criterion.

   Remember that your outcomes assessment plan needs to include two or more direct and two or more indirect measures of student learning. These measures should be used at the program level.

   At the bottom of each section of the form, space is provided to identify changes and improvements that you plan to make as a result of your assessment activity.

   Italicized entries in the form represent areas where the academic business unit should insert its own assessment information. Add tables and insert rows in the tables as needed.
Other Issues

In January 2013, Dr. Michael Bowers was appointed as dean of the college. This resolved an interim leadership situation previously reported in the 2011-2012 annual report.
## Appendix A

### Outcomes Assessment Results - ABA

**For Academic Year: 2012-13**

### Section I: Student Learning Assessment

<table>
<thead>
<tr>
<th>Student Learning Assessment for Associates in Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intended Student Learning Outcomes for Associate of Business Administration Program: The Donald W. Maine College of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The College excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University’s communities.</td>
</tr>
<tr>
<td>1. A student in the ABA program will successfully translate data from the accounting process for both merchandising and service entities to financial statements and reports for sole proprietors and partnerships.</td>
</tr>
<tr>
<td>2. Students in the ABA program will understand the four principle components of the marketing mix as applied in a wide variety of business settings. They will identify fundamental marketing ethical issues, challenges and practices in business environments. In addition, they will use fundamental electronic technologies and programs to correctly perform fundamental marketing functions.</td>
</tr>
<tr>
<td>3. Students in the ABA program will understand the four major functions of management as applied in a wide variety of business settings. They will identify fundamental management ethical issues, challenges and practices in business environments. In addition, they will use fundamental electronic technologies and programs to correctly perform fundamental business administration functions.</td>
</tr>
<tr>
<td>4. Students in the ABA program will understand the basic concepts of supply and demand, scarcity, opportunity cost, production possibilities, comparative advantage and specialization, and various economic systems.</td>
</tr>
<tr>
<td>5. Students in the ABA program will understand the major functions of an information management system and will be able to perform business management documentation development using personal computer-based programs and related technologies.</td>
</tr>
</tbody>
</table>

### Assessment Tools for Intended Student Learning Outcomes—Direct Measures of Student Learning:

<table>
<thead>
<tr>
<th>Performance Targets/Criteria for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major Field Test</td>
</tr>
<tr>
<td>2. Accounting 201 Exam – ACCT201 Standardized Final Exam</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>3.  Marketing 211 Exam</td>
</tr>
<tr>
<td>4.  Management 211 Exam</td>
</tr>
<tr>
<td>5.  Economics Supplement to MFT</td>
</tr>
</tbody>
</table>

**Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:**

| Performance Targets/Criteria for Indirect Measures: |
|---|---|
| 1. MCB Faculty Survey | Faculty rate the student overall proficiency with the competencies associated with the curriculum at 80% |
| 2. MCB Student Survey | Students rate their overall proficiency with the competencies associated with the curriculum at 80% |

**Summary of Results from Implementing Direct Measures of Student Learning:**

<table>
<thead>
<tr>
<th>Performance Target Was...</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major Field Test – Median Score 545, Mean Score: 546, 50th percentile for students and 50th percentile for institutions</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Accounting 201 Exam – ACCT201 Standardized Final Exam – Average student score of 69%</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>3. Marketing 211 Exam – Average student score of 67.6%</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>4. Management 211 Exam – Average student score of 75.6%</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>5. Economics Supplement to MFT – Average student score of 61%</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Results from Implementing Indirect Measures of Student Learning:**

<table>
<thead>
<tr>
<th>Performance Target Was...</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty rate the student overall proficiency with the competencies associated with the curriculum at 74%</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Students rate their overall proficiency with the competencies associated with the curriculum at 76%</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:**

1. *(Course of Action 1) Accounting 201:* As previously reported, the standardized final exam for ACCT201 was redeveloped by the Accounting Division and implemented in Winter 2010 ensuring that both in-seat and online comparative results were available for 2010-11. The result was a 5% increase over the 2010-11 average scores. The performance on this improved exam continued to be analyzed in 2012-13 with particular...
attention paid to journal entries in the in-seat versus online scores. The final exam results were the same for the 2012-2013 academic year – 69%. Since the results remained the same, the final exam was completely revised for the 2013-2014 academic year to more closely align with the learning outcomes.

2. (Course of Action 2) Marketing 211 exams: Student exam scores are consistently low in four of the five reviewed areas. Results by content area show Segmentation is at a C (average) level, however, the remaining four areas; Product, Place, Promotion, and Price are at a D+ level. In 2012-13, final exams were reviewed and several “unclear” questions were removed. In 2013-14, each pool of questions will be reviewed. The Exam for Fall 2013 – Winter 2014 will draw questions from pools reviewed by an Associate Department Chair and the Department Chair to ensure reliable results.

3. (Course of Action 3) Indirect Measures: Overall Proficiency Ratings: In 2010-11, the target for the overall proficiency scores from the faculty and student surveys was increased from 75% to 80% to be in alignment with the university’s Vision 2015.

   Faculty Proficiency Ratings: In 2012-13, 196 or 49% College of Business full and part-time faculty, who taught courses in the ABA, completed a survey that provided their assessment of student learning. The score reported reflects the average of all competency areas. Specific competency area scores are being used by the College faculty to analyze course and program content, delivery and assessment. In Summer 2013, an analysis of the survey instrument revealed structural and content areas that needed to be corrected. The descriptions of competencies were too detailed and have since been rewritten. The new survey instrument was implemented in the Fall 2013 semester.

   Student Proficiency Ratings: In 2012-13, prior to taking the MFT, students completed a survey that captured their perceived competencies in the same areas as faculty rated. The score reported reflects the average of all competency areas. Specific competency area scores are being used by the College faculty to analyze course and program content, delivery and assessment.

   In 2012-13, these perceptual proficiency data were further analyzed in relationship to the scores reported in the direct measures. The survey needed to be redesigned as it asked students if they had taken a course specific to this university (example: ACCT201). If the student had taken the same subject by a different title or course code at another university, they went on to the next question rather than opening the survey and rating their competencies. This was corrected and the survey question addressed the student’s perception of their ability on succinct competency statements that relate directly to program outcomes. This change was made effective with the Fall 2013 semester.

4. (Course of Action 4)

Section II: Operational Assessment (Note: Complete this section only if you received first-time accreditation or reaffirmation of accreditation after January 1, 2011.)
Section I: Student Learning Assessment

Student Learning Assessment for Bachelor of Business Administration

The Donald W. Maine College of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The College excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University’s communities.

Student Learning Assessment for Bachelor of Business Program

Intended Student Learning Outcomes for Associate of Business Administration Program:

1. A student in the BBA program will successfully administer financial and managerial accounting information for merchandising and service entities for sole proprietorships, partnerships, and corporations.

2. A BBA student will successfully conduct market research, market analysis, and develop marketing strategies and plans for a variety of products and services in different industries. They will apply critical thinking and decision-making skills in the analysis of the principle marketing functions.

3. A BBA student will successfully conduct business research, develop business strategies, and plans for a variety of organizations, product, and services in different industries. They will apply critical thinking and decision-making skills in the analysis of principle management functions.

4. A student in the BBA program will successfully formulate financial statements and reports that are effective decision-making tools for organizational stakeholders.

5. Students in BBA programs will be able to apply the basics of supply and demand; elasticity; foundations of consumer demand; consumer and producer surplus, tax incidence, theory of the business firm and costs of production; and the various market structures to satisfy the microeconomics competency requirement. Students will understand the terminology of macroeconomics, macroeconomic goals of full employment; stable prices and economic growth; macroeconomic problems of unemployment and inflation; long-run and short-run economic models; market for loanable funds; money and banking the role of the Federal Reserve System; and fiscal and monetary policy to satisfy the
6. The student will successfully identify an organization’s essential business information technologies and understand the systems and processes commonly used to conduct business functions. They will be able to perform business management documentation development using personal computer-based programs and related technologies.

7. The student will successfully identify an organization’s essential business information technologies and understand the systems and processes commonly used to conduct business functions. They will be able to perform business management documentation development using personal computer-based programs and related technologies.

