Accreditations and Approvals

Davenport University is accredited by the Higher Learning Commission—North Central Association of Colleges and Schools (NCA), 30 North LaSalle Street, Suite #2400, Chicago, IL 60602; phone (800) 621-7440; www.ncahsrelearningcommission.org. The HLC is nationally recognized by the U.S. Department of Education and by the Council of Higher Education Accreditation (CHEA).

Davenport University, an independent, nonprofit institution, is chartered by the State of Michigan and is empowered to grant degrees; it is also certified by the State Approval Agency of the Department of Education.

Davenport University is recognized for veterans’ training under the G.I. Bill for Veterans Educational Assistance.

The University is approved by the United States Department of Justice, Immigration and Naturalization Service as an institution of higher education for training foreign students.

The University is approved by the state and federal governments for many programs including Rehabilitation Work Incentive, etc.

Davenport University has received specialized accreditation for its Associate of Business Administration, Associate of Science, Bachelor of Business Administration, Bachelor of Science, and Masters of Business Administration degree programs in business through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas.

The Master of Science in Nursing (MSN) online program is approved by the Michigan Board of Nursing and has been granted candidacy status with the Accreditation Commission for Education in Nursing (ACEN).

The entry-level Master of Science in Occupational Therapy program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (202) 652-4074 and its Web address is www.acotexonline.org. Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will become an Occupational Therapist, Registered (OTR). In addition, most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.

Davenport University is designated as a Center of Academic Excellence (CAE) for its Information Assurance courseware. CAEs are designated by the National Centers of Academic Excellence in Information Assurance Education (CAE/IAE) and are jointly sponsored by the National Security Agency (NSA) and the Department of Homeland Security (DHS).

The master’s degree program in Information Assurance (MSIA) has been certified by the National Security Agency (NSA) and Committee on National Security Systems (CNSS) as meeting the requirements of NSTISSI-4011, Training Standard for Information System Security (INFOSEC) Professionals, and CNSSI-4012, Training Standard for System Security Managers.

Accreditation credentials are available for review from University officials upon request.

NON-DISCRIMINATION and EQUAL EMPLOYMENT OPPORTUNITY POLICY

Davenport University provides equal employment opportunities to all employees, applicants and students without unlawful discrimination based on age, color, disability, height, marital status, national origin, race, religion, sex/gender, sexual orientation, veteran status and weight in accordance with applicable laws. This policy applies to all terms and conditions of employment and educational services.

In addition, the University will provide reasonable accommodation to qualified persons who have protected disabilities that are unrelated to their ability to do the job to the extent that the University receives a timely request of the need for accommodation in accordance with the University ADA policy.

All employees and students are expected to comply with both the letter and spirit of this policy. Employees and students who believe that they may be subject to unlawful discrimination in employment or educational services are encouraged to address their concerns in accordance with the University Anti-Harassment policy.

Campanes

<table>
<thead>
<tr>
<th>Campus</th>
<th>Phone Number</th>
<th>Address</th>
<th>City</th>
<th>State</th>
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<tr>
<td>W.A. Lettinga Campus</td>
<td>616-696-7111</td>
<td>6191 Kraft Avenue SE</td>
<td>Grand Rapids</td>
<td>MI</td>
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</tr>
<tr>
<td>Peter C. Cook Center</td>
<td>616-233-2588</td>
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<td>Grand Rapids</td>
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<tr>
<td>Battle Creek</td>
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<td>200 West Van Buren Street</td>
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<tr>
<td>Flint</td>
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</tr>
<tr>
<td>Holland</td>
<td>616-395-4600</td>
<td>643 S. Waverly Road</td>
<td>Holland</td>
<td>MI</td>
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<tr>
<td>Kalamazoo</td>
<td>269-382-2835</td>
<td>4123 West Main Street</td>
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<td>Lansing</td>
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<td>Livonia</td>
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<td>19499 Victor Parkway</td>
<td>Livonia</td>
<td>MI</td>
<td>48152</td>
</tr>
<tr>
<td>Midland</td>
<td>989-835-5588</td>
<td>3555 E. Patrick Road</td>
<td>Midland</td>
<td>MI</td>
<td>48642</td>
</tr>
<tr>
<td>Saginaw</td>
<td>989-799-7900</td>
<td>5300 Bay Road</td>
<td>Saginaw</td>
<td>MI</td>
<td>48604</td>
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<tr>
<td>Traverse City</td>
<td>231-995-1740</td>
<td>2200 Dandurio Dr., Suite 104</td>
<td>Traverse City</td>
<td>MI</td>
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<tr>
<td>Warren</td>
<td>586-558-8700</td>
<td>27650 Dequindre Road</td>
<td>Warren</td>
<td>MI</td>
<td>48092</td>
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</table>

ADMISSIONS 800-686-1600
Welcome to Davenport University!

Davenport is a university with a bold vision for high quality that will help you exceed employer expectations in the career of your choice. We listen to employers and CEOs of major companies who tell us what they need and then meet those needs with our career-focused curriculum. This catalog is designed to help you set a successful course toward your personal and educational goals.

Each student who enters Davenport University, whether at one of our eleven campuses or online, receives the same level of quality and individual attention. We are dedicated to providing a supportive learning environment with rich traditions of excellence that will transform you and help you fulfill your potential as a professional.

People who hold degrees are the future of our knowledge-driven economy, and we are excited that you have chosen Davenport to help you become a successful part of this dynamic economy.

Please refer to the catalog and save this copy for future reference. And once again, welcome to Davenport, where we are dedicated to quality and seeing you succeed.

Sincerely,

Richard Pappas, Ed.D.
President
# Contents

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davenport.edu 1
The information in this catalog is subject to change. The catalog cannot be considered as an agreement or contract between individual students and Davenport University or its administrators. The University, through appropriate action, reserves the right to change policies, procedures, and other such information printed in any publication. Check our website for any updates and all current information.
Our Mission
Davenport University prepares individuals and organizations to excel in the knowledge-driven environment of the 21st Century.

Our Vision
Davenport University aspires to be renowned nationally and internationally as a quality institution of higher education that understands the market better than any other institution and uses that understanding to exceed employer expectations, transform communities, and change the lives of our students by preparing them to achieve their dreams.

Our Values
Davenport University’s Values represent the behavioral expectations of our faculty, staff, and students in performing their responsibilities and achieving their goals. These values form the acronym “STAIR” and include the following:
Serving Students with Quality
Trustworthiness
Accountability
Innovation and Creativity
Respect for People

History

BUILDING UPON A RICH LEGACY

Origins
Davenport University debuted in Grand Rapids in 1866, just 16 years after the city was incorporated. Following many decades of growth and transformation, Davenport has become a leading institution of higher education with campuses across the state of Michigan helping students achieve their career goals in business, technology and health professions.

Founded as Grand Rapids Business College by Conrad G. Swensburg, a Union Army veteran fresh out of service following the Civil War, the college held its first classes on Jan. 25, 1866, with 16 students registered for courses in bookkeeping, penmanship, business law and arithmetic – the standard office skills of the day.

M.E. Davenport Era
After operating under various names and in several locations in downtown Grand Rapids, the institution was on the brink of closing its doors in 1910 when a new teacher, Michael E. Davenport, saved the day. Rallying the remaining staff, he kept the doors open and assumed control of the school that would soon bear his name.

Under Davenport’s leadership, the school expanded statewide over the next several decades and became a non-profit institution in 1954. The reputation of the school grew within the community as its graduates assumed positions of leadership in business.

M.E. Davenport faithfully served the institution as president until his passing in 1959, leaving a solid legacy on which his successor could build.

Statewide Growth
Robert W. Sneden succeeded M.E. Davenport as president.

Sneden attended Davenport-McLachlan Institute (now Davenport University) from 1937 to 1940. While serving in the army during World War II he was married to Davenport’s daughter Margaret.

After the war he began his professional career at Davenport in a variety of roles. He served with distinction as president from 1959 until his retirement in 1977, adding campuses statewide, expanding academic programming for students, and achieving accreditation through North Central Association of Colleges and Schools.

Degree Expansion

When the reins of presidential leadership passed to Donald W. Maine in 1977, Davenport continued to build on the rich traditions and legacy of its past to prepare students to become the business and community leaders of tomorrow. Under Maine’s leadership, Davenport developed from a college offering only associate degree programs to a fully-accredited university providing undergraduate, graduate and online degrees. Maine served as president and chancellor from 1977 to 2000, introducing bachelor’s programs in the 1980s and master’s programs in the 1990s.

Creation of Davenport University

Under the leadership of Randolph Flechsig, president from 2000 to 2009, Davenport’s three separate colleges — Davenport College, Detroit College of Business and Great Lakes College — were unified into one Davenport University. Flechsig led development of the W.A. Lettinga Campus south of Grand Rapids, which is Davenport’s only residential campus and serves as home base for the University’s administration. Flechsig also reintroduced Davenport’s athletics program, which today includes 27 men’s and women’s teams in a variety of sports, including national championship teams in hockey, lacrosse and rugby. Affiliated with the National Association of Intercollegiate Athletics (NAIA), Davenport competes in the Wolverine Hoosier Athletic Conference (WHAC) for most sports.

Vision 2015

Today, under the leadership of Dr. Richard J. Pappas, Davenport University is aggressively pursuing Vision 2015, which calls for a culture of quality, leading-edge programs based on the needs of
students and the marketplace, high standards of measurable excellence, and results that exceed employer expectations, empower Davenport graduates and foster stronger communities. Under Pappas’ leadership, Davenport is expanding again with new facilities like the Peter C. Cook Center in downtown Grand Rapids, and new programs, including the University’s first doctorate (in Physical Therapy).

Since its founding in 1866, Davenport University has grown to become the second largest private, non-profit institution of higher education in Michigan. Serving more than 11,000 students through 12 locations across Michigan and online, Davenport eagerly embraces a future of growth and new opportunities while also understanding and honoring the rich legacy of its storied past.

Non-Profit Status

Davenport University is chartered by the State of Michigan as a non-profit educational corporation. It has been declared tax-exempt by the Internal Revenue Service of the United States Treasury Department.

Organization and Structure

Davenport University is organized and authorized to grant degrees under the educational laws of the State of Michigan. Control is vested in the governing Board of Trustees, which establishes overall institutional policies. A commitment to practical education is at the core of today’s Davenport University. The proof of our success as a university is twofold - graduates who prosper in their careers and employers who seek out our graduates because they know they will excel.
Board of Trustees

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Tracy D. Graham  
Managing Principal  
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CEO Kentland Corporation  
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Hudsonville, Michigan

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Davenport University  
Grand Rapids, Michigan

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Regional President  
Fifth Third Bank  
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Dow Corning Corporation  
Traverse City, Michigan

Leadership Team

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M.A., University of Michigan  
B.B.E., Eastern Michigan University

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Executive Vice President for  
Quality and Effectiveness  
Ed.D., Nova Southeastern University  
M.E., Loyola College  
B.S., Northeastern University

Peg Luy  
Executive Vice President for Alumni and Development  
B.A., Millikin University

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Executive Vice President for Enrollment Management and Student Services  
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M.A., Roosevelt University  
B.S., State University of New York at Binghamton

Linda Rinker, Ed.D.  
Executive Vice President for Academics and Provost  
Ed.D., Columbia University  
M.S.N., Villanova University  
M.A., Kutztown University  
B.S.E.D., West Chester State College

Dave Veneklase, M.B.A.  
Executive Vice President for Organizational Development  
M.B.A., B.B.A., Grand Valley State University

Michael S. Volk, C.P.A.  
Executive Vice President for Finance and CFO  
B.B.A., Central Michigan University
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President
Kentland Corporation

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President
Paul Goebel Group

Wilbur A. Lettinga
Chief Executive Officer
Kentland Corporation

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Executive Vice President for Advancement
Davenport University

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WZZM 13

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Vice President, Strategic Accounts
Cardinal Health

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Vice President and Wealth Management Advisor
Merrill Lynch

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President
Davenport University

Craig Tiggleman
Chief Executive Officer
Canteen Services/Appause Catering and Events

Mike VanGessel
President and Chief Executive Officer
Rockford Companies

Michael S. Volk, C.P.A.
Executive Vice President for Finance and CFO
Davenport University

Curt Wells
Senior Vice President
Huntington Bank

Jeff Zylstra
Vice President of Investment Banking
Fifth Third Bank
GRADUATE PROGRAM OFFERING BY CAMPUS

Battle Creek Campus
Master of Business Administration (MBA)
Strategic Management
Post-Graduate Certificates
Strategic Management

Flint Campus
Master of Business Administration (MBA)
Strategic Management
Post-Graduate Certificates
Strategic Management

Grand Rapids W.A. Lettinga Campus
Master of Business Administration (MBA)
Accounting
Finance
Health Care Management
Marketing
Strategic Management
NEW Master of Science (MS) Occupational Therapy
Master of Science Information Assurance (MSIA)
Master of Science (MS) Technology Management
NEW Master of Education (MEd) in Urban Education
Post-Graduate Certificates
Accounting
Finance
Health Care Management
Human Resource Management
Marketing
Strategic Management
NEW Graduate Certification in Forensic Accounting

Grand Rapids Peter C. Cook Center
NEW Executive Master of Business Administration (EMBA)
Master of Business Administration (MBA)
Strategic Management
Master of Management (MM)
Post-Graduate Certificates
Strategic Management

Holland Campus
Master of Business Administration (MBA)
Strategic Management
Post-Graduate Certificates
Strategic Management

Kalamazoo Campus
Master of Business Administration (MBA)
Strategic Management
Post-Graduate Certificates
Strategic Management

Lansing Campus
Master of Business Administration (MBA)
Accounting
Human Resource Management
Strategic Management
Master of Management (MM)
Post-Graduate Certificates
Accounting
Human Resource Management
Strategic Management
Livonia Campus

NEW Executive Master of Business Administration (EMBA)

Master of Business Administration (MBA)
Accounting
Finance
Strategic Management

Master of Management (MM)

Master of Science Information Assurance (MSIA)

Post-Graduate Certificates
Accounting
Finance
Strategic Management

NEW Graduate Certification in Forensic Accounting

Midland Campus

Master of Business Administration (MBA)
Strategic Management

Post-Graduate Certificates
Strategic Management

Saginaw Campus

Master of Business Administration (MBA)
Strategic Management

Post-Graduate Certificates
Strategic Management

Traverse City Campus

Master of Business Administration (MBA)
Strategic Management

Post-Graduate Certificate
Strategic Management

Warren Campus

Master of Business Administration (MBA)
Health Care Management
Human Resource Management
Marketing
Strategic Management

Post-Graduate Certificates
Health Care Management
Human Resource Management
Marketing
Strategic Management

The following graduate programs are offered completely online:

Master of Business Administration (MBA)
Accounting
Finance
Health Care Management
Human Resource Management
Marketing
Strategic Management

Master of Management (MM)

NEW Master of Science (MS) Health Informatics and Information Management

Master of Science in Nursing (MSN)

Master of Science Information Assurance (MSIA)

Master of Science (MS) Technology Management

Post-Graduate Certificates
Accounting
Finance
Health Care Management
Human Resource Management
Marketing
Strategic Management

Graduate Certificate in Data Analytics

NEW Graduate Certification in Forensic Accounting
Notes
### Academic Calendar

#### FALL 2014 (201510)

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<td>Tues Sept 2</td>
<td>Tues Sept 2</td>
<td>Tues Sept 2</td>
<td>Tues Oct 21</td>
</tr>
<tr>
<td>Last day for adding to waitlist</td>
<td>Tues Sept 2</td>
<td>Tues Sept 2</td>
<td>Tues Sept 2</td>
<td>Tues Oct 28</td>
</tr>
<tr>
<td><strong>Classes begin</strong></td>
<td><strong>Wed Sept 3</strong></td>
<td><strong>Wed Sept 3</strong></td>
<td><strong>Wed Sept 3</strong></td>
<td><strong>Wed Oct 29</strong></td>
</tr>
<tr>
<td>Last day for drop/add and late payments</td>
<td>Tues Sept 9</td>
<td>Add Wed Sept 3</td>
<td>Add Wed Sept 3</td>
<td>Add Wed Oct 29</td>
</tr>
<tr>
<td>Last day to use book vouchers</td>
<td>Sat Sept 20</td>
<td>Sat Sept 20</td>
<td>Sat Sept 20</td>
<td>Sat Nov 15</td>
</tr>
<tr>
<td>Last day to withdraw with “W” grade</td>
<td>Fri Nov 21</td>
<td>Fri Oct 17</td>
<td>Fri Oct 3</td>
<td>Fri Dec 5</td>
</tr>
<tr>
<td>Thanksgiving Break</td>
<td>Wed Nov 26 - Sun Nov 30</td>
<td>NA</td>
<td>NA</td>
<td>Wed Nov 26 - Sun Nov 30</td>
</tr>
<tr>
<td><strong>Classes end</strong></td>
<td><strong>Sat Dec 20</strong></td>
<td><strong>Tues Nov 11</strong></td>
<td><strong>Tues Oct 21</strong></td>
<td><strong>Sat Dec 20</strong></td>
</tr>
<tr>
<td>Final grades due</td>
<td>Mon Dec 22</td>
<td>Thur Nov 13</td>
<td>Thur Oct 23</td>
<td>Mon Dec 22</td>
</tr>
<tr>
<td>2015-2016 Yearlong Schedule Opens</td>
<td>Sun Feb 1, 2015</td>
<td>Sun Feb 1, 2015</td>
<td>Sun Feb 1, 2015</td>
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</tr>
</tbody>
</table>

#### WINTER 2015 (201520)

<table>
<thead>
<tr>
<th>Event</th>
<th>15-week semester</th>
<th>10-week session</th>
<th>7-week session 1</th>
<th>7-week session 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last day to schedule classes without a late registration fee</td>
<td>Fri Dec 26</td>
<td>Fri Dec 26</td>
<td>Fri Dec 26</td>
<td>Fri Feb 20</td>
</tr>
<tr>
<td>Web add/drop closes</td>
<td>Sun Jan 4</td>
<td>Sun Jan 4</td>
<td>Sun Jan 4</td>
<td>Sat Feb 21</td>
</tr>
<tr>
<td>Last day for adding to waitlist</td>
<td>Sun Jan 4</td>
<td>Sun Jan 4</td>
<td>Sun Jan 4</td>
<td>Sun Mar 1</td>
</tr>
<tr>
<td><strong>Classes begin</strong></td>
<td><strong>Mon Jan 5</strong></td>
<td><strong>Mon Jan 5</strong></td>
<td><strong>Mon Jan 5</strong></td>
<td><strong>Mon Mar 2</strong></td>
</tr>
<tr>
<td>Last day for drop/add and late payments</td>
<td>Fri Jan 9</td>
<td>Add Mon Jan 5</td>
<td>Add Mon Jan 5</td>
<td>Add Mon Mar 2</td>
</tr>
<tr>
<td>Last day to use book vouchers</td>
<td>Sat Jan 17</td>
<td>Sat Jan 17</td>
<td>Sat Jan 17</td>
<td>Sat Mar 14</td>
</tr>
<tr>
<td>Last day to withdraw with “W” grade</td>
<td>Fri Apr 3</td>
<td>Fri Feb 20</td>
<td>Fri Feb 6</td>
<td>Fri Apr 3</td>
</tr>
<tr>
<td>Spring Break</td>
<td>Sun Feb 22 - Sat Feb 28</td>
<td>Sun Feb 22 - Sat Feb 28</td>
<td>NA</td>
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</tr>
<tr>
<td><strong>Classes end</strong></td>
<td><strong>Sat Apr 25</strong></td>
<td><strong>Sat Mar 21</strong></td>
<td><strong>Sat Feb 21</strong></td>
<td><strong>Sat Apr 18</strong></td>
</tr>
<tr>
<td>Final grades due</td>
<td>Tues Apr 28</td>
<td>Tues Mar 24</td>
<td>Tues Feb 24</td>
<td>Tues Apr 21</td>
</tr>
<tr>
<td><strong>2015 Commencement Ceremony</strong></td>
<td><strong>April 26, 2015</strong></td>
<td></td>
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</tr>
<tr>
<td>SPRING/SUMMER 2015 (201530)</td>
<td>12-week semester</td>
<td>10-week session</td>
<td>7-week session 1</td>
<td>7-week session 2</td>
</tr>
<tr>
<td>--------------------------</td>
<td>-----------------</td>
<td>----------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Last day to schedule classes without a late registration fee</td>
<td>Fri May 1</td>
<td>Fri May 1</td>
<td>Fri May 1</td>
<td>Fri Jun 19</td>
</tr>
<tr>
<td>Web add/drop closes</td>
<td>Sun May 10</td>
<td>Sun May 10</td>
<td>Sun May 10</td>
<td>Mon Jun 29</td>
</tr>
<tr>
<td>Last day adding to waitlist</td>
<td>Sun May 10</td>
<td>Sun May 10</td>
<td>Sun May 10</td>
<td>Tues Jun 30</td>
</tr>
<tr>
<td>Classes begin</td>
<td>Mon May 11</td>
<td>Mon May 11</td>
<td>Mon May 11</td>
<td>Wed Jul 1</td>
</tr>
<tr>
<td>Last day for drop/add and late payments</td>
<td>Fri May 15</td>
<td>Add Mon May 11</td>
<td>Add Mon May 11</td>
<td>Add Wed Jul 1</td>
</tr>
<tr>
<td>Last day to use book vouchers</td>
<td>Sat May 23</td>
<td>Sat May 23</td>
<td>Sat May 23</td>
<td>Sat Jul 18</td>
</tr>
<tr>
<td>Last day to withdraw with “W” grade</td>
<td>Fri Jul 10</td>
<td>Fri Jun 26</td>
<td>Fri Jun 12</td>
<td>Fri Jul 31</td>
</tr>
<tr>
<td>Memorial Day</td>
<td>Sat May 23 - Mon May 25</td>
<td>Sat May 23 - Mon May 25</td>
<td>Sat May 23 - Mon May 25</td>
<td>NA</td>
</tr>
<tr>
<td>Independence Day</td>
<td>Fri Jul 3 - Sat Jul 4</td>
<td>Fri Jul 3 - Sat Jul 4</td>
<td>NA</td>
<td>Fri Jul 3 - Sat Jul 4</td>
</tr>
<tr>
<td>Classes end</td>
<td>Mon Aug 3</td>
<td>Fri Jul 24</td>
<td>Mon Jun 29</td>
<td>Tues Aug 18</td>
</tr>
<tr>
<td>Final grades due</td>
<td>Tues Aug 11</td>
<td>Mon Jul 27</td>
<td>Wed Jul 1</td>
<td>Thur Aug 20</td>
</tr>
<tr>
<td></td>
<td>11 Sat class meetings</td>
<td>6 Sat class meetings</td>
<td>6 Fri &amp; Sat class meetings</td>
<td></td>
</tr>
<tr>
<td>201610</td>
<td>15 week</td>
<td>10 week</td>
<td>7 week</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>session 1</td>
<td>session 2</td>
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<tr>
<td>Fall Semester 2015 classes begin</td>
<td>Mon Aug 31</td>
<td>Mon Aug 31</td>
<td>Mon Aug 31</td>
<td>Wed Oct 28</td>
</tr>
</tbody>
</table>
The mission of Davenport University is to “prepare(s) individuals and organizations to excel in the knowledge-driven environment of the 21st century.” To that end, the Davenport University Excellence System was created. The Excellence System consists of nine student learning outcomes that demonstrate professional competencies necessary for graduates to engage in life-long learning and succeed in their chosen profession.