8. Students will understand fundamental statistical methods and be able to successfully apply them in professional business environments that require data collection, analysis, interpretation and presentation. Students will be able to successfully use computer programs that aid in statistical calculation and analysis.

<table>
<thead>
<tr>
<th>Assessment Tools for Intended Student Learning Outcomes — Direct Measures of Student Learning:</th>
<th>Performance Targets/Criteria for Direct Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Major Field Test</td>
<td>50th percentile for students</td>
</tr>
<tr>
<td>2. Accounting 201 Standardized Final Exam</td>
<td>Average student score of 75%</td>
</tr>
<tr>
<td>3. Accounting 202 Practice Set</td>
<td>Average student score of 75%</td>
</tr>
<tr>
<td>4. Finance 211 Standardized Exam Questions</td>
<td>Average student score of 75%</td>
</tr>
<tr>
<td>5. Marketing 211 Exam</td>
<td>Average student score of 75%</td>
</tr>
<tr>
<td>6. Management 211 Exam</td>
<td>Average student score of 75%</td>
</tr>
<tr>
<td>7. Legal 210 Exam</td>
<td>Average student score of 75%</td>
</tr>
<tr>
<td>8. Quantitative Literacy Exam – MFT Supplement</td>
<td>Average student score of 50%</td>
</tr>
<tr>
<td>9. Economics Exam – MFT Supplement</td>
<td>Average student score of 50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Tools for Intended Student Learning Outcomes — Indirect Measures of Student Learning:</th>
<th>Performance Targets/Criteria for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. MCB Faculty Survey</td>
<td>Faculty rate the student overall proficiency with the competencies associated with the curriculum at 80%</td>
</tr>
<tr>
<td>2. MCB Student Survey</td>
<td>Students rate their overall proficiency with the competencies associated with the curriculum at 80%</td>
</tr>
</tbody>
</table>
with the curriculum at 80%

<table>
<thead>
<tr>
<th>Summary of Results from Implementing Direct Measures of Student Learning:</th>
<th>Performance Target Was…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>1. Major Field Test – Mean Score of 148 and Median score of 147 placing the College at 37th percentile for students and the 34th percentile for institutions</td>
<td></td>
</tr>
<tr>
<td>2. Accounting 201 Exam – ACCT201 Standardized Final Exam – Average student score – 69%</td>
<td></td>
</tr>
<tr>
<td>3. Accounting 202 Practice Set-Average student score - Average student score – 82%</td>
<td></td>
</tr>
<tr>
<td>4. Finance 211 – Average student score – 75 %</td>
<td></td>
</tr>
<tr>
<td>5. Marketing 211 Exam – Average student score – 67.6%</td>
<td></td>
</tr>
<tr>
<td>6. Management 211 Exam – Average student score – 75.6%</td>
<td></td>
</tr>
<tr>
<td>7. Legal 210 Exam – Average student score – 70%</td>
<td></td>
</tr>
<tr>
<td>8. Quantitative Literacy Exam – MFT Supplement – Average student score – 40%</td>
<td></td>
</tr>
<tr>
<td>9. Economics Exam – MFT Supplement – Average student score – 38%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Summary of Results from Implementing Indirect Measures of Student Learning:</th>
<th>Performance Target Was…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met</td>
</tr>
<tr>
<td>1. Faculty rate the overall proficiency with the competencies associated with the curriculum at 69%</td>
<td></td>
</tr>
<tr>
<td>2. Students rate their overall proficiency with the competencies associated with the curriculum at 75%</td>
<td></td>
</tr>
</tbody>
</table>

Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:

1. *(Course of Action 1)* Major Field Test scores: This direct assessment was implemented in 2009-10 on a voluntary basis as the university was phasing in its implementation. Since 2010-11, ALL students were required to take the MFT as a graduation requirement. There was no passing score and thus no pass or failure rate. Students who took the exam simply did so to fulfill a completed requirement. In reviewing data by academic area, scores are skewed at both extremes indicating that some students performed well where others may have just “completed” with no significant effort made to answer the questions correctly. In 2011-12, the college initiated several actions to generate awareness of the MFT’s importance in assessing student performance. These included faculty seminars, especially for those conducting capstone courses. In addition videos and other informational materials explaining the importance of making a best effort were used in student pre-test orientations. The university continued to study this situation in 2012-13. A sign-in and out procedure was implemented to identify students who left the exam...
While mean and median scores did not improve in 2012-13, the college will continue to emphasize the importance of the exam.

2. *(Course of Action 2)* As previously reported, the standardized final exam for ACCT201 was redeveloped by the Accounting Division and implemented in Winter 2010 ensuring that both in-seat and online comparative results were available for 2010-11. The result was a 5% increase over the 2010-11 results. The performance on this improved exam will continue to be analyzed in 2012-13, and particular attention will be paid to journal entries in the in-seat versus online scores. The final exam results were the same for the 2012-2013 academic year – 69%. Since the results remained the same, the final exam was completely revised for the 2013-2014 academic year to more closely align with the learning outcomes.

3. *(Course of Action 3)* Marketing 211 exams: Student exam scores are consistently low in four of the five reviewed areas. Results by content area show Segmentation is at a C (average) level, however, the remaining four areas; Product, Place, Promotion, and Price are at a D+ level. In 2012-13, final exams were reviewed and several “unclear” questions were removed. In 2013-14, each pool of questions will be reviewed. The Exam for Fall 2013 – Winter 2014 will draw questions from pools reviewed by an Associate Department Chair and the Department Chair to ensure reliable results.

4. *(Course of Action 4)* Legal 210 - A new examination was developed and used in the 2011-12 academic year. This examination was evaluated to assure that it aligns with the course learning outcomes and is a measure of all competencies required. 2012-13 represents the first full academic year where this new exam was used. While improving, student scores have not achieved the goal of 75% and will continue to be an area for further investigation.

5. *(Course of Action 5)* Questions for the supplemental portions of the MFT (quantitative literacy and economics) were reexamined in 2012-13 to determine their appropriateness in context of the learning outcomes of the degree program. Since the MFT now measures on all competencies, these supplemental questions are no longer needed and were dropped from the exam beginning in Fall 2013.

6. *(Course of Action 6)* **Indirect Measures: Overall Proficiency Ratings:** In 2010-11, the target for the overall proficiency scores from the faculty and student surveys was increased from 75% to 80% to be in alignment with the university’s Vision 2015.

   **Faculty Proficiency Ratings:** In 2012-13, 196 or 49% College of Business full and part-time faculty, who taught courses in the BBA, completed a survey that provided their assessment of student learning. The score reported reflects the average of all competency areas. Specific competency area scores are being used by the College faculty to analyze course and program content, delivery and assessment. In Summer 2013, an analysis of the survey instrument revealed structural and content areas that needed to be corrected. The descriptions of competencies were too detailed and have since been rewritten. The new survey instrument was implemented in the Fall 2013 semester.

   **Student Proficiency Ratings:** In 2012-13, prior to taking the MFT, students completed a survey that captured their perceived competencies in the same areas as faculty rated. The score reported reflects the average of all competency areas. Specific competency area scores are being used by the College faculty to analyze course and program content, delivery and assessment.