Outcomes

GLOBAL & INTERCULTURAL COMPETENCE
Graduates understand that working and succeeding in an inclusive, international world involves complex issues present in diverse environments.

CIVIC & SOCIAL RESPONSIBILITY
Graduates recognize the value of civic and social responsibility to empower themselves to make informed decisions and participate in the communities in which they live.

ETHICAL REASONING & ACTION
Graduates recognize that integrity is an essential component of accountability and is required in the evaluation of differing value systems to determine appropriate courses of action.

CRITICAL & CREATIVE THINKING
Graduates develop an appreciation of the importance of context and perspective when identifying and challenging assumptions, ideas, processes, and experiences.

ANALYSIS & PROBLEM SOLVING
Graduates use quantitative and qualitative methods of inquiry to assess and evaluate complex problems.

LEADERSHIP & TEAMWORK
Graduates understand how to build, direct and facilitate groups in order to utilize members’ talents to meet attainable goals.

INFORMATION & TECHNOLOGY PROFICIENCY
Graduates identify, access and manage information and technology resources effectively in interpersonal, social, and professional settings.

WRITTEN COMMUNICATION
Graduates recognize the potential impact of written documents and effectively adapt the necessary skills to produce appropriate documents in a variety of interpersonal, social and professional settings.

PROFESSIONAL COMMUNICATION
Graduates understand and demonstrate professional demeanor, presentation and communication skills in a variety of interpersonal, social and professional settings.
NEW Visit the Davenport University website for information on the Competency-Based Master of Business Administration (MBA) to be implemented during the 2014-2015 academic year.

EXECUTIVE MASTER OF BUSINESS ADMINISTRATION

The Davenport Executive MBA Program is designed for experienced, mid-to-upper level business professionals who want to engage in a comprehensive graduate business program. The EMBA program takes executives to the next level with a curriculum that develops a stronger set of decision-making capabilities, leadership skills, and values perspective, along with the knowledge needed to lead their organizations.

Preparatory work in the fundamentals of statistics and Excel spreadsheets is available through Davenport University’s Institute for Professional Excellence (IPEx). Speak with your Instructor for more details.

Courses 35 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ACCT745M</td>
<td>Managerial Accounting in a Global Environment</td>
<td>3</td>
</tr>
<tr>
<td>BUSN712M</td>
<td>Business, Legal, Ethical and Social Responsibilities</td>
<td>3</td>
</tr>
<tr>
<td>ECON620M</td>
<td>Global Economics</td>
<td>3</td>
</tr>
<tr>
<td>FINC660M</td>
<td>Financial Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT622M</td>
<td>Introduction to Strategy</td>
<td>1</td>
</tr>
<tr>
<td>MGMT625M</td>
<td>Management Analysis</td>
<td>2</td>
</tr>
<tr>
<td>MGMT687M</td>
<td>Quantitative Business Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MGMT731M</td>
<td>Effective Negotiation</td>
<td>1</td>
</tr>
<tr>
<td>MGMT740M</td>
<td>Project Portfolio Management</td>
<td>2</td>
</tr>
<tr>
<td>MGMT750M</td>
<td>Global Operations Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT767M</td>
<td>Organizational Development and Leadership</td>
<td>3</td>
</tr>
<tr>
<td>MGMT785M</td>
<td>Innovation and Change Management</td>
<td>3</td>
</tr>
<tr>
<td>MGMT793M</td>
<td>Strategic Management</td>
<td>2</td>
</tr>
<tr>
<td>MKTG740M</td>
<td>Marketing Management</td>
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Capstone 4 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAPS780M</td>
<td>Capstone Planning Project</td>
<td>1</td>
</tr>
<tr>
<td>CAPS796M</td>
<td>EMBA Capstone Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

MASTER OF BUSINESS ADMINISTRATION WITH CONCENTRATIONS

MBA CURRICULUM

Davenport’s Master of Business Administration with concentrations requires a minimum of 39 credit hours leading to an MBA. The student should complete the core requirements prior to proceeding to concentration courses.

The following MBA concentrations are available for graduate students:

- Accounting
- Finance
- Health Care Management
- Human Resource Management
- Marketing
- Strategic Management

Foundations of Business Requirements

All students admitted into the Davenport University MBA are expected to have the necessary business foundations prior to entering the 600-level courses. Students without an earned grade of C or better within the last eight years in undergraduate course work in the areas of accounting, finance, management, marketing and statistics will be required to take these foundational business (500-level) courses. MGMT535 Managerial Communications will be required if the student does not demonstrate adequate writing skills as evidenced by successful completion of the Statement of Purpose.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT510</td>
<td>Fundamentals of Accounting Principles and Concepts</td>
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</tr>
<tr>
<td>BUSN520</td>
<td>Management and Marketing</td>
<td></td>
</tr>
<tr>
<td>FINC510</td>
<td>Foundations of Financial Management</td>
<td></td>
</tr>
<tr>
<td>MGMT535</td>
<td>Managerial Communications</td>
<td></td>
</tr>
<tr>
<td>STAT500</td>
<td>Statistics for Business</td>
<td></td>
</tr>
</tbody>
</table>

ACCOUNTING CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • ACC CON MBA

Recognizing accounting as a dynamic profession, the Accounting Concentration offers advanced studies in financial accounting, auditing, and taxation. As the business environment changes, accounting professionals will need to be more aware of international accounting standards and the ethical environment and also be adept in technological, legal, and managerial issues. This program offers MBA students flexibility through specialized courses that tailor the program to individual professional needs.
This program is designed for students with accounting undergraduate degrees, business and non-business undergraduates making a career change to accounting, and accounting professionals who desire to upgrade their skills and keep current on issues surrounding the profession. As the accounting profession continues to evolve with the dramatic changes in the business environment, this program prepares graduates with the technological expertise, global perspectives, and interpersonal skills necessary to compete successfully in the accounting field.

Please note: students who want to sit for the CPA examination should confirm required courses with the appropriate State Board of Accountancy. Students that have completed similar courses as part of their undergraduate degree should discuss this option with their advisor.

**FINANCE CONCENTRATION**

**MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • FIN CON MBA**

In today’s marketplace, financial management of an organization has evolved from a functional responsibility role to one that requires the expertise to develop key business strategies based on understanding business issues and implications. The Finance Concentration prepares business leaders to analyze the organization’s operating and financial environment and recommend strategies to enhance profitability while helping the organization mitigate potential risks. Key to this concentration is the knowledge of strategic planning, financial analysis, investment planning, internal controls, legal issues, risk mitigation and evaluation of both domestic and international financial strategies.

**Core Courses**  
ACCT640 Managerial Accounting  
BUSN650 Business Analysis  
ECON625 Managerial Economics  
FINC620 Financial Management  
MGMT645 Organizational Development and Culture  
MKTG610 Marketing Strategies

**Concentration Courses**  
Select any six of the following courses:

ACCT625 Accounting Information Systems  
ACCT650 Accountant Responsibilities and Ethics  
ACCT730 Taxation of Corporations and Trust  
ACCT760 Internal Controls and Legal Issues  
ACCT761 CMA Prep Financial Planning/Performance Control  
ACCT762 CMA Prep Financial Decision Making  
ACCT790 MBA Accounting Internship  
ACCT795 Accounting Research  
MGMT755 Strategic Management and Planning  
MGMT780 Global Business Strategies

**CPA emphasis:**

ACCT715+ Federal Taxation I  
ACCT732+ Auditing and Assurance Services  
ACCT742+ Government and Not for Profit Accounting

**Forensic Accounting emphasis:**

ACCT780 Forensic Accounting/Fraud Examination  
ACCT781 Forensic Accounting/Accounting Fraud Schemes and Data Analysis  
ACCT782 Forensic Accounting/Law and Investigation  
ACCT783 Forensic Accounting/Criminology

**Capstone**

CAPS781 Business Study Abroad  
CAPS790 MBA Capstone Internship  
CAPS799 MBA Capstone Experience

*Students that completed ACCT315, ACCT320 and/or ACCT420 or equivalent courses at the undergraduate level are not eligible to complete these courses at graduate level.

**HEALTH CARE MANAGEMENT CONCENTRATION**

**MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • HLTH CON MBA**

The Health Care Management Concentration focuses on strategic, financial, and ethical decision-making skills in an evolving health care environment. The program is designed to advance students’ practical expertise in managing diverse health care processes necessary for individual and corporate growth and development. These skills are integrated through interdisciplinary approaches of health care organizations, ethical and legal issues, financial management, managing projects, information management, and strategic management using case analysis and interactive technologies.

The Health Care Management Concentration serves health care providers as well as individuals who are involved in the management and reimbursement of health care services. Individuals who desire to enter the health care management field will also benefit from this program.
In addition, students who want to sit for the Certified Professional Manager (CM) exam from the Institute of Certified Professional Managers (ICPM) should complete MGMT699 as one of their course options in the Health Care Management Concentration.

Core Courses 18 credits
- ACCT640 Managerial Accounting 3
- BUSN650 Business Analysis 3
- ECON625 Managerial Economics 3
- FINC620 Financial Management 3
- MGMT645 Organizational Development and Culture 3
- MKTG610 Marketing Strategies 3

Concentration Courses 18 credits
- Select six of the following courses:
  - HCMG630 Health Care Organizations 3
  - HCMG730 Ethical and Legal Perspectives of Health Care 3
  - HCMG745 Medical Practice Management 3
  - HCMG750 Financial Management for Health Care 3
  - HCMG770 Strategic Management in Health Care 3
  - HINT730 Information Management in Health Care 3
  - HRMG700 Managing Human Resources 3
  - MGMT699* Certified Manager Preparation 3
  - MGMT735 Managing Projects 3
  - MGMT755 Strategic Management and Planning 3
  - MGMT780 Global Business Strategies 3

Capstone 3 credits
- CAPS781 Business Study Abroad 3
- CAPS790 MBA Capstone Internship 3
- CAPS799 MBA Capstone Experience 3

*Students who completed MGMT399 are not eligible to complete MGMT699 and may not use the undergraduate class as a substitute for MGMT699.

**HUMAN RESOURCE MANAGEMENT CONCENTRATION**

**MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • HRM CON MBA**

Recent developments such as demographic changes in the labor force, increased global competition, changes in laws and public policy, and new theories of organizational behavior have made human resource management especially important for all organizations. Workplace needs will be challenging in the twenty-first century, and the human resource manager will need to be informed and able to adapt to the changes. In addition, leaders in this area need to think systematically and strategically about managing the firm’s human capital.

The Human Resource Management Concentration is designed for individuals who are currently employed in human resources or who are considering seeking employment in this area. This concentration provides the information and tools necessary for the development of successful human resource management strategies in a complex global environment.

Students who want to take the PHR or SPHR certification exams developed and conducted by the Human Resource Certification Institute (HSCI) in collaboration with the Society of Human Resource Management (SHRM) should enroll in HRMG699 as part of DU’s MBA Human Resource Management Concentration.
MASTER OF MANAGEMENT

MASTER OF MANAGEMENT • 33 CREDITS • MASTER MGMT

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

The Master of Management offers students from business and non-business backgrounds an opportunity to develop managerial competencies appropriate of all types of organizations. Graduates of the Master of Management program will demonstrate the ability to:

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

Foundations of Business Requirements

MGMT535 Managerial Communications will be required if the student does not demonstrate adequate writing skills as evidenced by successful completion of the Statement of Purpose.

Courses 30 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CISP600</td>
<td>Information Systems Planning</td>
<td>3</td>
</tr>
<tr>
<td>FINC610</td>
<td>Budget and Finance Management</td>
<td>3</td>
</tr>
<tr>
<td>HRMG700</td>
<td>Managing Human Resources</td>
<td>3</td>
</tr>
<tr>
<td>MGMT610</td>
<td>Management Vision and Decision: Creative and Critical Thinking from a Strategic Perspective</td>
<td>3</td>
</tr>
<tr>
<td>MGMT647</td>
<td>Managing for Sustainability</td>
<td>3</td>
</tr>
<tr>
<td>MGMT732</td>
<td>Project Leadership in an Operations Environment</td>
<td>3</td>
</tr>
<tr>
<td>MGMT760</td>
<td>Organizational Design and Development</td>
<td>3</td>
</tr>
<tr>
<td>MGMT775</td>
<td>Leading Transformational Change</td>
<td>3</td>
</tr>
<tr>
<td>MGMT784</td>
<td>Data-Driven Design and Analysis</td>
<td>3</td>
</tr>
<tr>
<td>MKTG638</td>
<td>Marketing and Communicating in a Multi-Cultural Environment</td>
<td>3</td>
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Capstone 3 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT795</td>
<td>Strategies for Contemporary Organizations</td>
<td>3</td>
</tr>
</tbody>
</table>

*Students who completed GPMT499 and/or MGMT399 are not eligible to complete MGMT699 and may not use either undergraduate class as a substitute for MGMT699 or MGMT999.
FINANCE POST-GRADUATE CERTIFICATE – FIN PGCERT

Concentration Courses 18 credits
Select six of the following courses:
- FINC675 Derivatives and Risk Management 3
- FINC680 Corporate and Shareholder Taxation 3
- FINC750 Advanced Financial Management 3
- FINC760 Investment Management 3
- FINC765 Money and Capital Markets 3
- FINC770 International Financial Strategies 3
- HCMG750 Financial Management for Health Care 3
- HRMG725 Finance of Compensation and Benefits 3
- MGMT755 Strategic Management and Planning Or
- MGMT780 Global Business Strategies 3

It is recommended that students enroll in FINC620 Financial Management prior to beginning the requirements for the Finance Post-Graduate Certificate if they have not previously completed a Finance course. Please note that FINC620 would be in addition to the required 18 credit hours.

The Department of Education requires Davenport University to provide certain information (Gainful Employment Disclosure) regarding this certificate program to aid students in making a decision to enroll. The Gainful Employment Disclosure information, for this Post-Graduate Certificate can be found at http://www.davenport.edu/programs/business/post-graduate-certificate/finance-post-graduate-certificate-pg-cert.

HEALTH CARE MANAGEMENT POST-GRADUATE CERTIFICATE – HLT MGT PGC

Concentration Courses 18 credits
Select six of the following courses:
- HCMG630 Health Care Organizations 3
- HCMG730 Ethical and Legal Perspectives of Health Care 3
- HCMG745 Medical Practice Management 3
- HCMG750 Financial Management for Health Care 3
- HCMG770 Strategic Management in Health Care 3
- HINT730 Information Management in Health Care 3
- HRMG700 Managing Human Resources Or
- MGMT699* Certified Manager Preparation Or
- MGMT735 Managing Projects 3
- MGMT755 Strategic Management and Planning Or
- MGMT780 Global Business Strategies 3

*Students who completed MGMT399 are not eligible to complete MGMT699 and may not use the undergraduate class as a substitute for MGMT699.

The Department of Education requires Davenport University to provide certain information (Gainful Employment Disclosure) regarding this certificate program to aid students in making a decision to enroll. The Gainful Employment Disclosure information, for this Post-Graduate Certificate can be found at http://www.davenport.edu/programs/business/post-graduate-certificate/health-care-management-post-graduate-certificate-pg-cert.
HUMAN RESOURCE MANAGEMENT POST-GRADUATE CERTIFICATE – HRMG PGC

Concentration Courses 18 credits
Select six of the following courses:

- HRMG699* Certified Professional Human Resources Preparation 3
- HRMG700 Managing Human Resources 3
- HRMG715 International Human Resources 3
- HRMG720 Employment Law and Labor Relations 3
- HRMG725 Finance of Compensation and Benefits 3
- HRMG730 Public Policy/Administrative Law 3
- HRMG750 Organizational Development and Training 3
- HRMG770 Advanced Problem Solving in HR Management 3
- MGMT755 Strategic Management and Planning Or
- MGMT780 Global Business Strategies 3

*Students who completed HRMG499 and/or MGMT399 are not eligible to complete HRMG699 and/or MGMT699 and may not use either undergraduate class as a substitute for HRMG699 or MGMT699.

The Department of Education requires Davenport University to provide certain information (Gainful Employment Disclosure) regarding this certificate program to aid students in making a decision to enroll. The Gainful Employment Disclosure information, for this Post-Graduate Certificate can be found at http://www.davenport.edu/programs/business/post-graduate-cert/hrmgt/strategic-management-post-graduate-certificate-pg-cert.

MARKETING POST-GRADUATE CERTIFICATE - MKTG PGC

Concentration Courses 18 credits

- MKTG680 Applied Marketing Research and Segmentation 3
- Choose 15 credits (five courses) from the following:
  - MKTG695 Distribution Strategies 3
  - MKTG698 Multinational Marketing Management 3
  - MKTG700 Strategic Pricing 3
  - MKTG705 Digital Marketing 3
  - MKTG723 Consumer Behavior 3
  - MKTG757 Strategic Brand Development and Management 3
  - MKTG775 Integrated Marketing Communication Strategy 3

The Department of Education requires Davenport University to provide certain information (Gainful Employment Disclosure) regarding this certificate program to aid students in making a decision to enroll. The Gainful Employment Disclosure information, for this Post-Graduate Certificate can be found at http://www.davenport.edu/programs/business/post-graduate-cert/marketing-post-graduate-certificate-pg-cert.

STRATEGIC MANAGEMENT POST-GRADUATE CERTIFICATE - ST MGT PGC

Concentration Courses 18 credits

- HRMG700 Managing Human Resources 3
- GPMT699* Certified Project Management (PMP) Preparation Or
- MGMT735 Managing Projects 3
- MGMT699* Certified Manager Preparation Or
- MGMT725 Effective Leadership 3
- MGMT745 Operations and Quality Management 3
- MGMT747 Sustainable Business Strategies 3
- MGMT755 Strategic Management and Planning Or
- MGMT780 Global Business Strategies 3

*Students who completed GPMT499 and/or MGMT399 are not eligible to complete GPMT699 and/or MGMT699 and may not use either undergraduate class as a substitute for HRMG699 or MGMT699.

The Department of Education requires Davenport University to provide certain information (Gainful Employment Disclosure) regarding this certificate program to aid students in making a decision to enroll. The Gainful Employment Disclosure information, for this Post-Graduate Certificate can be found at http://www.davenport.edu/programs/business/post-graduate-cert/hrmgt/strategic-management-post-graduate-certificate-pg-cert.

GRADUATE CERTIFICATE

GRADUATE CERTIFICATE | 12 CREDITS | FOR ACCT GRC

The Forensic Accounting Certificate** program presents accounting and auditing professionals with the opportunity to achieve new learning in the high-profile areas of financial fraud prevention, detection, and investigation. Coursework will focus on financial statement fraud, asset-theft, and internal controls in both for-profit and non-profit organizations. This program is designed for the accounting auditing professional with a bachelor’s degree in accounting or business and at least 12 months of practical experience.

Prerequisite Requirements

- 12 months accounting, auditing or financial investigation experience (The professional experience must be evidenced within a current resume and approved by the campus Associate Department Chair with oversight responsibilities for accounting and finance).
- Completion of a bachelor’s degree in Accounting or Business.

Major 12 credits

- ACCT780 Forensic Accounting/Fraud Investigation 3
- ACCT781 Forensic Accounting/Account Fraud Schemes and Data Analysis 3
- ACCT782 Forensic Accounting/Law and Investigation 3
- ACCT783 Forensic Accounting/Criminology 3

**Must meet acceptance criteria for the MBA prior to enrolling in these courses. All four (4) of these courses may be used to fulfill the concentration requirements within the MBA Accounting Concentration.

The Department of Education requires Davenport University to provide certain information (Gainful Employment Disclosure) regarding this certificate program to aid students in making a decision to enroll. The Gainful Employment Disclosure information for this Graduate Certificate can be found at http://www.davenport.edu/programs/business/graduate-certificate/forensic-accounting-certificate-gc.
Davenport University’s graduate program in Health Informatics and Information Management is an interdisciplinary program providing a unique blend of business, technology and health care graduate education for current health systems environments. Today’s health information management professionals are hybrids who work closely with technology professionals, management professionals and health care providers to ensure the integrity, confidentiality, and appropriate access of health care information. Reflecting the most contemporary practices in the field, the program is structured to provide experiences in the development, implementation, and maintenance of software and data systems; data analysis, privacy and security; and strategic and operational resource planning; and decision making based in the information-driven, knowledge-based health care environment.