In 2012-13, these perceptual proficiency data were further analyzed in relationship to the scores reported in the direct measures. The survey needed to be redesigned as it asked students if they had taken a course specific to this university (example: ACCT201). If the student had taken
the same subject by a different title or course code at another university, they went on to the next question rather than opening the survey and rating their competencies. This was corrected and the survey question addressed the student’s perception of their ability on succinct competency statements that relate directly to program outcomes. This change was made effective with the Fall 2013 semester.
### Outcomes Assessment Results - MBA

For Academic Year: 2012-13

#### Section I: Student Learning Assessment

<table>
<thead>
<tr>
<th>Student Learning Information for Master of Business Administration</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Donald W. Maine College of Business is a quality business school providing innovative undergraduate and graduate career programs that appeal to an international audience. The College excels in engaging students in applications-based learning, enriched by faculty scholarship and professional business expertise along with service to the University’s communities.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Student Learning Assessment for Master of Business Program</th>
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<tbody>
<tr>
<td>Intended Student Learning Outcomes for Master of Business Program:</td>
</tr>
<tr>
<td>1. The MBA graduate will complete a situational analysis in order to develop and present strategies and tactics that enhance an organization’s strategic position.</td>
</tr>
<tr>
<td>2. The MBA graduate will make ethical, legal, and socially responsible decisions in a global environment to address comprehensive managerial problems.</td>
</tr>
<tr>
<td>3. The MBA graduate will demonstrate the interpersonal and oral communication skills necessary for effective teamwork and clear and succinct communication with diverse audiences in order to work toward achieving organizational goals.</td>
</tr>
<tr>
<td>4. The MBA graduate will demonstrate collaborative leadership capabilities necessary to successfully manage, influence and lead in a global environment.</td>
</tr>
<tr>
<td>5. The MBA graduate will apply appropriate quantitative and qualitative inquiry methods to identify and solve organizational strategic problems and explore business opportunities.</td>
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</table>

Assessment Tools for Intended Student Learning Outcomes—
Direct Measures of Student Learning: | Performance Targets/Criteria for Direct Measures:
<table>
<thead>
<tr>
<th>Assessment Tools for Intended Student Learning Outcomes—Indirect Measures of Student Learning:</th>
<th>Performance Targets/Criteria for Indirect Measures:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty Survey</td>
<td>Faculty rate the student overall proficiency with the competencies associated with the curriculum at 75%</td>
</tr>
<tr>
<td>2. Graduate Alumni Survey – Job Placement Rate</td>
<td>Job placement rate will be 95% or higher</td>
</tr>
</tbody>
</table>

**Summary of Results from Implementing Direct Measures of Student Learning:**

<table>
<thead>
<tr>
<th>Performance Target Was…</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Capstone Project/Rubric – Average student rating of 93.7</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. Internship Evaluation – Average student rating of 91.7</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Results from Implementing Indirect Measures of Student Learning:**

<table>
<thead>
<tr>
<th>Performance Target Was…</th>
<th>Met</th>
<th>Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Faculty Survey – Faculty rate the overall student proficiency with the competencies associated with the curriculum at 74%</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>2. Graduate Alumni Survey – Job Placement Rate – 88%</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:**

1. **(Course of Action 1) Direct Measure:** For the past several years, the internship evaluation was used as a second direct measure. An internship is an alternative assessment to the capstone course and, as such, it is not an appropriate second measure. To correct this, the Peregrine MBA competency exam was implemented effective Fall 2013. All capstone students, regardless of course choice (internship, research paper or study abroad) will be required to complete the exam as a graduation requirement. Further, a student survey of competencies was added to this exam and will provide a needed indirect measure.

2. **(Course of Action 2) Graduate Alumni Survey:** While there has been an upward trend in job placement since 2010, the rate in 2012-13 declined from the previous year. We will continue to work collaboratively with Career Services to increase the number of internship opportunities for our graduate students. In 2012-13, we completed a major revision of the CAPS790, Internship Guidebook which is provided to students. We believe the revisions will enhance the management and assessment continuity of the internship, increase the student’s understanding of the value of an
This past year there was an impressive increase in the Internship Evaluation from 85% in 2009-10, to 95% in 2010-11.

3. **(Course of Action 3) Faculty Survey:** In 2012-13, this score decline slightly. The faculty survey has been redesigned to align better with program outcomes and the MBA competencies exam. With the new, more succinct competency statements carefully aligned with program and course outcomes, as well as the MBA competency exam measures, we should get a more accurate assessment from the MBA faculty.

**Operational Assessment for the Maine College of Business:**

During 2012-13, there was no current operational assessment plan based on a current strategic plan for the College. The University does have a well-defined strategic plan that requires a new plan to be developed for the College. With Dean Bowers leadership, a new strategic plan was initiated in the Fall 2013 and broad goals will be stated in the reaffirmation self-study report that is in process during the 2013-2014 academic year. Measures relating to the broad goals have already been defined and are incorporated into the University’s and College’s Balanced Scorecard. These plans will be in alignment and are part of the HLC-AQIP accreditation that has been in process since 2011.
Appendix B

DAVENPORT UNIVERSITY SUMMARY OF CHANGES
2013 – 2014

Updated 6/20/2013
☑ Graduate Cert CoAS
☑ Decisions made 4/29/13 Master of Management courses and Data Analytics
☑ Other changes added in May 2013
☑ Decisions made 4/5/13
☑ Just added in March
☑ More recent additions
☑ Recent additions

D.W. Maine College of Business
Graduate and Undergraduate

☐ Pending Changes with appropriate forms
☒ Pending Change-Revisit by Curriculum Committee
☑ Curriculum Committee Supported Change
☑ Informational Changes

No box - Changes being considered no documentation on file (ccf, cdf, etc)

Program Grid Changes
☑ Add to Online Risk Management and Insurance Specialty to Online
☑ Remove from Livonia BBA Human Resource Management
☑ Remove from Livonia Entrepreneurship Specialty
☑ Remove from Livonia Leadership Effectiveness Specialty
☑ Remove from Livonia Post-Baccalaureate Certificate Human Resource Management
☐ Remove from Livonia Post-Baccalaureate Certificate Sustainable Business Development
☑ Remove from Livonia Sustainable Business Development Specialty
☑ Remove from Traverse City Financial Management Specialty
☑ Remove from Warren BBA, International Business
**New Programs**

- Executive Master of Business Administration (EMBA) *currently our Executive MBA is effectively a “concentration” or specialty within a MBA. The degree awarded with the new program would be an EMBA.*
- Master of Health Care Management (MHCM) *See new courses for Master of Management*
- Master of Management (MM) *See new courses for Master of Management*
- MBA Operations and Supply Chain Management Concentration
- Post-Graduate Certificate Operations and Supply Chain Management Concentration
- MBA Marketing Concentration *See new courses for Marketing Concentration*
- Post-Graduate Certificate Marketing Concentration
- Risk Management and Insurance Post-Baccalaureate Certificate

**Discontinued Programs**

- ABA Public Safety and Security Management (PSMG ABA)
- BBA Public Safety and Security Management (PSMG BBA)
- BBA/MBA Strategic Human Resource Management (STRHUM B/MBA)

**Program Changes**

- BBA General Business Option 2 *added HRMG290 1, 2, or 3 cr, HRMG490 3 cr, MGMT290 1, 2, or 3 cr, MKTG290 1, 2, or 3 cr and MKTG490 3 cr as course options in the major*
- BBA Human Resource Management *add HRMG290 as ‘or’ option with HRMG330 or HRMG490 within major. Also add as an elective under open electives*
- BBA Management *add MGMT290 as a Management Elective within major.*
- BBA Marketing *add MKTG290 as a Marketing Elective within major.*
- BBA Sport Management *add MGMT290S as an ‘or’ option for 3 credits of MGMT490S required 6 credits. Also add as an elective under open electives. MGMT290S is not repeatable and cannot fulfill all 6 credits required by MGMT490S*
- Sport Marketing Specialty *add MKTG290 as an ‘or’ option – MGMT223 3 cr or MGMT490S 6 cr or MGMT490S 3 cr and MKTG 1 to 3 cr.*

**New Courses**

- ACCT790 MBA Accounting Internship 3 cr *Prerequisite(s): ACCT640, FINC620, and an additional 3 credits completed from the MBA core courses*
- BUSN610 Marketing and Management 3 cr *cross listed with BUSN520 – graduate level elective for the MSN students*
- CAPS781 Business Study Abroad 3 cr *Prerequisite(s): Course must be completed in last semester and acceptance to the Study Abroad Program – replaces SABR781 in MBA with Concentrations*
- HRMG290 Human Resource Management Internship 1, 2, or 3 cr *(1EX, 1TD, & 1ON)*

Prerequisite(s): Sophomore status: 9 credit hours or more in residency at Davenport University; 6 or more credit hours of HRMG classes completed at Davenport University; 2.7 or above GPA in the major, and 2.7 or above cumulative GPA *(Maximum hours earned in HRMG290 is 3 credit hours)*
MGMT290S Sport Management Internship 3 cr (1EX, 1TD, & 1ON) Prerequisite(s): Sophomore status: 9 credit hours or more in residency at Davenport University; 6 or more credit hours among MGMT214, MGMT223 or MKTG215; 2.7 or above GPA in the major, and 2.7 or above cumulative GPA