Health Informatics and Information Management Foundational Requirements

All students admitted into the Davenport University Master of Science in Health Informatics and Information Management are expected to have a bachelor degree in a with the necessary undergraduate preparation in management, technology and statistics typically found in a health, technology, or business discipline. Students that have not successfully completed equivalent undergraduate courses will be required to complete the following graduate (500-level) foundational courses or the undergraduate level equivalent courses. A grade of “B” or better must be earned in each course to show proficiency.

Graduate Level Foundational Courses:

- IAAS681 Information Security and Assurance 3
- STAT500 Statistics for Business 3
- HCMG630* Health Care Organizations or 3
- FINC610 Budget and Finance Management 3
- MGMT610 Management Vision and Decision: Creative & Critical Thinking From a Strategic Perspective 3
- DATA610 Essentials of Business Analytics 3
- DATA625 Data Methods for Business Analytics 3
- IAAS660 Information Security Planning 3
- IAAS666 Project Management/Risk Mitigation 3
- IAAS667 Legal and Ethical Security Topics 3
- IAAS675 Health Care Security 3
- HCMG6770 Strategic Management in Health Care 3
- HINT601 HIIM Orientation Seminar 0
- HINT730 Information Management in Health Care 3
- HINT775 Leadership and Performance Management in Health Information Management 3

Capstone 3 credits

- HINT797 Health Information Management Project or
- HINT799 Health Information Management Thesis or
- SABR781 Study Abroad Experience 3

*Course selection will depend on the student’s undergraduate preparation in a health, technology, or business discipline.

MASTER OF SCIENCE IN NURSING

Master of Science in Nursing • 39 CREDITS • NURS MSN

The online Master of Science in Nursing (MSN) at Davenport University offers an advanced level of graduate study expanding on the knowledge, skills, and competencies acquired at the baccalaureate or entry-level nursing education program. The core curriculum for this program reflects the Essentials of Master’s Education in Nursing (AACN, 2011) and the Outcomes and Competencies for Graduates of Master’s Programs in Nursing (National League of Nursing, 2010).

Admission to the MSN program is competitive. We seek highly motivated nurses who have obtained their Bachelor of Science in Nursing degree and desire to further professional development to advance their career. Once students have been admitted into the program, they become members of a cohort. This means that the same group of students goes through the program together. The cohort learning experience provides the students with the opportunity to develop a sense of community with their classmates as they study, network, and support each other in the graduate learning experience. The cohort learning experience begins with a two day residency at the Grand Rapids W.A. Lettinga Campus and ends with another two day residency for the NURS795 MSN Special Project or NURS799 MSN Thesis.

The MSN Program is a 28-month program that begins once a year. Courses within the program are delivered entirely online except for the practicum components of NURS765 and NURS787 courses. Practicum sites for the NURS765C and NURS787C courses will be arranged for students based on students’ geographic locations.
Foundations of Advanced Nursing 9 credits
NURS601 MSN Orientation Seminar 0
NURS600 Theoretical Foundation for Advanced Nursing Practice 3
NURS640 Nursing Research and Evidence-Based Practice 3
NURS670 Transforming Nursing Practice through Leadership, Policy & Advocacy 3

Advanced Nursing Core 9 credits
NURS710 Advanced Pharmacology 3
NURS735 Advanced Pathophysiology 3
NURS740 Advanced Health Assessment 2
NURS740V Advanced Health Assessment Lab (virtual) 1

Advanced Nursing Role 15 credits
NURS765 Concepts of Advanced Nursing Practice 3
NURS765C Concepts of Advanced Nursing Practice/Clinical 3
NURS780 Theoretical Foundations of Teaching and Learning 3
NURS787 Role of the Nurse Educator 3
NURS787C Role of the Nurse Educator/Clinical 3

MSN Electives* 6 credits
Select two courses (6 credits) from the following:

Simulation Electives
NURS782 Introduction to Simulation in Nursing Education 3
NURS783 Simulation Design, Development, and Evaluation 3

Education Electives
NURS784 Curriculum Development and Program Evaluation 3
NURS785 Teaching Strategies, Assessment, and Evaluation 3

Business Electives
BUSN610 Management and Marketing 3
HCMG630 Health Care Organizations 3
HCMG730 Ethical and Legal Perspectives In Health Care 3
HRMG700 Managing Human Resources 3
HRMG750 Organizational Development and Training 3

Thesis/Capstone** 1 credits
NURS795 MSN Special Project Or
NURS799 MSN Thesis 1

*Students, in consultation with their MSN advisor, will choose two 3 credit graduate-level elective courses. An overall grade of B- or better must be achieved in these two courses.

**Upon discussion with MSN Advisor, Student will elect to conduct either a Special Research Project (NURS795) or do the traditional thesis (NURS799).

The 78-credit Master of Science in Occupational Therapy is a full-time on-campus program offered at the W.A. Lettinga Campus. Students enter in the Fall Semester and progress through the curriculum as a cohort. The program is 28 months in length and is conducted over 7 consecutive semesters (including summers).

Academic Preparatory Requirements

All students admitted into the Davenport University Master of Science in Occupational Therapy are expected to have a baccalaureate degree and specific undergraduate preparation. Refer to the Preparation for Health Pre-Professional Program for academic prerequisites for the MSOT program. Prerequisite course requirements can also be met through transfer courses that have similar content and academic rigor.

Foundations 14 credits
OCTH601 MSOT Orientation Seminar 0
BIOL621 Functional Human Anatomy I 4
BIOL622 Functional Human Anatomy II 4
HCMG630 Health Care Organizations 3
HCMG730 Ethics in Health Care 3

Core Courses 37 credits
OCTH610 Principals of Human Occupation & Foundations of the Profession 3
OCTH616 Fundamentals and Scope of Occupational Therapy Practice 3
OCTH636 Analysis of Environment, Task, and Activity 2
OCTH636L Analysis of Environment, Task, and Activity Lab 1
OCTH652 Fundamentals of Development and Developmental Assessment 2
OCTH652L Fundamentals of Development and Developmental Assessment Lab 1
OCTH721 Occupational Therapy Process in Sensory-Motor Disruption 3
OCTH738 Occupational Therapy in Behavioral and Mental Health 3
OCTH751 Evaluation and Intervention of Upper Limb Injuries 3
OCTH751L Evaluation and Intervention of Upper Limb Injuries Lab 1
OCTH756 Management of Occupational Therapy Services 2
OCTH760 Access to Care I 2
OCTH766 Access to Care II 2
OCTH772 Equipment and Technological Interventions 2
OCTH778 Central Nervous System Injury and Disorders 3
OCTH778L Central Nervous System Injury and Disorders Lab 1
OCTH787 Issues in Aging: Changes in Activities and Occupations 3

Research 6 credits
OCTH628 Fundamentals of Knowledge-Driven Practice 3
OCTH660 Research and Scholarship in Occupational Therapy 3

Clinical Fieldwork Experiences 17 credits
OCTH715 Level I Fieldwork A: Occupational Therapy Process 3
OCTH745 Level I Fieldwork B: Behavioral and Mental Health 1
OCTH785 Level I Fieldwork C: Neurological Conditions 1
OCTH795A Level IIA Fieldwork: Guided Practice 6
OCTH795B Level IIB Fieldwork: Transitions to Independence 6

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY • 78 CREDITS • OCCPTHRPY MS

The Entry-Level Master of Science (MS) in Occupational Therapy is a post-baccalaureate entry-level practice degree intended for students who want to study to become occupational therapists.

The curriculum sequence is intentional and complies with standards established by the Accreditation Council for Occupational Therapy Education. Classroom education is provided by experienced educator-clinicians and is supported by on-campus practical activities and off-campus experiences in practice settings. The Master of Science in Occupational Therapy at Davenport University provides education that knowledge-driven and prepares students for contemporary and emerging areas of practice.
PREPARATION FOR HEALTH PRE-PROFESSIONAL PROGRAM

Prerequisite Course Work • 32 CREDITS • HLTHPRE-PROF

The Preparation for Health Pre-Professional Program was designed for students who have earned a baccalaureate degree at an accredited college/university who wish to complete the prerequisite courses for a graduate level pre-professional program such as the Master of Science in Occupational Therapy. These courses provide a strong foundation in the physiological and social sciences which is critical for the health sciences careers.

A grade of “C” or better must be earned on each prerequisite course to show proficiency.

<table>
<thead>
<tr>
<th>Courses</th>
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<tr>
<td>COMM120</td>
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<td>STAT219</td>
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<td>STAT220</td>
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</tbody>
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*Classes must have been completed within 5 years of application to the Occupational Therapy program.
MSIA CURRICULUM

PROGRAM OUTCOME

The term Information Assurance has been defined as “conducting those operations that protect and defend information and information systems by ensuring availability, integrity, authentication, confidentiality and non-repudiation.” This includes providing for restoration of information systems by incorporating protection, detection and reaction capabilities. The 37-semester credit hour Master of Science in Information Assurance (MSIA) includes nine core courses, two upper-level electives, and a thesis focused on Information Assurance and Computer Security.

TECHNOLOGY FOUNDATIONAL REQUIREMENTS

All students admitted into the Davenport University Master of Science Information Assurance are expected to have the necessary undergraduate preparation in computer, networking, statistical analysis, and security foundations prior to entering the 600-level courses. Students that have not successfully completed equivalent undergraduate courses or do not have any of the following Security Certifications: Security +, CISSP, GSE, CCSP, SSCP, CIW or RSA will be required to complete the following graduate (500-level) foundational courses or the undergraduate level equivalent courses. A grade of "B" or better must be earned in each course to show proficiency.

Graduate Level Foundational Courses:
CSCI531 Introduction to Programming or
CISP553 PERL/Python Scripting
IAASS81 Information Security and Assurance
IAASS91 Cryptography
NETW520 Data Communications and Networks
STAT500 Statistics for Business

CURRICULUM

The master’s degree program in Information Assurance (MSIA) has been certified by the National Security Agency (NSA) and Committee on National Security Systems (CNSS) as meeting the requirements of NSTISSI-4011, Training Standard for Information Systems Security (INFOSEC) Professionals, and CNSSI-4012, Training Standard for Security System Managers.

Topics will include: information security planning, cryptography, project management and risk mitigation, application security, network security, forensics, and legal and ethical roles and topics specific to security. Students will also choose electives within their concentration and complete a thesis under the direct guidance of a faculty member.

These elective courses will provide an introduction to the different technical and administrative aspects of Information Security and Assurance. Topics will include: wireless and mobile security, banking and financial security, securing resource transfer, and health care security. The elective courses will also include methodologies for prioritizing information assets and threats to information assets, including risk analysis, architecture components of an incident response plan, legal and public relations implications of security and privacy issues, and the framework of a disaster recovery plan.

MASTER OF SCIENCE INFORMATION ASSURANCE
• 37 CREDITS • INFO ASR MS

Core Courses 27 credits
IAASS600 Information Security Planning 3
IAASS651 Applied Cryptography 3
IAASS660 Project Management/Risk Mitigation 3
IAASS667 Legal and Ethical Security Topics 3
IAASS710 Application Security 3
IAASS715 Network Security 3
IAASS735 Advanced Computer Forensics 3
IAASS786 Research Techniques for Information Assurance 3
STAT615 Analytical Statistics for Management 3

Elective Courses 6 credits
Select two of the following:
IAASS670 Wireless and Mobile Security 3
IAASS672 Banking and Financial Security 3
IAASS675 Health Care Security 3
IAASS680 Securing Resource Transfer 3
IAASS740 Comprehensive Issues 3

Capstone 4 credits
CAPS795 Information Assurance Thesis 4

MASTER’S THESIS

A thesis paper forms the Capstone of this Master of Science Information Assurance program. The Capstone is a comprehensive research paper encompassing the learning from the students’ coursework in the program. Prior to enrolling in the CAPS795 capstone course, students must have both an approved Capstone Intent Form and an approved Research Proposal on file with the MSIA program office. A research seminar (or pre-capstone seminar) is available to students to provide guidance on developing the research proposal. The final thesis paper is to be completed under the guidance of your faculty advisor and/or university designated faculty member during the CAPS795 course. More details on the master’s thesis and capstone process may be found in the Capstone Guidebook, available on the ISaAC site or from your faculty advisor.
MS TECHNOLOGY MANAGEMENT

PROGRAM DESCRIPTION

The objective of the Master of Science in Technology Management is to offer a high quality, interdisciplinary technical and business graduate curriculum in technology management for today’s organizations. This program is designed to prepare graduates for a lifelong career addressing critical leadership roles in private, public or government organizations. The MS in Technology Management combines a set of business and technical competencies to give Davenport University graduates the competitive advantages needed to lead information technology departments in the global economy.

TECHNOLOGY FOUNDATIONAL REQUIREMENTS

All students admitted into the Davenport University Master of Science in Technology Management are expected to have the necessary undergraduate preparation in information systems security, statistics, and business foundations prior to entering the 600-level courses. Students that have not successfully completed equivalent undergraduate courses will be required to complete the following graduate (500-level) foundational courses or the undergraduate level equivalent courses. A grade of “B” or better must be earned in each course to show proficiency.

Graduate Level Foundational Courses:
- ACCT510 Fundamentals of Accounting Principles and Concepts
- BUSN520 Marketing and Management
- FINC510 Foundations of Financial Management
- IAAS581 Information Security and Assurance
- MGMT535 Managerial Communications
- STAT500 Statistics for Business

CURRICULUM

Students will apply leadership tactics, basic observational methods and logical reasoning to demonstrate best practices in problem solving with foundational knowledge in the following areas: industry regulations, network technologies, product and project management, risk mitigation, business continuity, information technology disaster recovery, total quality management, budgeting and return on investment by using appropriate tools, methods and applications. Students will also choose electives based on their career focus and complete a thesis under the direct guidance of a faculty member.

The elective courses will provide an introduction to the different technical and administrative aspects of Technology Management. Topics will include: wireless networks, accounting information systems, banking and financial security, as well as leadership and change management strategies.

MASTER'S THESIS

A thesis paper forms the Capstone of this Master of Science in Technology Management program. The Capstone is a comprehensive research paper encompassing the learning from the students’ coursework in the program. Prior to enrolling in the CAPS798 Technology Management Thesis course, students must have both an approved Capstone Intent Form and an approved Research Proposal on file with the Program Director.

The final thesis paper is to be completed under the guidance of your faculty advisor and/or university designated faculty member during the CAPS798 course. More details on the master’s thesis and capstone process may be found in the Capstone Guidebook available from your faculty advisor.
The Master of Urban Education is an alternate route, certification program that awards successful completers with a Master of Education and teacher certification in Math, English or Integrated Science. This alternate route/degree program allows individuals to teach in Michigan schools while fulfilling credential requirements. Davenport’s innovative approach to teacher training immerses a cohort of prospective teachers in a school for an academic year. Teachers in training are paired with a master teacher from the school. The coursework is delivered during the school day or online by faculty whose offices are in the school building. Faculty members provide immediate feedback through their assessments on the skills that matter most in effective teaching. Davenport’s program provides more time in the actual school setting so that prospective teachers develop the relationships and skills that are conducive for effective teaching.

**Admission Checklist:**

**In order to qualify:**

- Fill out the Davenport Application for Admission.
- Candidates must have a bachelor’s degree or above with a 3.0 GPA and pass the Michigan Test for Teacher Certification (MTTC) Basic Skills exam as well as a subject area competency exam.
- Two (2) signed professional recommendation forms and one personal recommendation form are required.
- A current resume/CV must be submitted and it should include prior employment experience, educational background, and any organizational affiliations.
- Statement of purpose (refer to the statement of purpose form in the admission packet).
- Participate in an interview with the College of Urban Education (CUE) Admission Committee – to be scheduled by Davenport upon submission of the completed application.

<table>
<thead>
<tr>
<th>Cycle</th>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
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<td><strong>Foundations Cycle</strong></td>
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<tr>
<td>UEDU610</td>
<td>Foundation of Urban Education</td>
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<tr>
<td>UEDU630</td>
<td>Data Analytics, Assessment and Measurement</td>
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<tr>
<td>UEDU656</td>
<td>Education and the Law</td>
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<tr>
<td>Choice of Core Methods Course</td>
<td>3 credits completed this semester</td>
<td>3</td>
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</tbody>
</table>

| **Transformational Cycle** | 12 credits | |
| UEDU682 | Family and Community Partnership Practice | 2 |
| UEDU715 | Strategy Development of Task Performance Optimization | 2 |
| UEDU730 | Culturally Competent Classroom Management | 3 |
| UEDU742 | Implementing a College and Career Ready Curriculum | 2 |
| Chosen Core Methods Course | final 3 credits completed this semester | 3 |

| **Apprenticeship Cycle** | 12 credits | |
| UEDU756 | Differentiating Instruction in an Urban Setting | 3 |
| UEDU770 | Building an Effective Lesson Plan | 3 |
| UEDU786 | Using Technology to Enhance Learning | 3 |
| UEDU792 | School Improvement Planning | 3 |

| **Core Methods Courses** | |
| Choose one Core Methods Course. The 6 credits are completed over two semesters (3 credits in each semester) | |
| UEDU701 | Literacy Development and Instruction | 6 |
| UEDU702 | Teaching High School Mathematics | 6 |
| UEDU703 | Teaching High School Integrated Science | 6 |

**Additional courses required for State of Michigan Certification**

Not required for certified teachers who applied to receive M.Ed. only

| UEDU795 | Teaching Apprenticeship | 3 |

**Teacher Leader State Endorsement**

The following course is for certified teachers who wish to receive a State endorsement as a Teacher Leader. Candidates must have a completed M.Ed. including UEDU797, and can show 3 years of consistent student growth to be eligible for the teacher leader certificate.

| UEDU797 | Leading Change | 3 |

For more information regarding the Master of Education in Urban Education visit the Davenport University web site.
DATA ANALYTICS

GRADUATE CERTIFICATE • 12 CREDITS • DATALTIC GRC

A 12 credit certificate in Data Analytics, the field of examining raw data with the purpose 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, Marketing, Finance 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 | 12 credits
---|---
DATA610 Essential of Business Analytics | 3
DATA625 Data Methods for Business Analytics | 3
DATA667 Data Visualization and Statistical Simulation | 3
DATA710 Applied Data Analytics I | 3
## ACADEMIC LEADERSHIP

**PROVOST**  
Linda Rinker, Ed.D.  
Executive Vice President for Academics and Provost  
Ed.D. Columbia University  
M.S.N. Villanova University  
M.A. Kutztown University  
B.S.E.D. West Chester State College

**DEANS**  
Irene Bembenista, D.M., CPA  
Vice Provost for Curriculum Assessment and Graduate Studies  
Interim Dean, Donald W. Maine College of Business and Interim Dean, College of Technology  
D.M. University of Phoenix  
M.M.S., B.A. Purdue University

Karen Daley, Ph.D., R.N.  
Dean, College of Health Professions  
Ph.D. Rutgers, the State University of New Jersey  
M.S.N. Troy State University  
B.S.N. Villanova University

Thomas A. Lonergan, Ph.D.  
Dean, College of Arts and Sciences  
Ph.D. University of Illinois Champaign/Urbana  
B.S. State University of New York at Albany

Andre Perry, Ph.D.  
Dean, College of Urban Education  
Ph.D. University of Maryland College Park  
B.A. Allegheny College
Donald W. Maine
College of Business

The Donald W. Maine College of Business graduate programs prepare individuals for leadership roles to meet tomorrow’s business challenges and opportunities. The graduate faculty members provide insight and expertise through teaching, research, and facilitation of class discussion. They know what the real business world is all about. The result? You will be keeping pace with the latest industry trends, management techniques, and technology while still learning important theory.

DEAN
Irene Bembenista, D.M., CPA
Vice Provost for Curriculum Assessment and Graduate Studies
Interim Dean, Donald W. Maine College of Business and Interim Dean, College of Technology
D.M., University of Phoenix
M.M.S., B.A., Purdue University

ASSOCIATE DEANS
Jennifer Byron
Associate Dean for Online - Business and Technology
M.B.A., Grand Valley State University
B.A., Alma College

Robert Clarkson, P.M.P
Interim Associate Dean - Business and Technology
M.B.A., Regis University
B.S., Park College
B.S., University of the State of New York - Regents College

Frank Novakowski, Ph.D.
Associate Dean
Ph.D., Capella University
M.B.A., University of Phoenix
M.Ed., University of Maryland
B.S., Virginia Military Institute

DEPARTMENT CHAIRS
Michael Carey
Department Chair - Marketing
M.B.A., Western Michigan University
B.S.B.A., Aquinas College

Barbara Craft, J.D.
Department Chair - Legal Studies
J.D., Thomas M. Cooley Law School
B.A., Western Michigan University

Debra Kiss, J.D., CMA, CPA, CIA, CFE
Department Chair - Accounting and Finance
J.D., Thomas M. Cooley Law School
M.B.A., Grand Valley State University
B.S., Aquinas College

Marjolijn van der Velde, Ph.D.
Department Chair - Management
Ph.D., University of Illinois at Chicago
M.Ed., Springfield College
M.B.A., B.S., Grand Valley State University

Barbara Craft, J.D.
Department Chair - Legal Studies
J.D., Thomas M. Cooley Law School
B.A., Western Michigan University

Rachel Hayes
Associate Department Chair - Accounting and Finance
M.B.A., Michigan State University
B.S., Brigham Young University

Grant Lee
Associate Department Chair - Accounting
Grand Rapids Campus
M.A., Case Western Reserve University
B.A., Bethany College

ASSOCIATE DEPARTMENT CHAIRS
Amy Angell
Associate Department Chair - Marketing
Flint, Lansing, Livonia, Midland, Saginaw, and Warren Campuses
M.B.A., Xavier College
B.B.A., University of Kentucky

Sally Armstrong
Associate Department Chair - Human Resource Management and Business Online
M.B.A., Davenport University
M.A., B.A., University of Bradford, U.K.