MGMT490I International Management BBA Internship 3 cr Prerequisite(s): Junior status: Business Foundations completed; 9 credit hours completed in the major in residency at Davenport University; minimum 2.7 GPA in the major, and minimum 2.7 cumulative GPA; a specific foreign language requirement if required by the international organization facilitating the internship; acceptance by the Davenport Office of Global Programs

**New Courses for Master of Management**
- FINC610 Budget and Finance Management 3 cr approved substitution FINC620
- MGMT610 Management Vision and Decision: Creative and Critical Thinking from a Strategic Perspective 3 cr
- MGMT647 Managing for Sustainability 3 cr approved substitution MGMT747
- MGMT732 Project Leadership in an Operations Environment 3 cr Prerequisite(s): CISP600 -approved substitution MGMT735 (title change 4/24)
- MGMT760 Organizational Design and Development 3 cr Prerequisite(s): HRMG700
- MGMT775 Leading Transformational Change 3 cr Prerequisite(s): MGMT760
- MGMT784 Data-driven Design and Analysis 3 cr Prerequisite(s): MGMT732 and MGMT775
- MGMT795 Strategies for Contemporary Organizations 3 cr Prerequisite(s): MGMT784
- MKTG638 Marketing and Communicating in a Multi-Cultural Environment 3 cr (New 4/24)
- Prerequisites added to Master of Management courses 5/13/2013
- MGMT638 Leading and Communicating in a Multi-Cultural Environment 3 cr - not implemented; changed to MKTG638

**Courses for Medical School Partnership Master of Health Care Management (MHCM)**
- CAPS797 Business Strategy in Health Care 3 cr (Medical School Partnership course)
- HCMG650 Financial Management for the Health Care Manager 3 cr (Medical School Partnership course)
- HCMG685 Special Topics in Health Care Management 3 cr (Medical School Partnership course)
- HCMG748 Quality and Operations Management in Health Care 3 cr (Medical School Partnership course)
- MKTG647 Health Care Marketing 3 cr (Medical School Partnership course)

**New Courses for MBA Marketing Concentration**
- MKTG680 Applied Marketing Research and Segmentation 3 cr Prerequisite(s): BUSN650 and MKTG610 (required course for all students)
- MKTG695 Distribution Strategy 3 cr Prerequisite(s): MKTG680
- MKTG698 Multinational Marketing Management 3 cr Prerequisite(s): MKTG680
- MKTG700 Strategic Pricing 3 cr Prerequisite(s): MKTG680
- MKTG705 Digital Marketing 3 cr Prerequisite(s): MKTG680
- MKTG723 Consumer Behavior 3 cr Prerequisite(s): MKTG680
- MKTG757 Strategic Brand Development and Management 3 cr Prerequisite(s): MKTG680
MKTG775 Integrated Marketing Communications Strategy 3 cr Prerequisite(s): MKTG680

New Courses for Proposed MBA Operations/Supply Chain Management Concentration
- MGMT746 Global Supply Chain Management 3 cr
- MGMT752 Leadership, Ethics, and Corporate Social Responsibility 3 cr
- MGMT772 Quality Management Systems and Lean Concepts 3 cr

Courses Changes
- ACCT745 Managerial and International Accounting 3 cr (course title and description change)
- HRMG490 Human Resource Management BBA Internship 3 cr name changed to differentiate HRMG290 and HRMG490
- MGMT490 Management BBA Internship 3 cr Prerequisite(s): Junior status: Business Foundation completed; 9 credit hours completed in the major in residency at Davenport University; minimum 2.7 GPA in the major, and minimum 2.7 cumulative GPA (name changed to differentiate MGMT290 and MGMT490)
- MKTG490 Marketing BBA Internship 3 cr Prerequisite(s): Senior status; Business Foundations complete; 15 or more credit hours completed in residency at Davenport; 12 or more credit hours of Marketing courses completed at Davenport; a minimum 2.7 GPA in the major; 2.7 cumulative GPA (name changed to differentiate MKTG290 and MKTG490)
- MGMT490S Sport Management BBA Internship 3 or 6 cr (course description change, name change and contact hours explained)

Courses Name Changes
Standardize naming for College of Business Internships:
- ACCT290 Accounting ABA Internship 3 cr
- FINC290 Finance ABA Internship 3 cr
- ACCT490 Accounting BBA Internship 3 cr
- FINC490 Finance BBA Internship 3 cr

Reactivate and Update Courses
- MGMT290 1, 2, or 3 cr (1EX, 1TD, & 1ON) Prerequisite(s): Sophomore status: 9 credit hours or more in residency at Davenport University; 6 or more credit hours of Management classes completed at Davenport University; minimum 2.7 GPA in the major, and minimum 2.7 cumulative GPA (Maximum hours earned in MGMT290 is 3 credit hours)
- MKTG290 1, 2, or 3 cr (1EX, 1TD, & 1ON) Prerequisite(s): Sophomore status: 9 credit hours or more in residency at Davenport University; 6 or more credit hours of Marketing classes completed at Davenport University; minimum 2.7 GPA in the major, and minimum 2.7 cumulative GPA (Maximum hours earned in MKTG290 is 3 credit hours)

Course Corrections - Catalog
- LEGL285 1 cr may be completed 4 times for credit (maximum 4 credit hours)
- LEGL385 3 cr may be completed 2 times for credit (maximum 6 credit hours)
Prerequisite/Co-requisite Changes

- ACCT310 Prerequisite(s): ACCT202
- BUSN495 Prerequisite(s): FINC223 or FINC235, BUSN303 or MKTG412, ENGL311, and achieved senior status
- CAPS790 Prerequisite(s): Course must be completed in last semester
- CAPS799 Prerequisite(s): Course must be completed in last semester
- HCMG630 no prerequisite
- HRMG213 Prerequisite(s): HINT211, HLTH235 or MGMT211
- HRMG700 no prerequisite
- MGMT312 Prerequisite(s): HINT211, HLTH235 or MGMT211
- MGMT321 Prerequisite(s): HINT211, HLTH235 or MGMT211
- MGMT370 Prerequisite(s): add HLTH235 as an 'or situation' with HINT211 or MGMT211
- MGMT375 Prerequisite(s): HINT211, HLTH235 or MGMT211
- MGMT420 Prerequisite(s): add HLTH235 as an 'or situation' with HINT211 or MGMT211
- MGMT440 Prerequisite(s): BUSN303, FINC235, ENGL311, and achieved senior status
- MKTG430 Prerequisite(s): add MKTG211 to the existing prerequisites – correct long standing oversight
- PSMG250 Prerequisite(s): LEGL211

Discontinued Courses

- ACCT750 substitute with graduate level general accounting elective
- FINC221 replace with FINC235
- MGMT490N Study Abroad Internship replace with MGMT490I


Will work with the campuses to develop teach-out plans based on where their students are in the program:

- HRMG401 ++ approved/recommended substitutions: HRMG213
- PSMG102 *must be completed to award ABA Public Safety and Security Management
- PSMG130 *must be completed to award ABA Public Safety and Security Management
- PSMG211 *must be completed to award ABA Public Safety and Security Management
- PSMG300 approved/recommended substitutions: MGMT321 or RMGI221
- PSMG301 ++ approved/recommended substitutions: MGMT321 or MGMT370 or any 300 level or above BUSN or MGMT course
- PSMG315 ++ approved/recommended substitutions: FINC215, FINC235 or GFINC301
- PSMG402 ++ approved/recommended substitutions: FINC230 or RMGI221
- PSMG441 ++ approved/recommended substitutions: MGMT420, MGMT435 or MGMT440

--Approved substitutions for LEGL230 are HRMG213, MGMT312, POLS111 or POLS313
--* PSMG102, PSMG130, PSMG211, PSMG250 and LEGL211 must be completed or the equivalent courses received in transfer (residency must still be met) in order to award --ABA Public Safety and Security Management. No substitutions for those courses within the ABA will be done in the teach-out.