Linda Goulet Crosby
Associate Department Chair - Marketing and Legal Online
M.B.A., B.B.A., Western Michigan University

Lesley Gale
Associate Department Chair - Management
Lansing, Livonia, Traverse City and Warren Campuses
M.S., La Roche College
B.A., Bowling Green State University

James Gort
Associate Department Chair - Management
Grand Rapids Campus
M.M., Aquinas College
B.S., Calvin College

Margaret Walsh
Associate Department Chair - Accounting and Finance
M.B.A., B.B.A., Western Michigan University

Steve Prawdzik
Associate Department Chair - Management
Grand Rapids Campus
M.B.A., B.B.A., Western Michigan University

Thomas Price
Associate Department Chair - Finance
Grand Rapids Campus
M.B.A., Western Michigan University
B.A., Ferris State University

Dale Prondzinski, D.B.A.
Associate Department Chair - Accounting/Finance
D.B.A., Nova Southeastern University
M.B.A., University of Pennsylvania
M.A., Pepperdine University
B.Ed., University of North Dakota

Larry Simpson, CPA
Associate Department Chair - Accounting and Finance
Flint, Lansing, Midland, and Saginaw Campuses
M.B.A., Wright State University
B.S., The Ohio State University
Todd Terry
Associate Department Chair - Management
Battle Creek, Holland, and Kalamazoo Campuses
M.B.A., University of Phoenix
B.B.A., Ferris State University

Tamara Vandenberg
Associate Department Chair - Accounting and Finance
Battle Creek, Holland and Kalamazoo Campuses
M.B.A., Davenport University
B.A., Hope College

FACULTY
Kathy Aboufadel, Ph.D.
Ph.D., Rutgers, The State University of New Jersey
M.S., Rutgers, The State University of New Jersey
B.S., Ball State University

Wendy Achilles, Ph.D., CPA
Ph.D., Virginia Commonwealth University
M.S.A., B.S.A., East Carolina University

David Adu-Boateng, CPA, CISA
M.S., University of Maryland

Shane Allua, Ph.D.
Ph.D., University of Texas at Austin
M.S., Springfield College
B.S., Arizona State University

Mark Anthony
M.B.A., Cornell University
B.A., Boston University

Anna Armstrong, Ph.D., CPH, CHES
Ph.D., University of South Florida
M.P.H., University of South Florida
B.A., University of Tampa

Lawrence Arillo, J.D.
J.D., Concord University School of Law
M.B.A., University of Phoenix
B.A., Montclair State University

Charlene Austin, Ph.D.
Ph.D., Capella University
M.S., Central Michigan University
B.A., Spring Arbor

Danielle L. Babb, Ph.D.
Ph.D., Capella University
M.B.A., University of Redlands
B.S., University of California at Riverside

Steve Bayus
M.B.A., University of Phoenix
B.S.B.A., University of Phoenix

Timothy Bergsma, CFE, CMA
M.B.A., Grand Valley State University
B.B.A., Davenport University

Phillip L. Beukema, D.B.A
D.B.A., University of Southern California
M.B.A., University of Southern California
B.S., San Diego State University

Kenneth D. Blauwkamp
M.M., Aquinas College
B.A., Grand Valley State College

Donald R. Blum, Ph.D, CPT
Ph.D., Southwest University
M.S.A., Central Michigan University
B.B.A., Eastern Michigan University

Dalana N. Brand
M.B.A., B.A., Michigan State University

Joseph Brandt, Ph.D.
Ph.D., University of Northern Colorado
M.S., Texas A&M University
B.A., University of Houston

Jackie Brewer, Ph.D.
Ph.D., Capella University
M.A., Ottawa University

Rhonda Bunce
M.B.A., Keller Graduate School
B.S., Northern Michigan University

Joseph Buchman, Ph.D.
Ph.D., Kelley Graduate School of Business
M.B.A., Purdue University
B.S., Kelley School of Business

Gabriel Burdette
M.S., Eastern Michigan
B.A., Kalamazoo College

David Bruce
M.M., Aquinas College
B.A., Alma College

Nancy Crain Burn, Ph.D.
Ph.D., Capella University
M.B.A., B.B.A., Northwood University

Carol Burns, Ph.D.
Ph.D., University of Michigan
M.P.H., Tulane University
B.A., Illinois Wesleyan University

William Cheng, Ph.D.
Ph.D., State University of New York-Binghamton
M.A., B.A., National Chengchi University

Brent Clark, J.D.
J.D., Thomas M. Cooley Law School
M.B.A., Grand Valley State University
B.S.E., University of Michigan

Teresa Clark, CPA
M.S., Walsh College
B.S., Central Michigan University

John Clements
M.P.A., Grand Valley State University
M.S., Oregon State University

Michael Cohen, J.D.
J.D., Concord School of Law
B.S., University of Richmond

James Collins, Ph.D.
Ph.D., University of Illinois
M.A., University of Missouri
B.A., Loras College

Bari Courts, Ph.D.
Ph.D., Capella University
M.B.A., University of Cincinnati
B.S., Kenyon College

Julia Cronin-Gilmore, Ph.D.
Ph.D., Northcentral University
M.A., B.A., Bellevue University

Mark Cusack
M.B.A., Our Lady of the Lake University
B.A., University of Oklahoma

Derek D’Angela, DBA, CMA
DBA., Lawrence Technological University
M.B.A., Eastern Michigan University
B.A., Hillsdale College
Saundra D. Dalton-Smith, M.D.
M.D., Meharry Medical College
B.S., University of Georgia

Katherine Daniels, Ph.D.
Ph.D., Western Michigan University
M.A., Western Michigan University
B.A., Grand Valley State University

John Davis
M.S., B.S., University of Southern California

Merle Davis, Ph.D.
Ph.D., Capella University
M.S.A., Central Michigan University

Rita F. Davis, Ph.D.
Ph.D., Capella University
M.B.A., Wilmington College

Francisco deCossio, Ph.D.
Ph.D., University of Southern California
M.S., B.S., University of Southern California

Timothy Delicath, Ph.D.
Ph.D., Saint Louis University
M.B.A., Lindenwood University
B.S., Bradley University

Daryl Delabbio, Ph.D.
Ph.D., Western Michigan University
M.P.A., Wayne State University
M.M., B.A., Aquinas College

Alexander DePetro, Ph.D.
Ph.D., Wayne State University
M.S., B.S., Wayne State University

Charles DesJardins Ph.D.
Ph.D., Capella University
M.B.A., Davenport University
B.B.A., William Tyndale College

Donna DiMatteo-Gibson, Ph.D.
Ph.D., California School of Professional Psychology
M.S., Alliant International University
B.A., University of San Diego

Dayan M. Douse, Ph.D
Ph.D., Capella University
M.B.A., Davenport University
B.S., Central Michigan University

Kerry Doyle
M.S.A., Michigan State University
B.S.A., Central Michigan University

Marshall Dubin
M.Ed., Wayne State University
B.S., Ferris State University

Robert S. Duffy, Jr.
M.B.A., B.B.A., Grand Valley State University

Wayne Emms, D.B.A.
D.B.A., California Coast University
M.B.A., Athabasca University
B.A., Wilfred Laurier University

Gail Fahoome, Ph.D.
Ph.D., Wayne State University
M.Ed., B.S., Wayne State University

Robert Finkelmeier, Ed.D.
Ed.D., University of Cincinnati
M.Ed., B.S., University of Cincinnati

David A. Foote
M.B.A., Loyola University
B.A., University of Illinois at Urbana-Champaign

Brad Fry, CPA
M.S., Walsh College
B.A., Michigan State University

Leka Gjolaj, CPA
M.S.F., Walsh College
M.B.A., University of Phoenix
B.S., Walsh College

Robert Goldwasser, D.B.A
D.B.A., Grenoble Graduate School of Business
M.B.A., University of Phoenix
B.A., University of North Carolina

Norbert Golembiewski
M.B.A., B.S., University of Detroit

LauraAnn Gordon, J.D., LL.M.
LL.M., Wayne State University
J.D., Michigan State University
B.S., University of Michigan

Shaquanda Gordon
M.B.A., Davenport University
B.A., Western Michigan University

Keith Grant, Ph.D.
Ph.D., The Union Institute
M.S., Central Michigan University
B.A., Detroit College of Business

Judith Grenkowicz, Ed.D.
Ed.D., Northern Illinois University
M.B.A., University of Detroit
B.S., Ferris State University

Gerald Griffin
M.B.A., Southern Methodist University

Donald Gufsa, Ed.D
Ed.D., Western Michigan University
M.B.A., Central Michigan University
B.S., Detroit College of Business

Lloyd Guyot
M.S., B.B.A., Grand Valley State University

Soumaya Habhab, CFE, CIA, CICA
M.B.A., B.B.A., Detroit College of Business

Greg Harrand
M.B.A., Illinois Benedict College
B.S., Ferris State University

Gary Hauck, Ph.D.
Ph.D., Michigan State University
Ph.D., California Theology

Brandy Havens, CPA
M.B.A., B.S., High Point University

Barbara Hawley, Ph.D.
Ph.D., Capella University
M.A., University of Phoenix
B.S., Shorter College

Wayne Hollman, Ph.D.
Ph.D., Walden University
M.B.A., California State University Dominguez Hills
B.A., San Diego State University

Judith Horvath, Ph.D.
Ph.D., Nova Southeastern University
Ed.S., Nova Southeastern University
M.B.A., Fairleigh Dickinson University
B.S., Lehigh University
Christopher Hunt, Ph.D.
Ph.D., Central Michigan University
M.H.A., Seton Hall University
B.A., Malone College

Anne P. Johnson
M.S., Mountain State University
B.S., Franklin University

Edward Kaplan, CPA
M.B.A., Kent State University
B.S., Northern Arizona University

Rajinder Kapur, Ph.D.
Ph.D., Panjab University
M.B.A., University of Detroit
M.A., Krukshetra University
B.A., Panjab University

Patrick J. Karbon, Ph.D.
Ph.D., University of North Texas
M.S.A., Central Michigan University
B.S., General Motors Institute

Terry Karjalainen, Ph.D., RN
Ph.D., Capella University
M.P.A., B.S., University of Michigan

Diane Kasunic, Ph.D.
Ph.D., Wayne State University
M.L.I.R., Michigan State University

Ronald Katz, J.D.
J.D., Detroit College of Law
M.A., B.A., Wayne State University

Ghada Khoury, Ph.D.
Ph.D., University of Michigan
M.S., M.S., University of Michigan
B.S., University of Beirut

Cedric Knott, Ph.D., CFE
Ph.D., Walden University
Post-Graduate Certificate, Walsh College
M.S.A., Central Michigan University
B.S., Alabama A & M University

Donna Larner
M.B.A., Davenport University
B.A., Michigan State University

John Laskey, CPA
M.B.A., B.A., Michigan State University

Brenda Lauer
M.S.A., M.A., Western Michigan University

Ken Lavery, D.B.A., CPA, CMA
D.B.A., Argosy University
M.S.T., Grand Valley State University
B.L.S., Purdue University

Dana Leland, D.B.A., Ph.D.
D.B.A., North Central University
Ph.D., North Central University
M.T.X., Florida Atlantic University
M.B.A., University of Texas at San Antonio
B.B.A., University of the Incarnate Word

Larry Lewis, J.D.
J.D., Thomas M. Cooley Law School
M.P.A., Western Michigan University
B.A., State University of New York-Albany

Madeline Lewis, Ph.D.
Ph.D., University of Phoenix
M.A., Webster University
B.S., National-Louis University

Mark Lockridge, CPA, CIA, CGPA
M.S.F., Walsh College
B.A., Walsh College

James Loughran, Ph.D.
Ph.D., Capella University
M.S.A., Central Michigan University
B.B.A., Eastern Michigan University

Jason Lum, J.D.
J.D., University of California, Berkeley
M.P.P., Harvard University
B.A., Washington University

Marc Lyncheski
M.B.A., University of Phoenix
M.S., Marquette University
B.S., Allegheny College

Stephanie Lyncheski, D.M.
D.M., University of Phoenix
M.A., Marquette University
B.A., Ripon College

Jason Ma, D.B.A.
D.B.A., Argosy University
M.B.A., National University
B.A., California State University

Clayton Maas
M.S., Western Michigan University
B.S., Grand Valley State University

Andrew Makar, D.M.I.T
D.M.I.T., Lawrence Technological University
M.B.A., University of Michigan
B.S., Central Michigan University

William Makkawi, Ph.D.
Ph.D., Florida International University
M.B.A., University of Florida
B.B.A., American University of Beirut

Kenneth Malik
M.B.A., University of Chicago
B.A., B.S., University of Notre Dame

Robert Mantovani
M.B.A., Davenport University
B.S., University of Dayton

Verna Mayers
M.B.A., University of Phoenix
B.S., Limestone College

Garnie McCormick, Ph.D.
Ph.D., University of Nebraska-Lincoln
M.S., B.A., University of Nebraska-Kearney

Cheryl McDowell, Ph.D.
Ph.D., Lynn University
M.S., New School University
B.S., SUNY, Empire State College

Allison J. McFarland, Ph.D.
Ph.D., University of Kansas
M.B.A., Western Michigan University

Nancy McGee, Ph.D.
Ph.D., Wayne State University
M.A., University of Delaware
B.S., Edinboro University of Pennsylvania

Doreen McGunagle, Ph.D.
Ph.D., Capella University
M.B.A., Nova Southeastern University
B.B.A., Florida Atlantic University

Robert Paul McNerney
M.A., Northwestern University
B.S., United States Naval Academy

David Medved, CPA
Post-Graduate Certificate, Davenport University
M.A., Walsh College
B.S., Michigan State University
Patricia Mary Mier, CPA  
M.B.A., Oakland University  
B.B.A., Adrian College  

Jeffrey Miles, Ph.D.  
Ph.D., Capella University  
M.B.A., Grand Valley State University  
B.S., B.A., Aquinas College  

Karen Minchella, Ph.D., CMA  
Ph.D., Wayne State University  
M.S., B.S., Wayne State University  

Mitchell Miller, D.B.A.  
D.B.A., Nova Southeastern University  
M.B.A., Pace University  
B.A., Brooklyn College  

Laina Molaski, Ph.D.  
Ph.D., Northcentral University  
M.B.A., Indiana Wesleyan  
B.B.A., Rochester College  

Johnny L. Morris, Ph.D.  
Ph.D., Capella University  
M.B.A., Nova Southeastern University  
B.B.A., University of Miami  

Theran K. Mugleston, Ph.D.  
Ph.D., Walden University  
M.B.A., B.S., University of Nevada Las Vegas  

Rose Nowosielski  
M.B.A., Wayne State University  
B.B.A., University of Michigan  

Terry O’Connor, Ph.D.  
Ph.D., Walden University  
M.A., Western Michigan University  
B.S., Michigan State University  

Carmen Orbando, Ph.D.  
Ph.D., University of Colorado  
B.A., University of Costa Rica  

JoDee Phillips  
M.B.A., Marylhurst University  
B.S., Illinois State University  

Beverly Pierce  
M.B.A., Case Western Reserve University  
B.A., Wilfrid Laurier University  

Todd Pitts, C.M.  
M.B.A., Davenport University  
B.S., Purdue University  

Donald Platine, Ed.D.  
Ed.D., University of Tulsa  
M.B.A., University of Northern Colorado  
B.S., Case Western Reserve  

Edna Primas, D.H.A.  
D.H.A., University of Phoenix  
B.S.H.A., University of Phoenix  

Yvonne Prowant  
M.M., Aquinas College  
B.S.N., Grand Valley State University  

Peter Raphael, J.D.  
J.D., Lewis and Clark College  
M.B.A., B.A., Michigan State University  

Ronald G. Rehn, D.H.A., CMPE  
D.H.A., University of Phoenix  
M.P.A., Eastern Washington University  

Don Reynolds, Ph.D.  
Ph.D., University of Sarasota  
M.B.A., Keller Graduate School  
M.A., B.S., Northern Illinois University  

Anthony Ross  
M.S., B.S., Wayne State University  

Howard Rubin, Ph.D.  
Ph.D., University of Michigan  
M.S., M.P.H., University of Michigan  
M.S., Wake Forest University  
B.S., Guilford College  

Nicole Runyon, Ph.D.  
Ph.D., Walden University  
M.S.A., Central Michigan University  
B.A., The Ohio State University  

Steven Saperstein  
M.B.A., Michigan State University  
M.S., University of South Carolina  
B.S., University of Pennsylvania  

Christopher Scalzo, D.B.A.  
D.B.A., University of Phoenix  
M.B.A., St. John Fisher College  
B.S., State University of New York at Brockport  

Timothy P. Schilling  
M.A., Central Michigan University  
B.A., Michigan State University  

Regina Schinker, Ph.D.  
Ph.D., Western Michigan University  
M.A., Western Michigan University  
B.A., Hope College  

Deborah Schoenwether  
M.B.A., Baker College  
B.B.A., Davenport College  

Marc Schwartz  
M.S., Lawrence Technological University  
M.B.A., Baker College  
B.A., University of Pittsburgh  

Christopher Severson  
M.B.A., University of Nebraska-Lincoln  
B.S., University of Nebraska-Lincoln  
B.A., Wright State University  

Phillip Shaps  
M.B.A., Aspen University School of Business  
B.A., California State University  

Marc D. Snyder, CPA, PMP, CISA, CIA  
M.B.A., Michigan State University  
B.A., Michigan State University  

Kevin Stanko, J.D.  
J.D., Detroit College of Law  
M.B.A., B.A., Wayne State University  

Kristin Stehouwer, Ph.D.  
Ph.D., Northwestern University  
M.A., B.A., Northwestern University  

Thomas Steinhagen, D.B.A.  
D.B.A., Nova Southeastern University  
M.B.A., Nova Southeastern University  
B.S., University of Cincinnati  

Angie Sokol, Ph.D.  
Ph.D., Capella University  
M.S.A., Central Michigan University  
B.A., Purdue University  

Jodie Southland  
M.B.A., B.B.A., Davenport University  

Lynn Szostek, Ph.D.  
Ph.D., The Union Institute and University  
M.A., Antioch University  
B.A., Missouri Valley College
Khushman Taila, CPA  
M.Com., University of Bombay  
M.Acc., University of Oklahoma  
B.Com., University of Bombay  

George Teston, Ph.D.  
Ph.D., Walden University  
M.S.A., Central Michigan University  
B.S., Georgia College and State University  

Connie Tewes  
M.B.A., Davenport University  
P.B.C., Davenport University  

Mike Thirtle, Ph.D.  
Ph.D., The RAND Graduate School  
M.Phil., The RAND Graduate School  
M.S., M.B.A., Wright State University  
B.S., United States Air Force Academy  
B.S., The Ohio State University  

Benjamin Thompson, Ph.D.  
Ph.D., Walden University  
M.B.A., Dallas Baptist University  
B.S., University of Texas-Arlington  

Tanya Tillman  
M.S., Grand Valley State University  
B.B.A., University of Michigan  

Nancy M. Todd  
M.B.A., B.B.A., Davenport University  

Paul Tovbin, Ph.D.  
Ph.D., Academy of Sciences, USSR  
M.B.A., Fordham University  

Geoffrey VanderPal, D.B.A., CFP  
D.B.A., Nova Southeastern University  
M.B.A., Columbia College  

Jeffrey Wiggerman, Ed.D.  
Ed.D., Nova Southeastern University  
M.B.A., Davenport University  
B.A., Michigan State University  

Dan Wiljanen  
M.A., B.A., University of West Florida  

Don Withane, Ph.D.  
Ph.D., State University of New York  
M.A., Carleton University  
M.Sc., Moratuwa, Vidydaya University  

James P. Young, Jr., Ph.D.  
Ph.D., Capella University  
M.A., Central Michigan University  
B.S., Siena Heights University  

Paula Zobisch, Ph.D.  
Ph.D., Capella University  
M.B.A., B.S., University of Central Oklahoma  

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DEAN  
Karen Daley, Ph.D., R.N.  
Dean - College of Health Professions  
Ph.D., Rutgers, the State University of New Jersey  
M.S.N., Troy State University  
B.S.N., Villanova University  

ASSOCIATE DEAN  
Robin Goodrich, Ed.D., R.N.  
Associate Dean for Online - Arts and Sciences and Health Professions  
Ed.D., Columbia University  
M.S., Western Connecticut State University  
B.S.N., University of Phoenix  

Thomas Hunt, R.H.I.A., CHTS-IM  
Associate Dean - Health Informatics and Information Management  
M.B.A., Davenport University  
B.B.A., Cleary University  

Linda Spang, J.D., EMT-P  
Associate Dean - Allied Health  
J.D., Thomas M. Cooley Law School  
M.S.B., Union Graduate College  
B.A., Purdue University  

Sandra Welling, M.S.N., R.N., C.C.M., P.A.H.M.  
Associate Dean - Nursing  
M.S.N., Regis University  
B.S.N., University of Detroit Mercy  

DEPARTMENT CHAIR  
Yvonne B. Alles, D.H.A  
Department Chair - Allied Health  
D.H.A., University of Phoenix  
M.B.A., B.A., Davenport University  

Christy L.A. Nelson, Ph.D., OTR/L, FAOTA  
Department Chair - Occupational Therapy  
Ph.D., University of Missouri  
M.S., University of Iowa  
B.S., University of Texas Medical Branch at Galveston  

Linda Sorensen, R.H.I.A., CHPS  
Department Chair - Health Informatics and Information Management  
M.P.A., University of Michigan  
B.S., University of Detroit - Mercy  

Amy Stahley, M.S.N., R.N.  
Department Chair - Nursing  
M.S.N., B.S.N., Ball State University
ASSOCIATE DEPARTMENT CHAIRS
Shannon Krolikowski, M.S.N., R.N.
Interim Associate Department Chair - Nursing
Midland Campus
M.S.N., University of Phoenix
B.S.N., Saginaw Valley State University

William Limp, R.H.I.A., CHTS-TR
Associate Department Chair/Program Director - Health Information Management
Livonia, Warren, Grand Rapids, Battle Creek, and Holland Campuses
M.S., College of St. Scholastica
B.S., Malone University

Christi Lower, R.H.I.A.
Associate Department Chair/Program Director - Health Information Management
Flint, Lansing, Midland and Saginaw Campuses
M.S., University of Illinois
B.B.A., Northwood University

Kelly McCarron, Ed.D.
Associate Department Chair - Allied Health Online
Ed.D., Duquesne University
M.Ed., Penn State University Park Campus

Susan Offenbecker, M.S.N., R.N.
Associate Department Chair - Nursing Grand Rapids Campus
M.S.N., Walden University
B.S., Ferris State University

Aleta Pillai, M.S.N., R.N.
Associate Department Chair - Nursing Lansing Campus
M.S.N., B.S.N., University of Phoenix

Andrea Shaw, M.S.N., R.N.
Associate Department Chair - Nursing Warren Campus
M.S.N., University of Phoenix
B.S.N., University of Detroit Mercy
B.A., Wayne State University

Megan Tober, R.H.I.A.
Associate Department Chair - Health Information Management Online
M.B.A., Davenport University
B.S., B.S., Ferris State University

FACULTY
Marlene Berens, D.N.P., R.N., FNP-BC
Nursing
D.N.P., Regis University
M.S.N., Michigan State University
B.S.N., Grand Valley State University

Pat Devoy, L.P.N., C.M.A. (AAMA)
Health Information Management
Ed. Specialist, M.A., Eastern Michigan University
B.S., Madonna University

Lisa Kagay, R.H.I.A.
Health Information Management
M.B.A., Georgia Southern University
B.S., Ferris State University

Theresa Leto, D.H.S., M.O.T., OTR/L
Occupational Therapy
D.H.S., University of Indianapolis
M.O.T., University of Findlay

Brook McDougall, M.S.N., R.N., ANP-BC
Nursing
M.S.N., University of Michigan Flint
B.S.N., Davenport University

Amanda Metzler, R.H.I.A.
Health Information Management
M.S., University of Tennessee
B.S., Ferris State University

Melissa S. Michalski, D.N.P., R.N.
Nursing
D.N.P., Capella University
M.S.N., Walden University
B.S.N., Davenport University

Susan Dee Owens, M.S., OTR/L
Academic Fieldwork Coordinator, Occupational Therapy
M.S., University of Michigan
B.S., Eastern Michigan University

The criticality and potential harm connected to the confidentiality, accessibility, and integrity of data affect every organization and individual in today’s global environment. Practitioners and users need to recognize the importance of building secure systems and relationships that preserve trust as the foundation to information exchange and commerce. The Master of Science in Information Assurance (MSIA) addresses these concerns and was developed in cooperation with industry leaders from new and emerging fields, including robotics, software engineering, health care, medical providers, government, bioinformatics, and global service providers. This degree has been certified by the National Security Agency (NSA) as mapping directly to the key elements of Information Assurance.

DEAN
Irene Bembenista, D.M., CPA
Vice Provost for Curriculum Assessment and Graduate Studies
Interim Dean, Donald W. Maine College of Business and Interim Dean, College of Technology
D.M., University of Phoenix
M.M.S., B.A., Purdue University

ASSOCIATE DEAN
Jennifer Byron
Associate Dean for Online - Business and Technology
M.B.A., Grand Valley State University
B.A., Alma College

Robert Clarkson, P.M.P
Interim Associate Dean - Business and Technology
M.B.A., Regis University
B.S., Park College
B.S., University of the State of New York - Regents College

Aphrodite Jones
Associate Dean, College of Technology
M.B.A., B.B.A., Davenport University
DEPARTMENT CHAIRS
Lonnie Decker, Ph.D., C.C.N.A., C.C.N.A. Security
Department Chair - Networking, Security and Information Assurance, and M.S.I.A.
Ph.D., Capella University
M.S., Central Michigan University
B.S., Michigan Technological University

Gabriela Ziegler
Department Chair - Computer Information Science and Technology Management
M.L.R., Michigan State University
B.S., Universidad Católica Andrés Bello, Venezuela

ASSOCIATE DEPARTMENT CHAIRS
Orletta E. Caldwell
Associate Department Chair - College of Technology
Livonia and Warren Campuses
M.S., Management, Walden University
B.P.A., Wayne State University

Richard Comden, M.C.P., A+ 
Associate Department Chair - Networking Technology and Security and Information Assurance Online
M.S., Indiana University
B.S., Grace College

Linda LeSage P.M.P
Associate Department Chair - Computer Information Science
Lettinga and Holland Campuses
M.B.A., Grand Valley State University
B.S., Central Michigan University

Antonio McCutchen
Associate Department Chair - Networking Technology and Security and Information Assurance
Battle Creek, Grand Rapids, Holland, and Kalamazoo Campuses
M.A., Spring Arbor University
B.B.A., Davenport University

James Veneziano
Associate Department Chair - Computer Information Science, Networking, Security and Information Assurance
Flint, Lansing, Midland, and Saginaw Campuses
M.B.A., Davenport University
B.A., The Ohio State University

FACULTY
Ronnie Abrahiem, D.M.I.T.
D.M.I.T., Lawrence Technological University
M.S., Central Michigan University
B.B.A., Davenport University

A. Peter Anderson, CCNP
M.T.M., Keller Graduate School of Management
B.S., Concordia College (Nebraska)

David Ang, Ph.D.
Ph.D., University of Alabama
M.S., University of Alabama
B.S., Ohio University

Martin Bagaya, Ph.D., M.C.S.E., M.C.D.B.A.
Ph.D., Nova Southeastern University
M.S., Ferris State University
B.S.E., Makerere University

Daniel Burgess
M.S., Ferris State University
B.S., Western Michigan University

Nancy Burns, Ph.D., I.T.I.L.
Ph.D., Capella University
M.B.A., B.B.A., Northwood University

Bruce Collins
M.S., Ferris State University
B.A., Southern Illinois University

Deanne Cranford-Wesley, Ph.D., CCNP
Ph.D., Union Institute and University
M.A., B.B.A., Marygrove College

Ronald Draayer, A.B.C.P.
M.S., Ferris State University
M.M., Aquinas College
B.A., Calvin College

Bashar Elkhatib, Ph.D.
Ph.D., Northcentral University
M.S., Ferris State University
B.S., U.A. University

Nasser Halwani, CISSP, MCDBA, MCSE, CCNA, CNE
M.S., California State University
B.S., B.S., (EE) University of Southern California

Pamela Harris, Ph.D.
Ph.D., Capella University
M.S., Central Michigan University
B.B.A., Eastern Michigan University

Lloyd Guyot, G.S.E.C. Gold
M.S., B.B.A., Grand Valley State University

Kamal Kakish, D.M.I.T.
D.M.I.T., Lawrence Technological University
M.S., B.S., Georgia Tech University

Brian Kowalczk
M.S., Nova Southeastern University
B.S., Adrian College

Mark McKinnon , C.C.E., G.C.F.A.
M.S., Grand Valley State University

Michael J. Nicholas
M.S., Ferris State University
M.A., B.B.A., Western Michigan University

Daniel Parrell, Ph.D.
Ph.D., Walden University
M.S., University of Phoenix
B.S., Wayne State University


Scott Thompson, P.M.P.
M.B.A., Davenport University
B.S., Michigan Technological University

Alan Wright
M.B.A., Davenport University
B.B.A., Eastern Michigan University
College of Urban Education

Davenport University’s Master of Education in Urban Education program prepares and develops teachers in real world settings to meet the education demands of urban environments. This innovative teacher-training program focuses on student learning, prepares content experts in clinical settings and measures progress based on data. Candidates will also use the latest technological teaching tools to advance student learning and teaching practice.

DEAN
Andre Perry, Ph.D.
Dean - College of Urban Education
Ph.D., University of Maryland College Park
B.A., Allegheny College

FACULTY
Roque Neto, Ed.D.
Ed.D., St. Mary’s College of California

College of Arts and Sciences

The purpose of the College of Arts and Sciences is to provide students with the foundational skills and abilities needed for academic and professional excellence. These skills encompass analytical and critical thinking, written and oral communication, mathematical literacy, professional excellence and integrity, as well as background in the humanities and social, behavioral, and sciences, fundamental to global citizenship. In addition, the College of Arts and Sciences helps students develop a greater appreciation of artistic, literary, cultural and historical themes, trends and movements.

DEAN
Thomas A. Lonergan, Ph.D.
Dean - College of Arts and Sciences
Ph.D., University of Illinois Champaign/Urbana
B.S., State University of New York at Albany

ASSOCIATE DEAN
Robin Goodrich, Ed.D., R.N.
Associate Dean for Online - Arts and Sciences and Health Professions
Ed.D., Columbia University
M.S., Western Connecticut State University
B.S.N., University of Phoenix

Stephen J. Snyder, Ph.D.
Ph.D., Western Michigan University
M.S., Grand Valley State University
B.S., The Ohio State University

DEPARTMENT CHAIRS
Anne Cramer, Ph.D.
Department Chair - Social Sciences and Humanities
Ph.D., Wayne State University
M.A., Eastern MI University
B.A., Oakland University

Susan Gunn, Ph.D.
Department Chair - Science Postdoctoral, University of Michigan
Ph.D., University of Michigan
B.S., University of Michigan

Charmayne Mulligan, Ph.D.
Department Chair - English and Communications
Ph.D., Western Michigan University
M.A., Eastern Tennessee State University
B.A., Florida Atlantic University

Timothy Pennings, Ph.D.
Department Chair - Mathematics
Ph.D., Iowa State University
M.S., B.S., University of North Dakota

ASSOCIATE DEPARTMENT CHAIRS
Colleen Coughlin, Ph.D., J.D.
Associate Department Chair - Social Sciences and Humanities
Ph.D., Bowling Green State University
J.D., Indiana University School of Law
M.S., Minnesota State University
B.A., Wells College

Chris Hamstra, Ph.D.
Associate Department Chair - English
Ph.D., Regents University
M.A., Western Michigan University
B.A., Calvin College

Gerald G. Nyambane, Ph.D.
Associate Department Chair - Social Sciences and Humanities
Ph.D., Michigan State University
M.S., Michigan State University
B.S., Egerton University, Kenya

David Poock, Ph.D.
Associate Department Chair - Mathematics
Ph.D., Iowa State University
M.S., B.S., Iowa State University

FACULTY
Karen Clark, D.C.
Science
D.C., National College of Chiropractic
B.S., National College of Chiropractic
B.S., Michigan Technological University

Mominka Fileva, Ph.D.
Social Sciences and Humanities
Ph.D., Bulgarian Academy of Science
M.A., B.A., Charles University of Prague

Naim Saiti, Ph.D.
Mathematics
Ph.D., Michigan State University
M.Math., Bachelor equivalent University Belgrade

Wayne Sneath, Ph.D.
English and Social Sciences
Program Director - Experiential Learning
Ph.D., Bowling Green University
M.A., Miami University
B.A., Saint John Fisher College

Lee Witt, Ph.D.
Mathematics
Ph.D., Western Michigan University
M.S., B.S., Western Michigan University
B.S., Texas Technological University

ASSOCIATE DEPARTMENT CHAIRS
Kathleen Gromilovitz
Associate Department Chair - Mathematics and Science Online
M.E.A., Virginia Tech University
B.S., Penn State University

ASSOCIATE DEPARTMENT CHAIRS
Chris Hamstra, Ph.D.
Associate Department Chair - English
Ph.D., Regents University
M.A., Western Michigan University
B.A., Calvin College

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Ph.D., Michigan State University
M.S., Michigan State University
B.S., Egerton University, Kenya

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Associate Department Chair - Mathematics
Ph.D., Iowa State University
M.S., B.S., Iowa State University

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Ph.D., Western Michigan University
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B.S., Texas Technological University

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Associate Department Chair - Mathematics and Science Online
M.E.A., Virginia Tech University
B.S., Penn State University

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CAMPUS LEADERSHIP

CAMPUS DIRECTORS

Jacquelyn Anderson
Interim Campus Director - Traverse City Campus
M.B.A., B.A., Michigan State University

Paul Beasley
Campus Director - Livonia Campus
B.B.A., Eastern Michigan University

Susan Crkovski
Executive Campus Director - Warren Campus
B.A., Davenport University

Christopher L. Marx
Interim Campus Director - Battle Creek Campus
M.A., M.B.A., Western Michigan University
B.A., Michigan State University

Wilma Mitchell
Campus Director - Flint Campus
M.S.A., Central Michigan University
B.B.A., Detroit College of Business

Kristy Nelsen
Campus Director - Midland and Saginaw Campuses
M.Ed., University of Phoenix
M.B.A., Central Michigan University
B.B.A., Davenport University

Susan Porrett
Executive Campus Director - Lansing Campus
M.S., Central Michigan
B.A., Olivet College

Kathy Stewart
Campus Director - Kalamazoo Campus
M.B.A., B.B.A., Davenport University

DIRECTORS OF ACADEMIC SERVICES

Patty Brechbiel
Director of Academic Services - Grand Rapids Campus
M.A., Western Michigan University
B.A., Aquinas College

Kimberly A. Corsi, L.R.C.P., C.C.S.
Interim Director of Academic Services - Livonia Campus
Associate Department Chair/Program Director - Allied Health
Flint, Livonia, and Warren Campuses
M.S.A., Central Michigan University
B.S., Mercy College of Detroit

Betsy Diegel, Ed.D.
Director of Academic Services - Midland Campus
Ed.D., Central Michigan University
M.A., Wayne State University
B.S., Saginaw Valley State University

Linda Hood
Director of Academic Services - Holland Campus
Interim Campus Director
M.B.A., Baker College of Graduate Studies
B.A., University of Michigan

Barbara Huston
Assistant Director of Academic Services - Online
M.B.A., B.B.A., Davenport University

Scott Miller
Director of Academic Services - Saginaw Campus
M.A., B.A.A., Central Michigan University

Fred Morley
Director of Academic Services - Flint Campus
M.B.A., Saginaw Valley State University
B.S., Ferris State University

Regina Pierce, Ph.D., R.N.
Director of Academic Services - Warren Campus
Ph.D., Wayne State University
M.S., B.S., Wayne State University

Shubhada Sagdeo
Director of Academic Services - Kalamazoo Campus
Interim Director of Academic Services - Battle Creek Campus
M.S., B.S., Institute of Science, Nagpur, India

Larry Simpson, CPA
Interim Director of Academic Services - Lansing Campus
Associate Department Chair - Accounting and Finance
Flint, Lansing, Midland, and Saginaw Campuses
M.B.A., Wright State University
B.S., The Ohio State University

Kathy Stewart
Campus Director - Kalamazoo Campus
M.B.A., B.B.A., Davenport University

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M.B.A., B.B.A., Davenport University

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Director of Academic Services - Saginaw Campus
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Director of Academic Services - Flint Campus
M.B.A., Saginaw Valley State University
B.S., Ferris State University

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Director of Academic Services - Warren Campus
Ph.D., Wayne State University
M.S., B.S., Wayne State University

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M.S., B.S., Institute of Science, Nagpur, India

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Associate Department Chair - Accounting and Finance
Flint, Lansing, Midland, and Saginaw Campuses
M.B.A., Wright State University
B.S., The Ohio State University
ADMISSION REQUIREMENTS

D.W. Maine College of Business

Executive Master of Business Administration (EMBA)

Applicants are eligible for admission to the Executive Master of Business Administration program at Davenport University if they meet the following minimum requirements:

- A bachelor’s degree from a regionally accredited institution or approved international institution with an overall grade point average (GPA) of 2.75 or better (on a 4.00 scale) is required.
- Two (2) signed professional letters of recommendation on the Davenport approved forms must be provided. Application to the EMBA program requires that these recommendations be from colleagues or supervisors who have experienced the applicant’s work capabilities in a business setting.
- A current resume/CV inclusive of education, work experience, and community service.
- A Statement of Purpose - A comprehensive, 500 word minimum statement that focuses on your purpose in pursuing a graduate degree in your specifically chosen program, past experiences and future expectations.
- The Admission Committee may request a candidate interview before a final admission decision.

Post-Graduate Certificate Conditions

The following conditions apply to the Post-Graduate Certificate programs:

- A graduate admission application and application fee is required to admit new students to the graduate programs. Transcripts indicating completion of a master’s degree will be required before admission.
- Graduate tuition applies. Financial aid is generally not available.
- Courses taken through this program will be for credit. More than one certificate may be earned, but no single course can be applied to more than one certificate.
- Courses used to complete a concentration in a Master of Business Administration cannot also be used to fulfill requirements for a Post-Graduate Certificate. Conversely, any course taken to complete a Post-Graduate Certificate cannot also be used to fulfill requirements for a Master of Business Administration.
- Records and transcripts will indicate certificates awarded. Students wishing to take one or two courses and not earn a certificate will apply under Special Student Status. Students entering the certificate program or having Special Student Status have all rights and privileges of Davenport University students, including use of DU Libraries, Career Services, and other services.
- All other policies and procedures of the graduate programs and Davenport University will apply.

Master of Business Administration (MBA) and Master of Management (MM)

Applicants are eligible for admission to the Master of Business Administration and Master of Management programs at Davenport University if they meet the following minimum requirements:

- A bachelor’s degree from a regionally accredited institution or approved international institution with an overall grade point average (GPA) of 2.75 or better (on a 4.00 scale) is required.
- For the MBA proof of successful completion of undergraduate courses in accounting, finance, management, marketing, and statistics must be provided. Applicants who are not prepared in these areas are required to take appropriate undergraduate equivalents or graduate (500-level) foundational courses.

Graduate Certificate Forensic Accounting

Applicants are eligible for admission to the Graduate Certificate in Forensic Accounting program at Davenport University if they meet the following minimum requirements:

- A bachelor’s degree in accounting, business, or finance from a regionally accredited institution or approved international
institution with an overall grade point average (GPA) of 2.75 or better (on a 4.00 scale) is required.

- At least 12 months accounting auditing or financial investigation experience. This professional experience must be evidenced by a current resume and approved by the campus Associate Department Chair of Accounting and/or Finance.

College of Health Professions

Master of Science (MS) in Health Informatics and Health Information Management

Applicants are eligible for admission to the Master of Science in Health Informatics and Information Management program at Davenport University if they meet the following minimum requirements:

- A bachelor’s degree from a regionally accredited institution or approved international with an overall grade point average (GPA) of 2.75 or better (on a 4.00 scale) is required.
- Submission of current Registered Health Information Administrator (RHIA) or Registered Health Information Technician (RHIT) credentials may help determine appropriate course choices.
- Proof of successful completion of undergraduate courses in management, technology and statistics typically found in a health, technology, or business discipline must be provided. Applicants who are not prepared in these areas may be required to take appropriate undergraduate equivalent courses or graduate (500-level) foundational courses.
- A comprehensive 500 word minimum statement that focuses on the purpose in pursuing the MS in HIIM degree, past experiences, and future expectations.
- A current resume/CV inclusive of education, work experience, and community service.
- Two professional letters of recommendation on Davenport approved forms must be provided.
- The Admission Committee may request a candidate interview before a final admission decision.

Master of Science in Nursing (MSN)

Applicants are eligible for admission to the online Master of Science in Nursing program at Davenport University if they meet the following minimum requirements:

- A Bachelor of Science in Nursing (BSN) degree from a regionally accredited institution or approved international institution with an overall grade point average (GPA) of 3.0 or better (on a 4.00 scale).
- Current unrestricted license as a registered nurse* in a U. S. jurisdiction. You must have a current RN license from any state in which you perform clinical coursework.
- A written essay* of no more than 500 words addressing goals for the selected MSN track and future professional practice.
- Resume* which reflects prior education, recent clinical accomplishments, any recent scholarly work (publications and presentations), and activities with professional organizations. For recent graduates this can include accomplishments as a student.
- Two (2) signed professional recommendations* describing your ability to be successful in an MSN program. Include at least one clinical reference preferably from an Advanced Practice Nurse/supervisor and one academic reference preferably from a nursing faculty member from a graduate program evaluating potential for graduate study.
- The Admission Committee may request a candidate interview before a final admission decision.

*Admission documents should be submitted as a complete packet to:

Davenport University
Attn: Registrar’s Office
6191 Kraft Ave SE
Grand Rapids, MI 49512

Master of Science (MS) in Occupational Therapy

At the time of application, students must have:

- Completed a baccalaureate degree or provide documentation that the baccalaureate degree will be completed prior to the start of occupational therapy classes.
- Completed all specific prerequisite courses (listed below) or provide documentation that the prerequisite classes will be completed prior to the start of occupational therapy classes:
  - Introductory Psychology
  - Abnormal Psychology
  - Introductory Sociology
  - Development Across the Life Span
  - Oral Communication/Speaking Skills
  - Medical Terminology
  - Introductory Statistics
  - Anatomy and Physiology I & II (with lab)
- A competitive cumulative grade point average - a GPA of 3.0 or better is strongly recommended.
- A grade of “C” or better on all prerequisite course work (“C” = grade point of 2.0 on a 4.0 scale)
- A minimum of 40 hours of documented volunteer or shadow experience in at least two different areas of occupational therapy practice.
Master of Science in Technology Management applicants must also provide:

- Proof of successful completion of undergraduate courses in technology, information systems, statistics, and business foundations must be provided. Students who have not completed these undergraduate courses will need to complete undergraduate equivalent courses or graduate (500-level) foundational courses with a grade of at least a “B.”