Source: Davenport University Registrar’s office.
College of Business New Program Details – Master of Management (Fall 2013)

Program Description:  Students seeking the Masters of Management degree (MM) will develop key employee knowledge, skills, and capabilities desired by all types of organizations operating within the dynamic global environment. The focus areas of this 33 credit program include: leadership, stakeholder engagement, a culture of change, collaboration, process management and contemporary structure and design. Theory, application, and reflection are integrated throughout this program to enhance creativity, critical thinking, and decision-making capabilities.

Program Learning Outcomes:
Graduates will demonstrate the ability to:

1. Lead innovation through strategic planning, change management, and performance improvement initiatives to increase organizational reputation.
2. Evaluate systems and processes to improve organizational effectiveness.
3. Appraise and justify ethical decision making in light of global business values, diversity and inclusion, and sustainable business practices.
4. Assess and apply leadership constructs for motivating others and developing a collaborative culture.
5. Identify ongoing leadership learning opportunities to develop career and personal effectiveness goals.

MGMT 610   Management Vision and Decision: Creative and Critical Thinking from a Strategic Perspective.
Management today is not business as usual. Disruptive technology, challenging economies, global markets, and significant environmental concerns require visionary responses that consistently cause leading CEOs to rank the development of creative and critical thinking as an organizational priority and an essential lifelong learning practice. Through the introduction and application of idea generation tools and decision-making techniques in a variety of organizational contexts, this foundational course prepares students for successful learning in the Masters of Management program and for successful practice in their chosen careers.

Learning Outcomes
Upon successfully completing this course, the student will be able to:

1. Identify strategic organizational concerns and formulate vital management questions precisely
2. Use appropriate tools and techniques to make connections between concepts and generate new ideas
3. Elaborate upon original and propose multiple solutions
4. Evaluate the practicality of alternative ideas and solutions impartially, using recognized criteria and standards to reach well-reasoned conclusions
5. Effectively work and communicate with others to develop recommendations that will resolve organizational concerns, answer management questions, and drive necessary change.

**MKTG 638  Marketing and Communicating in a Multi-Cultural Environment**
This course prepares students to competently interact in the global business environment. Students will study cross-cultural communication, the importance of creating an organization with a high level of cultural and global awareness, and will explore the marketing impact of culture on decision making, values, and time perception. Complex business and communication problems, advocacy skills, and creative approaches to communications that integrate technology skills will also be explored.

**Learning Outcomes**
Upon successfully completing this course, the student will be able to:

1. Demonstrate an understanding of current marketing theory and principles in the context of global business cultures.
2. Apply contemporary communication skills appropriate to the business culture and environment.
3. Recognize the importance of understanding the role of a customer-focused organization in the development of marketing strategies.
4. Develop a plan for successfully engaging in business with a global business culture.
5. Evaluate communication in terms of power, influence, leading change, teams, coaching, ethics, and cultural diversity.

**MGMT 647  Managing for Sustainability**
This course applies sustainable business constructs and theories to the management role through a focus on people, planet, and performance. Sustainable practices are examined as they relate to ethical, social and legal responsibilities along with the “How to...” of their implementation by management. Sustainable business benchmarks are examined at the national and global levels. Sustainability is studied from the perspective of one of the most significant management opportunities for long term innovation/financial success. This course has a focus on the role of the organization in creating economic value by engaging the value stream and doing good while making it good business.

**Learning Outcomes**
Upon successfully completing this course, the student will be able to:

1. Compare various sustainability frameworks and theories while applying ethical, social and legal approaches to local, domestic and global sustainable organization management.
2. Design people, planet and performance capitals into sustainable innovation and financial growth management strategies at all levels of organizational administration.
3. Formulate sustainable business management tactics into strategic social, ecological and economic administrative planning functions.

**CISP 600  Information Systems Planning**  
This course reviews the major content areas of information systems management that will be examined at various organizational levels of MS Technology Management. The major content areas (IT domains) to be covered include information technology management, networking, Web, database, programming and systems development. Upon completion of this course, students will be prepared to analyze, define, and research the unique management considerations of each domain within various organization levels.

**Learning Outcomes**  
Upon successful completion of this course, the student will be able to:

1. Analyze the use of different types of information systems to drive organizational and societal change.
2. Identify and analyze how information management relates to decision making and how it contributes to the success or failure of organizational goals. By discerning the differences among strategic, tactical, and operational levels of IST in organizations.
3. Analyze how cultural and political differences present across international borders can alter information systems decision making.  
4. Demonstrate knowledge of using networking technology for globalization.
5. Assess the strategic implications of database management systems. The organizational and societal implications of private ownership of public databases.
6. Demonstrate knowledge of managerial perspectives on design and use of information systems.

**FINC 610  Budget and Finance Management**  
This course applies finance concepts to evaluate and manage budgets in financial decision making in the global environment. The course will include a foundational knowledge of accounting principles and financial management, such as budget development and execution, program initiation, cost and revenue estimation, budget strategy and evaluation. Students will prepare a plan to obtain funding and manage a project or department budget. Basic financial concepts are covered such as capital budgeting, working capital management, risk and return measurement, cost classification, debt and equity financing and cash flow analysis. Students should be familiar with Microsoft Excel.

**Learning Outcomes**  
Upon successful completion of this course, the student will be able to:

1. Demonstrate a fundamental understanding of accounting principles and practices.
2. Implement effective tools and techniques in documenting, presenting and justifying various budgets.
3. Develop and evaluate the financial planning process including long-term strategic financial plans and short-term operating financial plans.
3. Apply, measure and evaluate risk and return considerations in capital budgeting
4. Prepare a plan to obtain funding and manage the budget in the global environment
5. Communicate operational and financial strategies to stakeholders
6. Understand, measure and evaluate risk and return

HRMG 700  Managing Human Resources
This course is designed to introduce the graduate student to the whole spectrum of human resources responsibilities and major functions. Topics include staffing, compensation, training, organizational development, employee and labor relations, human resources information systems, and global HR management. In addition the student will learn about the strategic role HR plays in helping organizations acquire and retain talent and win against global competition. An emphasis will be placed upon learning about both the specific human resources disciplines and how to strategically apply that knowledge to solve organization wide issues.

Learning Outcomes
Upon successful completion of this course, the student will be able to:
1. Demonstrate an understanding of all the HR disciplines and how they contribute to overall organizational effectiveness.
2. Apply acquired human resources knowledge to resolve business and organizational issues.
3. Demonstrate an understanding of the relationship between strategic HR initiatives and an organization’s global competitiveness.
4. Evaluate the relative merits of a variety of human resources interventions such as organizational development, succession and workforce planning, strategic staffing, diversity training, cultural change, and rewards and recognition redesign.
5. Demonstrate how to design, develop, and implement effective HR policies and programs.

MGMT 732  Project Leadership in an Operations Environment
Students will gain an understanding of the concepts and practices necessary to lead companies in a project environment in alignment with operations management. The course will focus on translating global organizational objectives into project initiatives that meet corporate goals. Topics include leadership and communication skills, the role of the Project Management Office (PMO), and the associated processes and controls required to manage project portfolios in a coordinated global environment. Special focus is given to agile project management concepts necessary to operate in an ever changing environment.

Learning Outcomes
Upon successfully completing this course, students will be able to:
1. Demonstrate knowledge of the functions of operations management within an organization.
2. Demonstrate an understanding of agile project management techniques in a project environment.
3. Create a comprehensive communication plan for both project communications to leadership and portfolio communications to company executives.
4. Analyze the role of the Project Management Office (PMO) in helping projects achieve organizational objectives.
5. Evaluate project progress reporting criteria and demonstrate an understanding of earned value techniques necessary to determine the health of the project.

Pre-requisite: CISP600

MGMT 760  Organizational Design & Development
An interdisciplinary approach to organization design and development serves as the foundation to evaluate organization performance at many levels. This class emphasizes the alignment of organizational design objectives, which focus on structure and systems to improve efficiency, with organizational development objectives to improve individual performance, group effectiveness and organizational culture. Within the context of an organization’s mission and stakeholder set, the influence of different structures and systems on organizational culture and communication are evaluated to identify the optimum design that will support long term performance and development goals.