College of Urban Education

Master of Education in Urban Education

- A completed bachelor’s degree from a regionally accredited institution or approved international institution with a required overall grade point average (GPA) of 3.00 or better (on a 4.00 scale).
- Two (2) signed professional recommendation forms and one personal recommendation form are required.
- A current resume/CV must be submitted and it should include prior employment experience, educational background, and any organizational affiliations.
- Statement of purpose (refer to the statement of purpose form in the admission packet).
- An official copy of the Michigan Test for Teacher Certificate (MTTC) indicating passing score for the MTTC Professional Readiness Exam.
- An official copy of the Score Report indicating passing scores for the MTTC Subject Area Exam.
- Participate in an interview with the College of Urban Education (CUE) Admission Committee – to be scheduled by Davenport upon submission of the completed application.

College of Arts and Sciences

Graduate Certificate in Data Analytics

Applicants are eligible for admission to the Graduate Certificate in Data Analytics at Davenport University if they meet the following requirements:

- A bachelor’s degree from a regionally accredited institution or approved international institution with an overall grade point average (GPA) of 3.0 or higher, in a quantitative field, such as Engineering, Science, Math/Statistics, Finance, Accounting or Marketing. Other disciplines may be considered based on work experience discussed in a current resume OR
- Graduate degree in one of the above areas with a minimum GPA of 3.4 or higher
Completion of at least one undergraduate course in Statistics
A current resume/CV inclusive of education, work experience and community service

**Admission Procedure**

Only a completed file is considered for admission. The completed file should be submitted no later than two weeks before the start of the requested session. A completed file submitted less than two weeks in advance will not be guaranteed to be reviewed before the start of that session.

1. Submit a complete graduate application to Davenport University plus the nonrefundable application fee. Apply online at www.davenport.edu
2. Request official transcripts from all accredited institutions attended.
3. Executive Master of Business Administration (EMBA), Master of Management, Master of Science Information Assurance, Master of Science in Informatics and Information Management, and Master of Science in Technology Management applicants should submit the 2 signed professional letters of recommendation, current resume and Statement of Purpose for the program you are seeking to your admissions representative. Visit the graduate admission section of our website for forms.
4. MSN students should submit a completed admission packet which includes a copy of the RN license, essay, resume and 2 professional recommendations during the open enrollment period to the address below. Visit the Davenport University website for specific dates.
5. Master of Science Occupational Therapy students should apply to Davenport University at www.davenport.edu/apply and then complete the competitive admission application through the Centralized Application Service for Occupational Therapy (OTCAS) at https://portal.otcas.org/
   - Frequently asked questions and instructions for using OTCAS are available at https://portal.otcas.org/otcasHelpPages/ or ask your admission representative for assistance.
6. Master of Education Urban Education applicants should submit their official transcripts, an official copy of their MTTC and the official score report for the MTTC subject area exam and a completed admission packet.

Items 2*, 4, and 6 above are to be sent to:
Davenport University
Attn: Registrar’s Office
6191 Kraft Ave SE
Grand Rapids, MI 49512

*Students applying to the MS Occupational Therapy will submit official transcripts and all other required documents through the Centralized Application Service for Occupational Therapy (OTCAS).

Students may be admitted to some graduate programs prior to receipt of official college transcripts documenting bachelor degree completion on file. Students allowed to start classes without a complete admission file will be blocked from self-scheduling following the semester in which nine (9) or more semester credits are completed. The block will be removed once the missing requirements are on file.

**Transfer Applications**

Prospective students who have studied at the graduate level previously may submit credits to be evaluated and possibly applied toward the Davenport degree program. To apply for transfer credit, students must send official transcripts to:

Davenport University
Attn: Registrar’s Office
6191 Kraft Ave SE
Grand Rapids, MI 49512

Transfer credits must have been earned within ten years of the date of application.

The following criteria apply to transfer credits:

- Credit is granted for courses passed with the equivalent of a Davenport University grade of “B” or better at an institution accredited by an association recognized by Council for Higher Education Accreditation (CHEA). The courses must be substantially equivalent in content and contact time to the courses offered at Davenport University. Courses must also fit appropriately into the student’s chosen curriculum.
- Davenport University honors all American Council on Education (ACE) approved credit from all branches of the armed services.
- Official proof of the following specific certifications (Security +, CISSP, GSE, CCSP, SSCP, CIW, or RSA) may be submitted for transfer credit consideration if the minimum passing score as established by the vendor of the specific Security certification is achieved and the certification exam was passed within the last two years.
- Credit may also be granted based on proof of successful completion of the Noncollegiate Credit Options detailed below.
- The grades and grade point average earned at other institutions are not transferable. Only grades earned at Davenport University are used in computing the student’s grade point average.
- A maximum of nine semester hours (twelve quarter hours) of transfer credit can be accepted, only at the time of admission for the Master of Business Administration with concentrations and the Master of Science in Technology Management.
- A maximum of six semester hours (nine quarter hours) of transfer credit can be accepted, only at the time of admission for the Master of Management, the Master of Science in Health Informatics and Information Management, and the Master of Science Information Assurance.
- For the Master of Science in Nursing, a maximum of six semester hours (nine quarter hours) of transfer credit can be accepted into the MSN program with specific course approval from the Department Chair.
- No transfer credit is accepted for the Executive Master of Business Administration, Master of Science in Occupational Therapy, the Post-Graduate Certificates, the Graduate Certificate in Data Analytics, the Graduate Certificate in Forensic Accounting and the Master of Education in Urban Education.
Noncollegiate Credit Options

HUMAN RESOURCE CERTIFICATION INSTITUTE (HRCI) (FOUNDED BY SHRM)
Professional in HR (PHR)
or Senior Professional in HR (SPHR)
or Global Professional in HR (GPHR) = HRMG700 Managing Human Resources

PROJECT MANAGEMENT INSTITUTE (PMI)
Project Management Professional Certification = MGMT735 Managing Projects

INSTITUTE OF CERTIFIED PROFESSIONAL MANAGERS (JAMES MADISON UNIV.)
Certified Manager Certification (CM) = no credit awarded

International Applications

International Applications deadlines:

Fall semester applicants:
1. New students, outside the US, June 15
2. New transfer students, already in the US, July 30

Winter semester applicants:
1. New students, outside US, October 15
2. New transfer students, already in the US, November 1

Only a completed file is considered for admission.

- Documentation of the completion of a bachelor’s degree with a minimum of 2.75 cumulative GPA from a regionally accredited U.S. institution or an equivalent degree from an accredited international institution is required for the EMBA, MBA, MSIA, MS in Technology Management and MS in Health Informatics and Information Management. The MSN requires documentation of the completion of a bachelor’s degree in nursing (BSN) with a minimum of 3.00 cumulative GPA from a regionally accredited U.S. institution or an equivalent degree from an accredited international institution. The MS in Occupational Therapy strongly recommends a minimum 3.0 cumulative GPA. The MEd in Urban Education requires documentation of a bachelor’s degree with a minimum 3.0 cumulative GPA from a regionally accredited U.S. institution or an equivalent degree from an accredited international institution.

All international transcripts (except Canadian Colleges and Universities, and partner institutions) must have a course-by-course evaluation completed from a NACES member evaluation service: www.naces.org. Details are included in the graduate application packet.

- For application to the MBA and the MM, proof of an earned bachelor’s degree must be provided. The MBA applicants should also show proof of successfully completed coursework in accounting, finance, management, marketing, and statistics.
- For application to the Executive Master of Business Administration, reference the requirements stated under the D.W. Maine College of Business at the beginning of the Admission Requirements section.

- For application to the Master of Science In Health Informatics and Information Management program, proof of successful completion of undergraduate degree that includes course work in management, technology and statistics typically found in a health, technology, or business discipline.

- For application to the MSN, in compliance with the Michigan Board of Nursing Act, “the applicant is a graduate of a nurse education program which is located outside of the United States and that the applicant is in compliance with the requirements for a certificate from the commission on graduates of foreign nursing schools (CGFNS) pursuant to the requirements set forth in the document entitled, ‘Path to CGFNS Certification: Applicant Handbook, Edition 29,’ August 2001. A copy of the guidebook can be obtained, at no cost, from the Commission on Graduates of Foreign Nursing Schools, 3600 Market Street, Suite 400, Philadelphia, PA. 19104-2651 or from the commission’s website at: http://www.cgfns.org. A copy of the handbook is available for inspection or distribution at cost from the Department of Consumer and Industry Services, 611 West Ottawa, P.O. Box 30670, Lansing, MI. 48909.

  (i) If the applicant is a graduate of a nurse education program that is located outside of the United States, has passed the NCLEX examination, and has maintained an active license, with no disciplinary sanctions in this country for at least 5 years preceding the application for a Michigan license, then the applicant shall be exempt from completing the requirements for a certificate from the commission on graduates of foreign nursing schools.

  (ii) If the applicant is a graduate of a Canadian registered nurse program that is approved by a province in Canada and is taught in English. The applicant shall hold a license to practice nursing in Canada that is active and has not been sanctioned.” (Excerpted from the Michigan Nurse Practice Act.)

- For application to the Master of Science In Health Informatics and Information Management program, proof of successful completion of undergraduate courses in technology, information assurance, networking, network security, and computer programming or one of the specific certifications mentioned previously.

- For application to the Master of Science in Technology Management, proof of successful completion of undergraduate course work in accounting, finance, management, marketing, and information systems.

- For application to the Master of Education in Urban Education, reference the requirements under the College of Urban Education at the beginning of the Admission Requirements section.

- Applicants who are not prepared in the program specific foundational course disciplines are required to take appropriate undergraduate equivalent courses or graduate (500-level) foundational courses.
In addition to the specific admission requirements for each degree program detailed previously, the following apply:

1. English Proficiency (within last 2 years):
   a. IELTS 7.0
   b. TOEFL 79

   A student who earns a score of 75-78 on the Internet-Based required to register for ESLP124 Enhanced Writing and ESLP134 ESL Integrated Skills/TOEFL Prep. Student must retake the Internet-Based TOEFL and earn a score of 79 or higher.

2. Submit original financial support documents
   a. Financial Support Form
   b. Bank letter/statement issued within 6 months of intended enrollment date
   c. Scholarship/financial aid letters
   d. Submit a copy of passport photo
   e. SEVIS transfer form, US transfers only

   Once admitted, international students will be issued an acceptance letter and Form I-20 (Certificate of Eligibility), which they must submit to the U.S. embassy (or consulate) in their home country (if a visa is required) to apply for an F1 (student) visa. To maintain their F1 status, students must be enrolled full-time, in accordance with USCIS (United States Citizenship and Immigration Services) requirements. The International Office provides students specific guidelines regarding USCIS requirements.

International Admission to Online Programs

Davenport University also offers complete degree programs online. International students wishing to pursue their education in this way do not need USCIS documents or a student visa since they can take all classes without physically entering the United States. Information about being an online student at Davenport University can be found at http://www.davenport.edu/davenport-university-online.

Admission File Reactivation

Once admitted to a Davenport University graduate program, the student has one year to begin the program before the file is inactive. After one year, the application materials may be destroyed or no longer be valid. The student will be notified if admission requirements still need to be met for reactivation of status.

Guest Permission to Take Graduate Courses

A student in good standing at another college or university may be admitted to DJ’s graduate programs as a guest student. Under this status, the student:

- Assumes the responsibility for determining whether or not the course taken at Davenport University applies to the student’s program of study.
- Is not required to pay an application fee.
- May be required to submit transcripts to verify prerequisites.

There is a limit of three courses a guest student can take and a separate guest application must be submitted for each session that the guest student attends Davenport University. This guest application must be obtained from the institution awarding his or her degree. The completed file should be submitted no later than two weeks before the start of the requested session.

Special Student Status

Special Student Status may be granted to students who wish to obtain Continuing Professional Education (CPE) credits or are uncertain whether to pursue a graduate degree. To be granted Special Student Status for the MBA, MM, MSIA, the MS in Technology Management and the MS in Health Informatics and Information Management the student must meet minimal admission requirements: submission of an application with an application fee and an official transcript showing a completed bachelor’s degree from an accredited institution with a 2.75 GPA. Special Student Status in the MS in Occupational Therapy must meet with the Department Chair of Occupational Therapy or his/her designee to seek permission. Due to the nature of the program, Special Student Status is not allowed in the Master of Education in Urban Education.

Students granted Special Student Status are allowed to enroll in no more than three graduate courses before making formal application for regular admittance. Awarding of Special Student Status does not signify full acceptance into the graduate program, and not all credits earned will be transferred automatically into the program of choice. Students admitted under Special Student Status for the MBA programs are required to enroll in MGMT535, Managerial Communications during the first semester of attendance.

Students will be required to have the necessary foundational requirements for course(s) they wish to take. Prerequisite courses may be required if students are not adequately prepared for the graduate course(s) as determined by the associate dean or department chair of the program. The completed application file should be submitted no later than two weeks before the start of the requested session.

Military/Veterans’ Admission Information

Davenport University has a team of current and prior-service military staff, who know first-hand how to navigate VA and other military benefits and resources. For those interested in returning to school, please visit http://www.davenport.edu/military for more information.

Those eligible to receive educational benefits through the Veterans Administration must complete the Veterans Online Application (VONAPP) through the VA. These forms are available at the GI Bill website, http://vabenefits.va.gov/vonapp. Applicants who are unsure of eligibility for benefits should contact VA Education Benefits at 1-888-GIBILL-1 (1 (888) 442-4551).

Those using any military and/or veteran education benefits are also strongly encouraged to contact one of Davenport’s Military & Veteran Admission Counselors at 1 (855) 382-3446. Speaking with Military & Veteran Admission Counselor is especially important for
those who will be using any chapter of the GI Bill or military Tuition Assistance (TA).

Current military and veterans should have transcripts and/or documentation of all prior military training and experience sent directly to the Registrar’s Office for evaluation and awarding of University credit.

Davenport University  
Attn: Registrar’s Office  
6191 Kraft Ave SE  
Grand Rapids, MI 49512

Tuition

Graduate tuition is assessed as a per-credit hour charge. Current tuition rates are available on the Davenport website at www.davenport.edu. Please ask an admission representative for tuition rates for the Executive Master of Business Administration, the Master of Science in Occupational Therapy, the Master of Science in Nursing and the Master of Education in Urban Education.

Automatic Tuition Payment

Students may elect to use the deferred payment plan. This plan allows students to pay half of their tuition (balance after financial aid) during registration. The remaining balance and the deferred payment fee will be assessed monthly by electronic transaction. For more details, please access the Davenport web site or contact the Bursar’s Office.

Note: All past-due balances must be paid in full in order to register for future classes and qualify for the deferred payment plan.

Returned Checks

Returned checks are subject to a $50.00 penalty fee. The fee is automatically applied to the student account.

Refund of Credit Balance

Tuition refunds for students who officially withdraw from the University are applied to student accounts and will be based on total tuition charged. Credit balances for students who have paid by cash or check shall be refunded within 30 days from the date that the University receives written notification of the withdrawal from the student.

Tuition Charges and Refund Policy

Official notice of all withdrawals, failures to attend, or schedule changes outside the normal drop/add processing must be made by contacting the student’s advisor. See the Financial Aid section for further details.

Note: Failure to notify the proper office in writing will result in full charges. The date of official notice is used to calculate all adjustments to charges. If applicable, refunds will be made within 30 days of receipt of official notification. Refunds are based on the full tuition charge per course. Specific dates are published by the Bursar’s Office each session.

Fees and Other Expenses

Application Fee

An application processing fee must be paid at the time the graduate admission application is submitted. The fee is not refundable and does not apply toward tuition.

Textbooks

It is the student’s responsibility to obtain a copy of the course textbook and supplemental materials required for the class at least one week before the start of the class.

Late Registration Fee

Students who register and make tuition payment arrangements after the designated registration period will be assessed a $70.00 late fee in addition to tuition costs.

University Fees and Expenses 2014-2015

Admission Fees:

- Application Fee (undergraduate and graduate), non-refundable: $25.00
- Application Fee (international undergraduate and graduate), non-refundable: $50.00
- I-20 Processing Fee: $100.00
- Counseling No Show Fee: $20.00
- Credit Card Convenience Fee (Tuition payments): 3.00%
- Deferred Payment Fee: $50.00
- DU Competency Exams: $100.00
- Exams for Credit Fee
  - Exam Proctoring Fee (DU Student): $15.00
  - Exam Proctoring Fee (Non-DU Student): $30.00
- ID Card Replacement Fee: $35.00
- Judicial Fee: Alcohol or other Drug Education: $100.00
- Judicial Fee: Alcohol or other Drug Counseling: $300.00
- Judicial Fee: Non-Compliance: $25.00
- Late Registration Fee: $70.00
- Nursing Assessment Admission Exam: $60.00
- Parking Pass Replacement Fee: $25.00
- Prior Learning Assessment (PLA) Fees:
  - PLA Application Fee (per course): $55.00
  - PLA per Course Granted Fee (Limit 10 Courses): $265.00
Online Graduate Programs

Admission to Online Programs

All students admitted to the Master of Business Administration with Concentrations, Master of Management, Master of Science in Health Informatics and Information Management, Master of Science in Nursing, Master of Science Information Assurance, and Master of Science in Technology Management and the Graduate and Post-Graduate Certificates are eligible for online courses. Davenport University’s online course offerings provide an innovative, interactive, distance-learning environment as another educational option to meet students’ unique learning and lifestyle needs.

Students use the power of the Internet to accelerate their pace of learning. Online courses provide an excellent solution to round out student schedules and allow learning and knowledge sharing from a distance.

All Davenport University online courses are of the same high quality as in-seat courses.

Students may earn their entire graduate degree online, or they can pursue a few courses to update their skills and become more marketable.

What to Expect

Online learning uses technology to bring quality education to students needing a high degree of flexibility in their schedules or to those who have limited access to higher education in their communities. Through the use of the Blackboard classroom students will link with faculty members as well as fellow students in their classroom. Here is an idea of what to expect:

Assignments

Courses may include a broad range of assignments depending on the learning objectives for the course. Assignments include discussion boards, team projects, papers, journals, and simulations.

Discussions

Any time day or night, students can participate in the online discussions with fellow students and their instructor. Through the use of Collaborate students can create real-time opportunities to work with other students.

Academic Expectations

Online course work at Davenport University relies heavily on written communication, teamwork and problem-solving skills. In addition, minimum computer skills such as understanding how to set up a file system on your computer, knowledge of different Browsers for the Internet, and the availability of high speed internet is necessary. Also computer skills employed in email functions, word processing, and excel, are necessary. It is vital that students have these basic skills and understandings prior to enrolling in an online course.
Students are strongly encouraged to actively engage with course material and/or participate in the virtual classroom 5 out of the 7 days a week to accomplish the course goals and assignments. In courses where there is a need to practice basic skills or master new concepts more time may be necessary. The average 3 credit hour course should require 18 - 20 hours of work (in the online classroom and outside coursework) per week. Students may determine which days and times of day they attend their course(s). It is expected that students meet assignment deadlines established in advance by the instructor. Students will receive frequent feedback through the course or by course email.

Getting Started

Applying

Students who have never attended Davenport University may apply for admission by completing the University application by applying online at www.davenport.edu/apply. Refer to the other specific program admission requirements earlier in this section of the catalog.

Scheduling Courses

Once admitted to Davenport University (or if currently enrolled at Davenport University) and meeting all other program specific admission requirements, students may schedule online courses, either on campus with an Academic Advisor or online.

Preparing for Class

Online Course Orientation

Students should prepare for online courses by viewing the online tutorial at www.davenport.edu, attending their instructor’s orientation and asking questions in the first week to clarify any assignments or issues.

Purchasing Textbooks/Course Material

Students should purchase all online course materials through the online bookstore service, Akademos. Materials are available approximately 30 to 45 days before the start of courses and will be delivered directly to the student.

Students can order books online, by mail, or by toll-free fax or phone. Visit http://davenport.textbookx.com or call Akademos at (800) 887-6458 for more information.

Students should order their books at least one week before the start of the course.

Students who have financial aid and have excess funds allowing them to purchase textbooks should allow 24 hours for the textbook voucher to appear in the Akademos system.

Some online course sections will be utilizing E-Books. The course description reflects the book fee that will be included when tuition and fees are assessed.

Course Access

The earliest that students can access their online course(s) is two days before the start of the semester or session.

Technical Support

Technical Support is available seven days a week, 24 hours a day at (877) 899-1499 ext. 1200.

For additional information, visit the Davenport University online website at http://www.davenport.edu/davenport-university-online or call (800) 322-3984 ext. 1212.

Online Programs

Davenport University is accredited to offer complete degrees online. Entire programs offered online are noted at http://www.davenport.edu/davenport-university-online.

Davenport University Online Technology Requirements

If students plan to take online courses, they should make sure that they meet the following technology requirements:

Use Your Own Computer

Davenport University strongly suggests that students use their own computers, but have a backup in case their primary computer cannot be accessed. Alternate sources can include Davenport University Libraries, friends, family, the public library, or any other reliable source of access to the Internet. Students should be able to participate in the virtual classroom at least five days a week.

Maintain Minimum Skills Set

Also, students should be able to perform at least the following skills:

- Send and receive email
- Work with word processing and spreadsheet programs
- Work with files and folders
- Copy and paste items
- Use and navigate Internet sites

Meet Hardware and Software Specifications

To work most effectively with online courses, students’ computer systems must meet certain hardware and software specifications. To see the most up-to-date online requirements visit http://www.davenport.edu/davenport-university-online. Please note that certain courses will require students to have additional software.

Use an Anti-virus Program

Davenport University Online highly recommends that the student’s computer have—and constantly run—an effective anti-virus program. Recommendations are found at www.davenport.edu.
FAFSA: An Important First Step

To determine most equitably the distribution of funds for financial aid, Davenport University requires all students applying for assistance to complete a Free Application for Federal Student Aid (FAFSA). This is a federal government form and it establishes eligibility for assistance from federal and state governments as well as from Davenport University. The FAFSA is free, and a student should never be asked to pay a fee to complete the FAFSA. To be eligible for financial aid, students must be citizens of the United States or eligible non-citizens and must be seeking a degree or certificate in a program that is at least 24 semester credits and 30 weeks (two semesters) in length. Students enrolled in shorter programs, in programs leading to specialty certificates, or in other specially designed series or groups of courses are generally not eligible for financial aid. Students must also meet standards of academic progress in their courses of study to maintain eligibility. Students must complete the FAFSA each academic year to determine continued eligibility for most programs. Audited classes cannot be used to determine eligibility for financial aid. The Davenport website (davenport.edu) has information about financial aid resources and the financial aid process. In addition financial aid counselors are available at most Davenport campuses to meet with students.

Determination of Awards

Most aid dollars are awarded on the basis of a congressional formula that measures each family’s ability to pay college expenses. The formula takes into account factors such as family income and assets, family size, retirement needs of students, student’s earnings and savings, and number of children in college. The “fairness” of the formula is continually reviewed and alterations frequently occur to ensure that the results represent a realistic measurement of each family’s ability to make college expense payments.

The financial need equation is as follows:

\[
\text{Financial Need} = \text{Total College Expenses} - \text{Expected Family Contribution}
\]

\[
\text{Expected Family Contribution} = \text{Expected Family Contribution (Formula Mandated by Congress Called Federal Methodology)}
\]

The expense budget is set by the University and reflects modest indirect costs (books, travel, and personal expenses) beyond the standard tuition, fees, room, and board charges. A student’s financial need figure results from the difference between “Total College Expenses” and the “Expected Family Contribution.”

Student Financial Aid Rights and Responsibilities

The Financial Aid Office staff is committed to assisting students in understanding the student financial aid programs and policies. Knowing these rights and responsibilities puts students in a better position to make decisions about educational goals and how to achieve them.

Students have the responsibility to know about and do the following:

■ Be enrolled in an eligible program leading to a degree or diploma before receiving federal aid
■ Complete all applications accurately and submit them on time to the correct place
■ Be aware of and comply with the deadlines for application or reapplication for financial aid
■ Return, in a timely manner, all additional documentation, verification information, corrections, and/or new information requested by either the Financial Aid Office, the agency to which the application was submitted
■ Be aware of the school refund, standards of academic progress, and withdrawal policies as found in this school catalog, schedules, and financial aid notifications
■ Be aware that no adjustments to charges—tuition, fees, books, etc.—are made for students who stop attending without official notice of withdrawal made to Advising (see specific refund grids published each semester)
■ Be aware that withdrawal from all classes before the 60% point in time of the semester/session requires the University to calculate an amount to be returned to the federal aid programs
■ Be aware that if the amount of federal aid disbursed exceeds the amount of federal aid earned as of the date of withdrawal, either the University, or the student, or both are required to return some portion of federal aid
■ Understand that at the end of every semester, for students who withdrew unofficially from the University (that is, stopped attending before the end of the semester/session), a calculation of return of federal funds may be required, if their documented last day of attendance, as reported by the faculty, is before the 60% point in time of the semester/session
■ Provide correct information (in most instances, misreporting information on financial aid application forms is a violation of federal law and may be considered a criminal offense under the U.S. Criminal Code)
Contact the Financial Aid Office for additional information.

Students have the right to know the following:

- What financial aid programs are available
- The deadlines for submitting applications for each of the available financial aid programs
- How financial aid will be distributed, how decisions on that distribution are made, and the basis for those decisions
- How financial aid is determined (this includes knowing the basis for the cost of attendance budget and how these budgets were determined: tuition, fees, room and board, transportation, books and supplies, and personal and miscellaneous expenses)
- How much financial need has been met, as determined by the institution
- An explanation of the various programs in their financial aid package
- The school refund policy as stated in this University catalog
- How the school determines standards of academic progress and the consequences of failure to meet these standards
- What portion of the financial aid received must be repaid and what portion is gift aid; and if they receive a loan, the right to know the interest rate, the total amount that must be repaid and the repayment procedures, the length of time they have to repay the loan, and when repayment is to begin

Contact the Financial Aid Office for additional information.

Description of Financial Aid Programs and Services

Student Employment

During the academic year, Davenport University students may hold part-time jobs on campus or off-campus at community service organizations. These positions are funded by institutional monies and the Federal Work-Study Program. Open work-study positions will be posted on DUCareerNET. The average workload varies by position. Students are paid on a biweekly basis as wages are earned. Eligible students must demonstrate financial need through the FAFSA, and are encouraged to apply for a student employment position on DUCareerNET. If you are unsure of your eligibility for work-study funds, you will be advised of such eligibility during the hiring process. Students may also contact the Financial Aid Office or visit Career Services to request an eligibility check and start the employment process. Off-campus employment may be non-need based and is coordinated through the Career Services office at your campus.

Educational Loan Programs

Davenport University participates in the Federal Government’s Direct Lending program for student loans.

Most educational loans are awarded on the basis of financial need and repayment does not begin until six months after graduation, withdrawal from the University, or dropping below three credit hours of enrollment, whichever comes first. Before deciding whether to accept a loan, students should carefully read the section below, which describes the loan that may be offered. Davenport University urges students not to accept a loan for an amount larger than absolutely necessary and encourages them to consider both part-time employment and reducing personal expenses as a means of keeping aggregate loan debt to a minimum. If students do not complete the loan period, they may no longer be eligible for the entire loan amount. The University requires online entrance interviews for all first-time Davenport University borrowers. The University will provide exit counseling materials to all federal loan borrowers that graduate or drop below half-time attendance, to explain their repayment options and responsibilities.

The maximum aggregate Stafford loan debt for a graduate student is $138,500, including all debt from both undergraduate and graduate level schooling. This amount is a combination of subsidized and unsubsidized loans. The subsidized amount by itself cannot exceed $65,500. Beginning July 1, 2012, changes in federal regulations have eliminated subsidized loans for graduate students. Graduate students will still be eligible to borrow unsubsidized loans up to the aggregate, $138,500.

PROGRAMS LESS THAN ONE YEAR IN LENGTH

For post-baccalaureate and post-graduate certificate programs that are less than one academic year in length (12 semester credits), loan eligibility is reduced. Please contact the financial aid office for more information about your specific program of interest.

TRANSFER STUDENTS/PRIOR ATTENDANCE

When a student begins attendance at Davenport University after having attended another postsecondary institution within the last calendar year, his or her student loan eligibility may need to be reduced, based on the amount borrowed at the prior institution(s). Please contact the financial aid office for more information.

Unsubsidized Direct Stafford Loan

The Unsubsidized Direct Loan is an educational loan for students enrolled at least half-time. The borrower is responsible for the fixed 5.41% interest that accrues while in school. Repayment normally begins six months after half-time enrollment ceases. The length of the repayment period is 10 years; this can be extended to 25 years for qualifying students. Once a student enters a graduate program, the federal government deems the student to be independent, and the student is then eligible for graduate-level loan limits. Students in combined BA/MBA programs will be switched from undergraduate to graduate level once they have met their undergraduate requirements.

Grad PLUS Loan

Graduate and professional degree students can borrow a Direct PLUS Loan to help cover education expenses. The terms and conditions applicable to PLUS Loans for parents also apply to PLUS
Loans for graduate and professional students. These terms and conditions include:
- a determination that you (the applicant) do not have an adverse credit history; and
- a fixed interest rate of 6.41% for Direct PLUS Loans.

You are required to complete the Free Application for Federal Student Aid (FAFSA). In addition, before you can receive a PLUS Loan, your school must have determined your maximum eligibility for Direct Unsubsidized Stafford Loans.

Other Loan Information

Alternative Loans
Many alternative educational loans are available. Davenport provides a list of possible lenders which are not preferred lenders but are lenders that Davenport University students have chosen to use for private loans. These lenders include (in alphabetical order): 5/3 Educational Lending, Charter One, Chase, CUstudentloans.org, Discover Student Loans, PNC Bank, Sallie Mae, Studentchoice.org, Sun Trust, Wells Fargo. These are consumer loans, not federal aid, and may have income requirements and credit checks.

Contact the Financial Aid Office for more information on alternative loans. Davenport provides this list of private lenders for informational purposes only, students have the right to choose any lender who participates in alternative student loans.

Default and Overpayments
Students who owe an overpayment or are in default on any Federal Loan, which includes Guaranteed Student, Direct, SLS, PLUS, NDSL, or Perkins loans, will be denied financial aid. The University also has the right to deny admission to any student who is in default on any Federal Loan.

Financial Aid Services
Many scholarship search services are available online. Davenport has compiled a number of web links and information about agencies that provide information about financial aid. This information is under the “Other Resources” heading in the financial aid section of the Davenport website. Students may link to this page through the University’s website (davenport.edu). Students should be very careful using online search engines and perform due diligence whenever using online searches so as to protect their identity.

There are many free search options so students should never pay for scholarship searches or applications. Students should also thoroughly research any scholarship agency to judge its legitimacy.

Graduate Standards of Academic Progress (SAP)
Graduate students are required to make satisfactory academic progress toward their degree or certificate. All withdrawals, incompletes, and repeat course work are taken into consideration when determining SAP (Standards of Academic Progress). Incompletes and withdrawals are counted as attempted credits but not completed. Transfer credits are counted as both credits attempted and credits earned, but do not affect the cumulative grade point average (CGPA). Nontraditional awarding of credit, including credit by exam and credit for life experience is counted as both credits attempted and credits earned, but does not affect the CGPA.

Standards of academic progress applies to all students, regardless of enrollment status (full-time or 1/2 time) or program. All credit hours for which a student has incurred a financial obligation are considered.

Students are considered meeting SAP if they have at least a 3.0 (CGPA) and the percentage of credit hours successfully completed versus the hours attempted is at least at 67%. Students will be reviewed at the end of each semester for SAP. Accountability starts with the student’s entry date at the University.

Students who do not meet the required standards of SAP will receive a Warning notice. While on a Warning status, students are eligible to receive financial aid and may only remain on Warning status for one semester. Students that are still below standards for a second semester will have their aid cancelled. Students may appeal the loss of financial aid under the appeal policy outlined below.

Students are also reviewed each semester for compliance with the Academic Standards. If they are suspended from school under the academic standards policy, they will lose financial aid eligibility for that time period. If readmitted to the University, they may appeal for reinstatement of financial aid.

Maximum Timeframe
All students who receive financial aid must complete their program within 150 percent of the normal program length, as measured in semester credit hours. If they exceed the maximum timeframe, they are subject to the loss of financial aid, which can be appealed following the procedure outlined below.

The maximum timeframe will be adjusted on an exception basis for students who transfer in credits, change their majors or enroll in a subsequent degree.

Appeal and Reinstatement
Students who have lost financial aid eligibility for failure to maintain satisfactory academic progress will be notified in writing of the cancellation of financial aid and urged to contact the Financial Aid Office. Students with mitigating circumstances wishing to appeal the financial aid cancellation may do so, in writing, to the Financial Aid Office. Mitigating circumstances may include but are not limited to illness or injury of the student or immediate family member; death of a relative; or other special circumstance. The committee will evaluate the appeal and determine whether the student will be allowed to continue to receive financial aid on either a Probation or Academic Plan status.

The student’s appeal must include the following:
1. The reason why the student failed to meet the SAP standard(s) AND
2. What has changed in the student’s situation so that he or she will now be able meet the SAP standards AND

If an appeal is granted and financial aid is reinstated, the student will receive aid on either a Probation or Academic Plan status. A student on Probation is required to regain SAP standing by the end of the probationary semester; the terms of the probation
will be included in the notice to the student when the appeal is granted.

If a student cannot regain SAP standing by the end of one semester, the student will be placed on Academic Plan status. The terms of the Academic Plan will be included in the notice sent to the student when the appeal is granted, and may include 100% completion (no W or F grades) and a specified minimum semester GPA. The Academic Plan is structured to assist the student in regaining SAP status by a projected point in time not to exceed the Maximum Timeframe.

Student progress will be reviewed every semester while on Academic Plan; if a student fails to meet the requirements of the Academic Plan, he or she will become ineligible for financial aid.

Students will generally be limited to two appeals during the course of their education at Davenport, regardless of the reason or other circumstance. If a student regains SAP status, he or she regains the ability to submit up to two appeals. A third appeal may be permitted for students who have stopped out for a minimum of three years.

Financial Aid Verification Policy and Procedures

The Department of Education defines “verification” as a process where your school confirms the data reported on your FAFSA. Federal regulations provide Davenport University both the authority and the responsibility to contact you for documentation that supports income and other information that you reported. Schools are required to verify selected student information prior to disbursing aid.

Students are expected to provide required documentation of certain items at the time of application. Normally this documentation should be submitted within one to two weeks of the request. However, sometimes it is necessary to contact outside sources, which could result in additional delays. Financial aid will not be awarded until all of the required documentation is reviewed by the Financial Aid Office. Since funds are limited, students may stand to lose access to some funds, such as institutional scholarships/grants and some federal programs, if documentation is not submitted promptly. It is Davenport University’s policy to provide students (either in person, by mail, online, or by email) with a clear understanding of the forms and other documentation needed to verify their applications. This documentation may include, but is not limited to, federal income tax transcripts and other nontaxable income source documents, statement of child support paid, copy of food assistance award letter, proof of high school completion, proof of identity, signed statement of academic intent. If students are unsure of what is needed, they should contact their financial aid counselor for further explanation until all matters are resolved. If students’ submitted data fails to meet requirements, the Financial Aid Office staff will contact the students, either through a letter to the address on record or by telephone or email. Students can also review account information by logging into the Student Connection. (If corrections must be made to the application, it is necessary for the student to sign the appropriate documents and resubmit them for correction and/or evaluation.) After the verification procedures are complete, students will receive notification confirming the file meets federal, state, and institutional standards of accuracy. Final awards are not made until the verification process is complete.

Davenport University is required by federal regulation to make referrals to the U.S. Office of Inspector General if it is suspected that aid was requested under false pretense. Davenport University takes very seriously the proper stewardship of federal funds and will cooperate with government agencies in the prosecution of students who were found to have provided falsified data. If during verification an overpayment situation does occur, the University will make every effort to collect the overpayment. However if it is not collected, the University may refer the case to the U.S. Office of Inspector General if more than $25 is involved.

Academic Year

Davenport University defines the academic year as two semesters, generally fall and winter. The spring/summer semester is optional for students and will be added to the end of an academic year.

Disbursement of Financial Aid

Most financial aid is directly credited to the student’s account each semester. The credit will appear when aid is disbursed to the student account at the beginning of the second week of each semester/session. Funds will not be credited until all requested documentation is received and verified. Federal Direct Loan disbursements are made the beginning of the fourth week of the semester/session. Alternative loans are sent directly to the University through electronic fund transfers. If the disbursement is by check, prompt endorsement of the loan check is necessary.

Campus employment earnings are paid directly to the student and not credited to the student’s account. Any financial aid monies credited to the student’s account not needed for direct institutional charges will be refunded to the student, according to federal regulations. Any credit balances remaining on the account at the end of a semester will be refunded, provided that the student has successfully completed the semester (i.e., not completely withdrawn from the University or dropped to less than half-time status during the semester).

Financial aid and outside awards are applied to the student’s account in the following order:

1. Government grant aid is applied first.
2. Other outside funds, such as Vocational Rehabilitation, agency funding, or BIA awards, are applied after other grant aid. Generally such agencies are billed for the tuition due after all other grant aid has been applied to the student’s account. (Some outside awards may have restrictions, such as covering only tuition and books.)
3. Most institutional scholarships/grants have both per semester and annual limits (details available on the Davenport website) and are applied to a student’s account to cover any balance due only after all government aid, excluding student loans and work-study, have been applied. Institutional scholarships will not result in a refund to the student. External scholarships (e.g. Rotary Clubs, churches, etc.) can be used to cover other University costs such as books or room and board, but will not result in a refund to the student.
4. Tuition grants given by the University are applied after all other grants and scholarships are applied to charges. A student may receive a grant or an institutional scholarship, not both. The student will be awarded a discount or the scholarship, whichever is most beneficial to the student.

5. Student loans are applied to cover any remaining balance on the student’s account as they are received and properly endorsed, if applicable.

Note: If an outside funding agency specifically requests a different order of application, the Bursar’s Office must receive written confirmation from the agency before authorizing an exception.


If you give Davenport University written authorization (1) to use Title IV federal student aid funds to pay for charges other than tuition and fees, such as books, and/or (2) to hold any financial aid funds in excess of the current semester charges on account to be applied to subsequent semester charges, that authorization will be valid during your enrollment at Davenport University. Authorization can be cancelled or modified at anytime, but will not be retroactive.

Davenport University will credit the amount of a refund due to the student against the amount of unpaid charges or non-institutional charges owed to the University.

Any interest earned on funds held on account is retained by the University. For further information, contact the Bursar’s Office at 6191 Kraft Ave, Grand Rapids, MI 49512.

Repeat of Courses

Financial aid may be used for one repeat of a previously passed course. A financial aid counselor can assist students with determining if a repeated course is eligible for aid.

Financial Aid History

Davenport University may need to obtain financial aid history information for any college(s) attended during the current award year, before disbursing financial aid. This information is obtained from the NSLDS (National Student Loan Data System) and can also be viewed by the student at nslds.ed.gov.

Enrollment Status

Many aid programs prorate according to a student’s enrollment status. The status is determined by the number of credit hours in which a student is enrolled in the semester. For undergraduate students, enrollment status is as follows:

- Full-time = 6 credits or more per semester
- Half Time = 3–5 credits per semester

Tuition Refund, Repayment, and Withdrawal Policy

Official notice of all withdrawals, failure to attend or schedule changes (including no attendance in any class[es]), must be made in writing or in person to Advising. If you do not submit formal schedule changes, withdrawals, etc., in person or in writing to your advisor, you will be fully charged and not eligible for a tuition refund.

How Are Tuition Refunds Calculated?

Refunds are calculated based on the day you submit written or in-person notice to your DU advisor. The date of official notice is used to calculate your refund amount, which is pro-rated. No refunds will be given without submitting written or in-person notice.

When Will I Receive My Tuition Refund?

Refunds, if applicable, will be made within 30 days of receipt of official notification. Refunds are based on the full tuition charge per course only. Fees, room, board, and books are nonrefundable.

Can Tuition Refunds be Applied to New Classes?

If you are eligible for a refund and are not withdrawing from DU, you may want to have the full tuition amount (that was paid with personal funds) credited against tuition charges for future semesters. If you choose to use the credit for an upcoming semester, you must submit a written request to the Bursar’s Office via email at refunds@davenport.edu. You will not receive a refund to your Panther OneCard or personal bank account, but your full tuition credit as described will apply toward another DU class(es).

What if I Disagree with a Refund Denial?

If you believe you are entitled to an exception to the refund policy:

- Submit a written appeal to the Bursar through the Davenport website.
- Provide supporting documentation explaining any extenuating circumstances on which the appeal is based. Submit the written appeal within 30 calendar days of the withdrawal date. A written response will be issued within 30 calendar days of the University’s receipt of the appeal.

If You Withdraw and are a Financial Aid Recipient

When a financial aid recipient withdraws from all classes or does not complete all classes for which he or she is scheduled through the 60 percent point in time of the semester, the University calculates an amount to be returned based on the Refund, Repayment, and Withdrawal Schedule. The University calculates the amount to be returned in accordance with applicable federal and state regulations. The financial aid earned by the student before withdrawal is determined by calculating the amount of the semester completed as of the date of official notice of withdrawal. If the amount of federal aid disbursed exceeds the amount of federal aid earned as of the date of withdrawal, either the University or the student, or both, are required to return some portion of federal aid. Late disbursements for which students are eligible are required to be included.
When a student withdraws from current classes but is scheduled in a later-starting class for the semester (usually a session 2 class), he or she will be required to complete an Intent to Attend (ITA) form within one week of withdrawal. If the student does not complete the form or submit it within the required timeframe, his or her later-starting classes will be dropped without charge to the student.

Loan exit counseling is required for all students who have received Federal loans and are no longer enrolled half time or have graduated.

**Refund Policy**

**15 week and 12 week Semesters**

*When the semester starts on Monday:*
- Prior to the first day of class – No Charge
- Between the 1st and 5th day – 10% Charge
- From the 6th through the 12th day – 50% Charge
- From the 13th through the 19th day – 75% Charge
- After the 19th day of classes – 100% Charge

*When the semester starts on Wednesday:*
- Prior to the first day of class – No Charge
- Between the 1st and 7th day – 10% Charge
- From the 8th through the 14th day – 50% Charge
- From the 15th through the 21st day – 75%
- After the 21st day of class – 100% Charge

**For 10 week online sessions and 7 week sessions**

*When the session starts on Monday:*
- Prior to the first day of class – No Charge
- Between the 1st and 5th day – 10% Charge
- From the 6th through the 12th day – 50% Charge
- After the 12th day of class – 100% Charge

*When the session starts on Wednesday:*
- Prior to the first day of class – No Charge
- Between the 1st and 7th day – 10% Charge
- From the 8th through the 14th day – 50% Charge
- After the 14th day of class – 100% Charge

**Return to Title IV Policy**

The amount of the semester students have completed as of the date of withdrawal is calculated by counting the number of calendar days that have elapsed in the semester and dividing that number by the total number of calendar days in the semester. Scheduled breaks of five days or longer are excluded from the calculation. Students who complete a session 1 and then withdraw from all 15 week, 12 week, 10 week, or session 2 classes will be considered a withdrawal for the semester and a federal return calculation will be completed.