Learning Outcomes
Upon successfully completing this course, the student will be able to:
1. Understand the elements of organizational design and structure;
2. Analyze how differing organizational elements will influence individual and group performance;
3. Evaluate the potential impact of various organizational development interventions on the workplace environment;
4. Create a design and development plan based on an organization’s core set of values and ethics.

Pre-requisite: HRMG700

MGMT 775  Leading Transformational Change
The nature of the global economy and constantly changing environments results in organizations that must be adaptable to be successful. Nothing changes until people’s behaviors change. This course will focus on the role a transformational leader plays in creating a culture of change and managing change. Transformational leaders direct change by creating a compelling shared vision and effectively communicating this vision to all stakeholders. The full range of transformational leadership behaviors and strategies to build and sustain a culture that embraces change will be explored. Case studies and real-life scenarios will be used to better understand resistance to change, change obstacles, ethical ramifications, and how a leader can anticipate and overcome these challenges.

Learning Outcomes
Upon successfully completing this course, the student will be able to:
1. Explain transformational leadership and transformational change;
2. Apply and assess the process of leading transformational change;
3. Differentiate and reflect on personal strengths and weaknesses of leading transformational change and create an action plan to improve weaknesses and build upon strengths;

4. Devise and appraise tactics and strategies to create an organizational culture of change.

*Pre-requisites: MGMT 760*

**MGMT 784  Data-driven Design & Analysis**
Managers struggle each day to make optimal decisions in the face of inaccurate or incomplete information. As the quantity and quality of information increase, the inherent risks of decision-making decline. This course builds skills in using data to drive decisions: scanning for critical internal and external data; gathering reliable secondary data, creating primary data as necessary, and reaching meaningful conclusions through rigorous analysis of all the data available. The student will be required to apply executive-level skills to decision-making to achieve the vision of an actual business venture.

*Learning Outcomes*
Upon successful completion of this course, the student will be able to:

1. Apply appropriate research techniques to solve various business problems.
2. Create a research plan using both internal and external data.
3. Analyze data and communicate research results in both written and verbal format.
4. Assess data validity and formulate appropriate business recommendations supported by that data.

*Pre-requisites: MGMT732 and MGMT775*

**MGMT795  Strategies for Contemporary Organizations**
This course will integrate the concepts from previous courses as students learn the steps of the strategic planning and decision-making process. Course content will focus on a holistic approach to strategic analysis, formulation, and implementation taking into consideration an organization’s various stakeholders. Corporate governance and creating an environment of entrepreneurship will also be explored. Students will apply strategic planning theory and concepts when working with a business on one of their strategic concerns.

*Learning Outcomes*
Upon successful completion of this course, the student will be able to:

1. Demonstrate knowledge of the principles of economics in relationship to strategic management.
2. Demonstrate an understanding of the legal, ethical and corporate social responsibility in strategy formulation and implementation.
3. Apply and communicate appropriate planning techniques when preparing a comprehensive analysis of an organization, its industry, and the general environment.
4. Assess the competitive environment and identify value-creating opportunities for an organization.
5. Develop strategic controls to monitor on-going organizational performance.

**Pre-requisite: MGMT74**

**General Information**

**Application Requirements:**
1. Completed Graduate Program Application
2. Bachelors degree from an accredited college/university
3. Two professional or academic references
4. Statement of Purpose (used to determine if MGMT535 is required).
5. Complete GMAT or GRE within first 9 credit hours. (Existing MBA waiver policies apply)
6. Minimum undergraduate GPA – 2.75

**Transfer Credits:** Up to six (6) credits from an accredited institution may be transferred into the MM program.

**Approved Substitutes:** The following classes in Davenport’s MBA program are approved substitutes for the MM program:
- FINC620 for FINC610
- MGMT735 for MGMT732
- MGMT747 for MGMT647
College of Business New Program Details – MBA – Marketing Concentration (Fall 2013)

Program Description
This concentration is designed for both professionals who desire to advance and entry level professionals who desire to grow in the dynamic and challenging marketing profession. The program is intended for those who want to keep up with emerging trends in marketing such as multicultural marketing, strategic brand marketing, entrepreneurial marketing, and emerging marketing media.

Program Purpose
This concentration prepares the learner to be successful using up to date emerging trends in marketing such as multicultural marketing, strategic brand marketing, entrepreneurial marketing, and emerging marketing media. The marketing concentration involves students in leading cutting edge topics such as digital marketing, social media, new brand development, and emerging consumer behaviors. Pricing, distribution, integrated marketing communication, multinational and international marketing topics are expanded to give students experience with their application in the business arena. Once completed, the MBA with a marketing concentration prepares students for strategic, upper level marketing management positions.

Concentration Learning Outcomes:

- Create, apply, analyze, and evaluate marketing strategies in each of the five primary strategic marketing areas: segmentation, product, pricing, communication, and distribution.
- Create, apply, and evaluate the secondary and primary research necessary to exceed the informational needs of marketing decision-making.
- Differentiate marketing strategies between a specific cultural market and a multicultural environment.
- Create strategic marketing plans based on an environmental analysis to achieve stated organizational goals and objectives.

MBA Core Classes: (18 credits)

Acct 640, BUSN 650, ECON 625, FINC 620, MGMT 645. MKTG 610.

Marketing Concentration Classes (18 credits)

Required; MKTG 760 - Applied Marketing Research and Segmentation

Select 5 from the following 7 courses

MKTG 630 - Distribution Strategy
MKTG 637 - Multinational Marketing Management
MKTG 657 - Strategic Pricing
MKTG 670 - Digital Marketing
MKTG 710 - Consumer Behavior
MKTG 727 - Strategic Brand Development and Management
MKTG 745 - Integrated Marketing Communications Strategy

Capstone course (3 credits)

CAPTS 790 or CAPS799 or SABR 781

Program total – 39 credit hours

Course Descriptions:

MKTG 760: Applied Marketing Research and Segmentation - REQUIRED

This course examines the tools necessary to understand and utilize marketing research technologies including marketing research design, secondary research, and primary research to develop effective marketing strategies. The course includes coverage of surveys, sampling techniques, qualitative analysis, qualitative research methods, and research project management. The course will use exploratory, descriptive, experimental, and inferential methods to identify potential target market segments. Prerequisite; MKTG 610

MKTG 670: Digital Marketing

This course examines the application of digital marketing tools to attract, interest, influence consumers, and retain customers. Students will gain knowledge of customer relationship management using digital technology such as the Internet, social media, as well as emerging digital media platforms. Prerequisite; MKTG 760

MKTG 710: Consumer Behavior
This course presents the theoretical and applied fundamentals of consumer and organizational behavior. Students will develop an understanding of how and why consumers and organizational buyers are influenced in the decision-making process. Emphasis is placed on internal and external behavior influencers including cultural and inter-cultural contexts, psychological and sociological influences, attitudinal as well as situational pressures and their impact on the consumer decision-making process. Prerequisite: MKTG 760

MKTG 630: Distribution Strategy

This course examines the design and implementation of distribution channel strategies emphasizing customer service, low-cost and time-based availability. The course will include particular attention to the use of information technology, contemporary strategic issues, channel efficiency, and the management of channel relationships. Prerequisite: MKTG 760

MKTG 637: Multinational Marketing Management

This course offers the student a managerial analysis of the global marketing environment. An evaluation of market entry strategies including exporting, licensing and direct investment; developing and accessing multinational product, pricing, promotional, and distribution strategies engage the student in a critical discussion of contemporary international marketing issues. Prerequisite: MKTG 760

MKTG 745: Integrated Marketing Communications Strategy

This course focuses on the study of the theoretical and practical application of integrated marketing communications. The strategy development includes exposure to the elements of the integrated marketing communications mix: advertising, sales promotion, public relations, interactive marketing, and personal selling. In addition, media strategy, creative strategy, integrated marketing communication objectives, and budget determination are explored. The course format includes case studies and/or group projects to exhibit topic comprehension. Prerequisite: MKTG 760

MKTG 727: Strategic Brand Development and Management

This course provides students with strategies to define a brand’s position by focusing on developing a broad understanding of competitors, customer’s needs, and market opportunities. The student will explore new brand development, how to define a brand by utilizing customer and competitor analyses, how to create a sustainable market position, create and manage a brand, and identify brand equity dimensions. Prerequisite: MKTG 760

MKTG 657: Strategic Pricing

This course provides students experience with the application of pricing strategies to build value in goods and services available to customers. The strategic role of pricing within the organization is examined and pricing strategies are applied to specific organizations. Areas included are;
value creation, pricing structure, pricing policy, pricing and the Product Life Cycle, price sensitivity, financial analysis, and the implementation of pricing strategies. **Prerequisite; MKTG 760**

**Changes in other Colleges**

**College of Health Professions**  
including  
**Program of Nursing**  
Graduate and Undergraduate

- Pending Changes with appropriate forms
- Pending Change-Revisit by Curriculum Committee
- Curriculum Committee Supported Change
- Informational Changes

No box - Changes being considered no documentation on file (ccf, cdf, etc)

**Redesigned Program**
- Practical Nursing Diploma – redesign based on recommendations from accreditation visitors

**Discontinued Programs**
- Diploma, Medical Assisting (MEDA DIPL)
- Diploma, Medical Assisting Phlebotomy (MEDAPHL DIPL)

**Program Changes**
- Course changes to Health Services Administration BS, Medical Case Management BS, Medical Assisting AAS, and Medical Assisting with Phlebotomy AAS see new courses
- Health Insurance Claims Management ABA will require ACCT201 and removed HINT223 and BITS221 or MEDA259 requirement – will reduce program total required credits to 65 credits

**New Courses**
- HLTH101R Introduction to Health Careers Seminar 1 credit – repeatable seminar to redo CBC/DS as required by clinical/practicum site or various other reasons. HLTH101R may not be used for retake after being flagged on initial test.
HLTH210 Health Care Organizations and Systems 3 cr (1TD, & 1ON) Coerequisite(s): ENGL110 Prerequisite(s): ENGL109 (replaces HINT203 in Allied Health programs)

HLTH235 Principles of Health Care Management 3 cr (1TD, & 1ON) Recommended Co-requisite(s): HLTH230 Prerequisite(s): ENGL109 (replaces HINT211 in Allied Health programs)

HLTH245 Principles of Reimbursement Management 3 cr (1TD, & 1ON) Prerequisite(s): ENGL109 (replaces HINT250 in Allied Health programs)

NURS165 Maternal and Child Nursing 2 cr Component Co-requisite(s): NURS165 and NURS165C Prerequisite(s): NURS144 and NURS144C (replaces NURS161 in LPN program)

NURS165C Maternal and Child Nursing Clinical 1 cr Component Co-requisite(s): NURS165 and NURS165C Prerequisite(s): NURS144 and NURS144C (replaces NURS161C in LPN program)

NURS175 Geriatrics and Mental Health 3 cr Co-requisite(s): PSYC101 Prerequisite(s): NURS144 and NURS144C

NURS195 PN Leader and Manager Capstone 3 cr Prerequisite(s): Course to be completed in the final semester of the Practical Nursing Diploma program.

NURS601 MSN Orientation Seminar 0 cr - $90.00 fee is included. This is the MSN equivalent to HLTH101 so that the Criminal Background Check/Drug Screening can be completed

STAR399/STAR699 STAR Clinician® Certificate (UG or GR) 3 cr (1EX or IPEX) Prerequisite(s): Must be a senior level nursing student, SN completion student or graduate level nursing student.

Courses Change – Increase Credit Hours/Redesign

HLTH101S 1 cr Credit hour increase reflects contact hours through online learning

Prerequisite/Co-requisite Changes

The following courses must have HLTH235 added as an ‘or’ option with HINT211 as a prerequisite:

HINT221 Prerequisite(s): BIOL116, BIOL131 and HINT110
HINT222 Prerequisite(s): BIOL116 and HINT110
HINT223 Prerequisite(s): HINT221 and HINT222
HINT350 Prerequisite(s): CISP247, HINT297 and HINT297C
HINT385 Recommended Co-requisite(s): HINT496 Prerequisite(s): CISP247, HINT297 and HINT297C
HINT400 Prerequisite(s): HINT350
HSAD402 Prerequisite(s): HINT211 or HLTH235
HSAD403 Prerequisite(s): HINT211 or HLTH235
HSAD405 Prerequisite(s): HINT211 or HLTH235
MEDA255 Prerequisite(s): add MATH125 to existing prerequisites – enforces the course sequencing
MEDA259 Prerequisite(s): add MATH125 to existing prerequisites – enforces the course sequencing
MEDA261 Prerequisite(s): add ENGL109 and MATH125 to existing prerequisites – enforces the course sequencing
NURS125 Recommended Prerequisite(s): CHEM150 and CHEM150L for BSN-PL students only - Co-requisite is still NURS101 & NURS101C
NURS135 Recommended Co-requisite(s): NURS101 and NURS101C for BSN-PL students only Prerequisite(s): BIOL115 or BIOL121 and BIOL121L
NURS144 Co-requisite(s): NURS135 (Prerequisite is still NURS101 & NURS101C)

Discontinued Courses
- NURS118 3 cr replaced with NURS125 & NURS126 4 cr
- NURS161 3 cr replaced with NURS165 2 cr
- NURS161C 1 cr replaced with NURS165C 1 cr
- NURS188T 0 cr not consistently utilized/not required
- NURS488T 0 cr not consistently utilized/not required

College of Technology
Graduate and Undergraduate

Program Grid Changes
- Remove from Livonia BS CIS Business Simulation/Computer Gaming
- Remove from Warren BS CIS Web Design and Development

New Specialties
- Focused Technical Specialty - BS Technology Management
- Database Management Specialty - BS Technology Management
- Web Design Specialty - BS Technology Management

Program Changes
- BS Computer Information Systems - Foundations of Mathematics and Science PHYS100 and PHYS100L will be required. MATH135 becomes an 'or' situation with MATH150; ENVS125 is an elective replacing MATH150

Foundations of Mathematics and Science 15-17 credits
MATH125 Intermediate Algebra 3
MATH135 College Algebra or
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH150</td>
<td>Pre-Calculus</td>
<td>3 or 4</td>
</tr>
<tr>
<td>STAT220</td>
<td>Introduction to Statistics</td>
<td>3</td>
</tr>
<tr>
<td>PHYS100</td>
<td>Applied Physics and</td>
<td>2</td>
</tr>
<tr>
<td>PHYS100L</td>
<td>Applied Physics Lab</td>
<td>1</td>
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</tbody>
</table>

Choose one of the following: 3 or 4 cr

- ENVS125  Introduction to Environmental Studies (3 cr)
- MATH140  Finite Mathematics (3 cr)
- MATH216  Calculus II (4 cr)
- STAT322  Inferential Statistics (3 cr)

- BS Networking Technology - Foundations of Mathematics and Science
  - Remove ENVS125 as an option – PHYS100 and PHYS100L will be required
- BS Security and Information Assurance - Foundations of Mathematics and Science
  - Remove ENVS125 as an option – PHYS100 and PHYS100L will be required
- BS Computer Information Systems - Business Simulation and Computer Gaming (BSCG) major
  - Remove BITS212, BITS303 and CISP311; and add MATH215, BITS345, and CISP415 as required
- BS Computer Information Systems – Computer Gaming and Simulation major will be renamed to Business Simulation and Computer Gaming (BSCG) major
- BS Computer Information Systems – Database Management major
  - add CISP275, CISP328, CISP410, CISP446, and STAT322 as required

- BS Computer Information Systems – Programming major
  - remove CISP311 and add CISP330, NETW220, and MATH215 as required
- BS Computer Information Systems – Web Design and Development major
  - add CISP340 as required and BITS345 and CISP415 as electives
- BS Networking Technology - Network Security Major
  - Remove IAAS421; and add IAAS491 or NETW440 as required
- BS Security and Information Assurance - Information and Computer Security Major
  - Remove IAAS421 and NETW201; and add CISP420 and IAAS492 as required courses
- MSIA
  - add IAA5786 Research Techniques of Information Assurance 3 cr and STAT615 Analytical Statistics for Management as required courses. Program will require 37 credits to complete.
- MS Technology Management and MSIA
  - add STAT500 as a pre-core admissions requirement if an equivalent undergraduate statistics course was not successfully completed. STAT615 is a requirement in both programs.

**New Courses**

- BITS345 Digital Video Editing 3 cr
  - Prerequisite(s): BITS301 (1TD only)
- CISP275 Database Administration 3 cr
  - Prerequisite(s): CISP247 (1BL, 1TD & 1ON)
- CISP328 Database Programming 3 cr
  - Prerequisite(s): CISP311 (1BL, 1TD & 1ON)
- CISP330 Software as a Business 3 cr
  - Prerequisite(s): CISP111 or CISP211 and MGMT211 (1BL, 1TD & 1ON)
- CISP415 3D Animation 3 cr
  - Prerequisite(s): CISP246 (1TD only)
- CISP446 Data Warehousing 3 cr
  - Prerequisite(s): CISP328 and STAT322 (1BL, 1TD & 1ON)
IAAS786 Research Techniques for Information Assurance 3 cr  Prerequisite(s): STAT615 (2BL, 2TD, & 2ON)

Re-Purposed and Course Changes
- BITS290 Business Info Technology Internship  Prerequisite(s): BUSN120, HSAD235 or MGMT211 and BITS211, BITS214 or BITS301; minimum 2.5 cumulative GPA and 2.3 GPA in the major.  – will be used as the Junior level internship that cannot be classified to other disciplines/subjects

Course Description/Learning Outcomes Changes
- CISP238 Server-side Scripting I
- CISP310 Server-side Scripting II
- CISP410 Systems Integration 3 cr

Prerequisite/Co-requisite Changes
- CAPS795 Prerequisite(s): IAAS786, last semester and Information Assurance core courses completed. Also course title change: Information Assurance Thesis
- CISP290 Prerequisite(s): Sophomore status; BUSN210, CISP111, and either CISP231, CISP233, CISP237, CISP241 or CISP253; minimum 2.5 cumulative GPA and a minimum 2.7 in the major
- CISP325 Prerequisite(s): CISP280 and STAT322
- CISP490 Prerequisite(s): Junior status; CISP247 and either CISP232, CISP234, CISP239, CISP242 or CISP310; minimum 2.5 cumulative GPA and a minimum 2.7 in the major
- GPMT350 Prerequisite(s): HINT211, HLTH235 or MGMT211 and STAT219, STAT220 or MATH140
- NETW490 Prerequisite(s): Junior status; NETW111 or NETW220 and either NETW212, NETW235, or NETW241; minimum 2.5 cumulative GPA and a minimum 2.7 in the major (remove recommended prerequisite)

Discontinued Courses
- BITS105 1 cr  no longer required for nursing programs - recommended BITS101 or CISP100 for introductory computer skills
- IAAS421 Approved substitutions are: for BS Networking Technology Network Security: replace with IAAS491 or NETW440; for BS Networking Technology Security and Information Assurance; replace with CISP420

College of Arts and Sciences
Graduate and Undergraduate
**New Program**

- **Master of Science (MS) Data Analytics**
- **Graduate Certificate Data Analytics** *(DATA L TICS GRC)*

A 12 credit certificate in Data Analytics, the field of examining raw data with the goal of drawing conclusions about that information is sponsored jointly by the College of Arts and Sciences in partnership with the Colleges of Technology and Business. Credit from the certificate program can be transferred to the Master of Science in Analytics Degree program. Courses for the certificate are offered in 15 week format with two courses completed per semester.

Program Prerequisites:

- Completion of a bachelor's degree in engineering, computer science, science, mathematics, statistics, computational math, or accounting.
- Student must have earned a minimum undergraduate GPA of 3.0 or a graduate GPA of 3.4.
- Completion of an introductory statistics course is required. If statistics was not previously completed, Davenport's STAT500 Statistics for Business can be used as a co-requisite to DATA610 to satisfy this requirement.

**Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DATA610</td>
<td>Essential of Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA625</td>
<td>Data Methods for Business Analytics</td>
<td>3</td>
</tr>
<tr>
<td>DATA667</td>
<td>Data Visualization and Statistical Simulation</td>
<td>3</td>
</tr>
<tr>
<td>DATA710</td>
<td>Applied Data Analytics</td>
<td>3</td>
</tr>
</tbody>
</table>

**Reactivated/Redesigned Program for Kuyper College Partnership**

- **BAS Integrative Professional Studies** – program has been reactivated as a partnership offering with Kuyper College. *Students from DU will have the opportunity to complete Kuyper College’s BS in Social Work and may also elect to additionally complete this degree at DU.*

**Integrative Professional Studies**

**BACHELOR OF APPLIED SCIENCE • 127 CREDITS • INT PRO BAS**

**Foundations of Excellence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BIOL120</td>
<td>Essentials of Anatomy and Physiology</td>
<td>4</td>
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<tr>
<td>COMM120</td>
<td>Presentation Techniques</td>
<td>3</td>
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<tr>
<td>ENGL109</td>
<td>Composition</td>
<td>3</td>
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<tr>
<td>ENGL110</td>
<td>Advanced Composition</td>
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<tr>
<td>FRSM100 or</td>
<td>Career and Education Seminar or</td>
<td></td>
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<tr>
<td>HLTH101</td>
<td>Introduction to Health Careers</td>
<td>3</td>
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<tr>
<td>MATH125</td>
<td>Intermediate Algebra</td>
<td>3</td>
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<td>Credits</td>
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<tr>
<td>PSYC101</td>
<td>Introductory Psychology</td>
<td>3</td>
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<tr>
<td>SOCY101</td>
<td>Introductory Sociology</td>
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<tr>
<td><strong>Interdisciplinary Major</strong></td>
<td><strong>39 credits</strong></td>
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<td>College of Arts and Sciences Courses</td>
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<tr>
<td>PSYC201</td>
<td>Abnormal Psychology</td>
<td>3</td>
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<tr>
<td>POLS230</td>
<td>Comparative Politics</td>
<td>3</td>
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<tr>
<td>SOSC201</td>
<td>Diversity in Society</td>
<td>3</td>
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<tr>
<td>STAT219</td>
<td>Biostatistics or</td>
<td></td>
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<tr>
<td>STAT220</td>
<td>Introduction to Statistics</td>
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<tr>
<td>ENGL311</td>
<td>Professional Writing</td>
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<tr>
<td>BUSN210</td>
<td>Professional Ethics</td>
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<td>MGMT211</td>
<td>Management Foundations</td>
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<tr>
<td>MGMT321</td>
<td>Organizational Behavior</td>
<td>3</td>
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<td>College of Health Professions Courses</td>
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<tr>
<td>HLTH/PSYC127</td>
<td>Healthy Living</td>
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<td>HLTH230</td>
<td>Health Care Law and Ethics</td>
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<tr>
<td>HLTH/PSYC303</td>
<td>Psychosocial Health Concerns</td>
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<tr>
<td>HSAD301</td>
<td>Cultural Issues in Health Care</td>
<td>3</td>
</tr>
<tr>
<td>Elective at 300 level or higher from any College</td>
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<tr>
<td><strong>Kuyper Social Work Transfer Specialty</strong></td>
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<td><strong>Kuyper Bible and Theology Core Transfer</strong></td>
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<td><strong>Kuyper Cultural Immersion Transfer</strong></td>
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<table>
<thead>
<tr>
<th><strong>New Course Prefix</strong></th>
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<tbody>
<tr>
<td>✔ DATA = Data Analytics</td>
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<table>
<thead>
<tr>
<th><strong>New Courses</strong></th>
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<tbody>
<tr>
<td>✔ ENVS385 Special Topics: Environmental Science 3 cr</td>
</tr>
<tr>
<td>✔ DATA610 Essentials of Business Analytics 3 cr</td>
</tr>
<tr>
<td>✔ DATA625 Data Methods for Business Analytics 3 cr</td>
</tr>
<tr>
<td>✔ DATA667 Data Visualization and Statistical Simulation 3 cr</td>
</tr>
<tr>
<td>✔ DATA710 Applied Data Analytics 3 cr</td>
</tr>
</tbody>
</table>
Courses with a Change of Grading Scale

PROX191 – PROX193  *Standard grading scale will be used for these courses. PROX190 will remain Pass/Fail*