The unearned percentage of federal aid is multiplied by the charges for the semester and by the total amount of aid disbursed for the student; the University is responsible for returning the lesser of these two amounts. Students may be required to return any unearned aid less the amount returned by the University.

Federal funds are returned in the following order, both by the University and the student:
- Unsubsidized Federal Direct Loans
- Federal PLUS Loans
- Other federal aid programs

Students will receive a written notice of any federal funds returned by the University. Invoices for any balance owed to the University will be sent out according to Bursar Office policy. Any funds left on account at the University as a credit balance at the time of withdrawal will be used first to satisfy unpaid charges owed the University.

At the end of every semester, students who withdrew unofficially from the University (that is, stopped attending all classes before the end of the semester) may be required to have a return of federal funds calculation performed if the documented last day of attendance, as reported by the faculty, was on or before the 60 percent point in time of the semester/session. The calculation procedures outlined above are then followed, and the student is notified of any federal funds returned on his or her behalf. If it is determined that a student never attended a class or classes, the financial aid will be reduced according to the students revised enrollment status.

No adjustments to charges, tuition, fees, etc. are made for students who stop attending without official notice of withdrawal. An invoice will be sent to students who owe a balance to the University according to Bursar Office policy. Additional information on the return of federal funds calculation procedures and requirements, including examples, may be obtained by contacting the Financial Aid Office.

**Student Loan/PLUS Credit Balances**

After student loans have been disbursed, money not needed for charges will be returned to an enrolled student within 14 calendar days of the date the funds are applied to the student’s account.

**Indebtedness**

Students who are indebted to the University will not be permitted to reregister or to receive a transcript of record or a diploma until all financial obligations are settled. However, a transcript will be released directly to an employer seeking information on a student who is a prospective employee upon written request from the student.

**Davenport University Scholarships**

To be eligible for institutional scholarships, applicants must not be in default on any education loan and must maintain financial aid standards of academic progress. In addition, students must file the FAFSA. International students are not required to complete the
Institutional Scholarship Appeal Process

Students may appeal the loss of a renewable scholarship due to the CGPA falling below the minimum allowed by following the process outlined below:

a. Students must submit a written appeal to the Financial Aid Office within 14 days of the end of the semester.

b. Students submitting an appeal must have a CGPA of 3.00 or higher.

c. Students must submit their request in writing. The written request must include the following:
   i. An explanation of the mitigating circumstances
   ii. Documentation that supports the appeal

d. Appeals may be granted based upon the special circumstance related to the lower GPA.

e. Students may appeal the loss of scholarship eligibility once during their enrollment at Davenport University.

f. If students are granted the appeal, they must maintain a semester GPA equal to or higher than the minimum GPA required by the particular scholarship they are receiving. (GPAs will be checked each semester.)

g. The final decision rests with the Financial Aid Office.

h. This policy applies to all institutional scholarship programs that are renewable.

The Financial Aid Office will notify students via email of the loss of a scholarship and opportunity for appeal. The Financial Aid Office will notify students of the granting or denial of the appeal. If the appeal is granted, an email will outline the conditions of the appeal. If the student falls below the conditions of appeal, the Financial Aid Office will send an email explaining the final loss of the scholarship.

FAFSA. Upon applying for admission to the University, students are reviewed for DU scholarship eligibility. Most institutional scholarships have both per semester and annual limits (details available on the Davenport website) and are applied to a student’s account to cover any balance due only after all federal and state aid, excluding student loans and work-study, have been applied. Institutional scholarships will not result in a refund to the student.

Scholarships do not apply to DU competency exams, CLEP/DSST, major field test and other competency-granted credits. Campus-specific scholarships may carry additional criteria and policies outlined through individual applications and applicable policies. Davenport University provides institutional funding for student scholarships based on several factors that include but are not limited to the following: merit, financial need, and/or other published scholarship criteria. All scholarship applicants must meet the following criteria:

- The student must file the FAFSA (excluding international students).
- The student must meet specific criteria and deadline date as required for each scholarship.
- The student must provide the University with all requested information before the scholarship can be awarded.
- The student must maintain standards of academic progress.
- The student must meet a minimum CGPA as specified by the criteria of the scholarships.
- A student who falls below a required CGPA to maintain a scholarship, but meets the requirements of a different scholarship, will receive that new scholarship.

A student who has extenuating circumstances can submit a scholarship appeal to the Financial Aid Office.

- The student must be enrolled at least half-time (min. 3 credit hours).
- The award year for scholarships is defined as fall and winter semesters. Any unused funds for the award year may be used spring/summer (not to exceed the per semester maximum) or annual limit.
- The student must begin using the scholarship within the award year of selection.
- International and online students are considered for all Davenport University institutional scholarships.
- A student can receive only one DU institutional scholarship within the award year. If a student qualifies for multiple scholarships/grants, the student will receive the scholarship or grant most beneficial to the student.
- Most institutional scholarships have both per semester and annual limits (details available on the Davenport website) and can be used to pay for tuition, fees, and books after all federal and state aid (excluding student loans and work-study) have been applied.
- External scholarships (e.g., Rotary Clubs, churches, etc.) can be used to cover other University costs such as books or room and board, but will not result in a refund to the student (unless specified by the external organization).
### 2014-2015 Davenport University Scholarships

<table>
<thead>
<tr>
<th>STUDENT TYPE</th>
<th>TO QUALIFY</th>
<th>RENEWABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME</strong></td>
<td><strong>AMOUNT</strong></td>
<td></td>
</tr>
<tr>
<td>Students – New graduate-level student</td>
<td>New graduate degree students—Student must have a minimum CGPA of 3.80 from their bachelor’s degree program AND be fully accepted into a graduate program</td>
<td>Up to 4 years or master’s degree completion (whichever is shorter)</td>
</tr>
<tr>
<td>Medallion</td>
<td>Up to $2,000 per year</td>
<td>RENEWAL CGPA (checked at the end of winter semester for awarding for the following academic year)</td>
</tr>
<tr>
<td></td>
<td>Full-time: $1,000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Half-time: $500</td>
<td></td>
</tr>
<tr>
<td>Students – New graduate-level student</td>
<td>New graduate degree students—Student must have a minimum CGPA of 3.50 from their bachelor’s degree program AND be fully accepted into a graduate program</td>
<td>Up to 4 years or master’s degree completion (whichever is shorter)</td>
</tr>
<tr>
<td>Scholars</td>
<td>Up to $1,500 per year</td>
<td>RENEWAL CGPA (checked at the end of winter semester for awarding for the following academic year)</td>
</tr>
<tr>
<td></td>
<td>Full-time: $750</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Half-time: $375</td>
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</tr>
<tr>
<td>Students – New graduate-level student</td>
<td>New graduate degree students—Student must have a minimum CGPA of 3.0 from their bachelor’s degree program AND be fully accepted into a graduate program</td>
<td>Up to 4 years or master’s degree completion (whichever is shorter)</td>
</tr>
<tr>
<td>Graduate</td>
<td>Up to $1,000 per year</td>
<td>RENEWAL CGPA (checked at the end of winter semester for awarding for the following academic year)</td>
</tr>
<tr>
<td></td>
<td>Full-time: $500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Half-time: $250</td>
<td></td>
</tr>
<tr>
<td>Current Graduate degree seeking student fully accepted into a master’s program</td>
<td>Minimum 3.80 CGPA AND minimum 12 graduate-level credit hours earned at Davenport</td>
<td>Not automatically renewable</td>
</tr>
<tr>
<td><strong>Academic Excellence</strong></td>
<td>Up to $1,000 per year</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Full-time: $500</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Half-time: $250</td>
<td></td>
</tr>
<tr>
<td>Current Graduate degree seeking student fully accepted into a master’s program</td>
<td>DU alum in good standing and fully accepted into a master’s program</td>
<td>Up to 4 years or master’s degree completion (whichever is shorter)</td>
</tr>
<tr>
<td><strong>Alumni Scholarship</strong></td>
<td>Up to $500 per year has to be fully accepted into a master’s program</td>
<td>RENEWAL Student must maintain Standards of Academic Progress (checked at the end of winter semester for awarding for the following academic year)</td>
</tr>
</tbody>
</table>
### Foundation Scholarship List

The Davenport University Foundation also provides assistance for student scholarships. These scholarships were established through generous contributions from alumni, friends and companies. To apply, go to www.davenport.edu/foundationapp or call 1-866-248-0012 or any Davenport admissions office.

#### Endowed Scholarships

- Carol J. Adams
- Michael D. Allie
- Alpha Iota of Grand Rapids
- Allticor, Inc.
- Alumni Legacy
- Bank of America
- Batts Foundation
- BDO Seidman
- Linda L. Benedict Sales and Marketing
- Michael Berry
- Beta
- Henry & Carolyn Bouma
- Ronald D. Brady
- Michael Braughton
- Bronner’s Christmas Wonderland
- Brooks Beverage Management
- Jack E. Brothers
- Paula Brown
- Thomas H. Brown, Ph.D.
- John and Mildred Burt
- Louis V. & Catherine Buzzitta
- Linda R. Lindsay Byington
- Jerry & Suzanne Callahan
- Canteen Services, Inc.
- Thomas A. Carey
- Chemical Bank West
- Rudolfo and Judith Cifolelli
- Casey J. Cnossen, Jr.
- College of Health Professions
- Paul Collins
- Comerica Bank
- Community Choice Credit Union
- Peter C. & Emajean Cook
- Mila Crkovski
- Custer Office Environments
- Ralph, Berniece & R. Jr., Damstra
- The Daoud Foundation
- Helen L. & Dallas L. Darling
- Davenport University Employees
- M.E. Davenport Family
- John David
- Michael D. Davis
- Dearborn Agency (R. Putnam & K. Cude)
- Dearborn Exchange Club
- Metropolitan Hospital Tribute to James N. DeBoer, Jr.
- Kenneth H. & Carlene R. DeHaan
- Thomas Deem
- Detroit College of Business Alumni
- Alfred & Eleanor Dinsmore Nursing
- The Door Family
- Droski, Lindsay, & Meyers
- Dykhous Construction
- Jenny Engle Nursing
- Engineered Comfort Systems, Inc.
- Fairlane Car Wash
- Ronald E. Falk
- Ned Fawaz Expression of Gratitude
- Fifth Third Bank
- The Flechsig Family
- Foundation Board
- Larry & Judith Freddicks
- David & Judy Frey
- Dr. Robert and Christine Funaro
- Geerlings Development/Scott Geerlings
- Daniel & Michelle Georgich
- Rollin M. Gerstacker Library Information Commons
- G.M. Lansing Women’s Club
- Godwin Hardware & Plumbing
- Grand Rapids Press Minority
- GunnLevine Architects
- Donald & Nancy Hamelink
- Edward J. & Sandra Hanenburg
- Charles F. & Helen Harrison
- Art & Betsy Hasse
- H. J. Heinz Company
- Alan Hering
- Herman Miller, Inc
- Lou Holtz
- Howard Miller Company
- H.S. Die & Engineering
- Huntington National Bank
- William & Beatrice Idema
- Islamic Institute Expression of Gratitude
- Johnson Controls
- James & Ginger Jurries
- Kalamazoo Employees
- Gerrit & June Kamphouse
- Kane Group
- Angelina Keller (Brad Keller)
- Keith and Kathy Klingenberg
- Knape & Vogt Manufacturing Co.
- Robert & Ellie Kunkel
- James R. & Clarine L. Lanting
- James R. & Clarine L. Lanting Calvin Christian Schools
- Wilbur A. Lettinga
- Micheal & Connie Lettinga
- Sharon Lettinga
- William & Rochelle Lettinga
- Les Lindsay
- Lumbermen’s Inc.
- Marble and Tile (Dr. William Piersante)
- Robert J. & Inez M. McBain
- McDonald Plumbing
- Meijer Inc.
- Dr. James and Barbara Mendola
- Michigan Office Solutions

### Scholarship Information

**New graduate-level student**
- Students must be admitted to Davenport University and provide proof of employment at a company that is a member in good standing of a Chamber of Commerce* in the State of Michigan.
- Student needs to submit the documentation to their financial aid counselor
- Not automatically renewable

**Community Leaders Scholarship**
- Up to $1,500 per year
  - 6 credits or more: $750
  - Less than 6 credits: $375
MI Food & Beverage Assoc. (Dr. Edward Deeb)
Midwest Health Center (Dr. Mark Saffer)
Barbara A. Mieras, Ph.D.
MJK Architects, Engineers & Planners
Martin Morales Minority
Dr. Alberta Muirhead
John & Elinore Mulder
Patrick & Katherine Mullen
John Myaard
Dr. Woldemar H. Nikkel
Roger W. O'Halla
Chris & Joan Panopoulos
Perrigo Company
Powell Moving and Storage, Inc. Endowed
Rockford Construction Company
C. Dexter & Sandra Rohm
Charles & Stella Royce
Sara Lee
Robert & Ellen Sadler
Robert & Helen Jean Schmiedicke
H. B. Shaine & Company Inc.
Smith Aerospace
Robert W. & Margaret D. Sneden
Spartan Stores
Eleanor Spidell
John & Judy Spoelhof
David J. Steenstra, Ph.D.
Steve & Ruth Stream
Carroll & Frances Streeter
Jerry & Judy Subar
Jacqueline D. Taylor
Aubrey J. Terbrack
Richard & Gretchen Tierney
TrueNorth Companies
Universal Forest Products
Fred & Gretchen Vandenberg
Roger and Clare VanderLaan East
Roger and Clare VanderLaan West
P. Robert & Charlene Vanderson
Bernard & Jean VanderVeen
VanDyken Mechanical
Vanum
Voetberg Scholarship for Students with Disabilities
The Volk Family
Elmer Vruggink, Ph.D.
Russel Warner
Mary Warner
Warren Alumni Club
Tyrus R. Wessell
West Side Beer Distributing
Irving & Birdella White
Hugh and Melbarose Wichert
Kathryn L. Wiese
Bruce & Lavina Wynalda
Kenneth and Carole Yerrick
Max & Micki Young

Endowed Memorial Scholarships
Paul Ames
Charles “Andy” Anderson
Amy Barnaby
Dr. Ronald Bartson
Hy & Greta Berkowitz
Rosemary Braun
Frank Breukink
Wilma D. Brudy
Marvin “Red” Brummel
Jason Bruso
Nilda Caceres
Davenport University Memorial
Robert J. DenHerder
E. Scott Derr
John Dishaw
Thomas F. Dulude
Roger E. Erickson
James A. Farmer, Sr.
Matthew Brian Feko
Helen Frays
Bruce W. Gilmore
William R. Heibie
Rhonda Goodyke-Hoorn
Betty Igrisan
John P. Keller
William Kingma
Jean Kinsman
Mary Walsh Kole
Nichole Lake
Judith A. Lettinga
Mary Kay Lettinga
Jean E. Lindsey
Edna Losgar & Marilyn Losgar Smith
Emerson G. McCarty East
Emerson G. McCarty West
Anna B. McPherson, RN
Blaise Newman
Josephine M. & John Oonk, Jr.
Robert T. Orlikowski
Gordon H. Poll
Thomas Fisher Reed
Pauline Roskam
Kevin L. Rotman
Bernice G. Rudzinski
Sandra Scoville Flint Campus
Dr. Robert W. Sneden
Janice Stauffer
Senator Glenn D. Steil
Kristin Ten Harmel-Anderson
Lisa Trombley
Elton Carl & Margaret E. Twork (Underwood)
Vander Wall Family
John S. VanderHeide, III
Herman & Jennie VanderLaan
Jane Wetherell
Antoinette (Toni) Wykstra
George L. Young
Kathryn & Harold Zahm
Ronald Zoulek

Annual Scholarships
Accounting
Alumni Association General
Bob Clarkson
College of Health Professions Study Abroad
Lynda and Sam Cribari
Davenport University Online
Eileen DeVries
Donald W. Maine College of Business
DU Alumni Association Panther Ambassador
Farmers Insurance
Flint Campus
Linda Haberaecker for Women in Technology
Holland Campus
Honors Accounting
Kenneth Krug Memorial for the College of Technology
Lansing Campus
Donald G. & Peggy S. Luy
Midland Campus
Yvette Russell
Saginaw Campus
Signature Applications, LLC
Student Veterans of America
Study Abroad General
Tim & Bob Sullivan
Cindy Thompson Saginaw Medical Assistant
Tournament of Friendship
Traverse City Campus
Dave Veneklase and Family
West Michigan General
Zambian Students

(See the Davenport website for current tuition, fees and financial Aid information.)
Acceptable for being aware of and meeting all curriculum requirements, including any changes that may occur therein. In addition, students should speak with an advisor for any of the following reasons:

- To answer questions about which courses to schedule and when to take specific classes.
- To confirm the classes remaining for completion of their degree program.
- To discuss short and long term career goals.
- To learn about switching to another program and know how their current courses will apply.
- To discuss the academic and financial consequences of adding, dropping, or withdrawing from a course.
- To consider changing their program of study.
- To address difficulties in completing their coursework, for personal or academic reasons.
- To discuss any other concerns related to their education including referral to University and/or community resources.

Payment of tuition and fees can be made through the Student Payment Center. Any questions regarding these payments can be handled through the Student Services Office or University Bursar’s Office.

Course Scheduling

Graduate students should schedule courses in consultation with their advisor. It is also possible to schedule courses online through the Student Connection at www.davenport.edu. Tuition payments are handled through the Student Payment Center.

Course Cancellation

The University reserves the right to cancel a course due to low enrollment or for other administrative reasons. Students will be notified of course(s) being cancelled and graduate advisors will assist them with their scheduling needs.

Course Scheduling Changes

To officially change a schedule, students should add/drop classes online through the Student Connection on the Davenport web site or contact their advisor. Refer to the graduate academic calendar to ascertain the last day for schedule changes.

Adjusting Course Schedule (Add/Drop)

Student may add and/or drop a course prior to the first day of the session/semester. Contact student services to obtain information about the required procedures. Follow all required steps to ensure a successful add or drop.

Withdrawal from Class

Contact your advisor in order to withdraw from one or more classes. Changes to an original schedule may result in an adjustment of financial aid. Therefore, every student who receives financial aid must contact their campus financial aid counselor or their advisor before a withdrawal from class is processed. Any charges not covered by financial aid are the responsibility of the student.

Withdrawal procedures must be followed whether or not the student has attended class. Please note the following:

- Last day to withdraw without failing the course is indicated on the Academic Calendar.
- Absence from a class is not considered a withdrawal, regardless of the number of absences.
- A student not attending a class at the University without following the proper withdrawal procedure will receive a grade of “NF” No Show or “F” grade for the course. This grade will impact semester and cumulative GPA.
- A student not attending class at the University who follows the proper withdrawal procedure by the last day to officially withdraw receives a grade of “W”.
- A student leaving a class or the University after the last day to officially withdraw receives a grade of “F”.

If a student is forced to withdraw or fails to withdraw in a timely manner from his/her classes based on extenuating circumstances there is an appeal process. The appeal process allows the student to explain the extenuating circumstance and request consideration regarding tuition and fee charges incurred from that withdrawal. Extenuating circumstances may include a serious illness of the student or his/her immediate family members, death of an immediate family member or a mandatory military commitment. Supporting documentation must be submitted with the appeal. Students may only submit two (2) appeals during their time as an undergraduate and graduate student at Davenport University. The appeal form and process, called the Reduction or Waiver of Charges Appeal, are found on the Student Connection at http://www.davenport.edu/office-accounting-services/bursar/billing-information/charge-appeal-form.

Enrollment Status

Full-time status requires six credit hours or more per semester (Fall I and II, Winter I and II, Spring/Summer I and II). Graduate students who carry fewer than six credit hours are considered half-time. Graduate students receiving financial aid must be aware of their full-time and half-time status in order to maintain their level of funding.
Career Services

Davenport University Career Services provides every student with an individual Professional Development Plan. The goal of Career Services is to assist students and alumni with every aspect of career development and success from aiding in career exploration and interest assessment, to ongoing support once in the field. Go to www.davenport.edu/career-services and learn more.

Classroom & DU Campus Events

A student’s relationship with Career Services begins as early as possible upon entry into DU to discuss the student’s Professional Development Plan and goals. This visit is supported by classroom presentations and professional development events that are conducted at every campus throughout the year. Serious students are expected to take advantage of the many group networking and career development events and the information provided during in-class presentations. All Career Services offerings are designed to improve a student’s professional and soft skills for the purpose of achieving career success.

Career Search and Career Skills Development

Through the Professional Development Plan, students will learn a full range of important professional and soft skills and receive ongoing help and support for creating dynamic resumes, professional letters, learning interview skills, and how to conduct successful job searches. In addition, Career Services assists students in learning networking strategies, portfolio creation, business etiquette, and tips to dress for success on any budget. The Career Services web pages are full of useful class and professional resources for both students and faculty.

Experiential Learning and Internship Opportunities

Career Services provides DU students with the best possible work, career and program-related opportunities available. Career Services is the first stop for students seeking opportunities to obtain for-credit and not-for-credit-internships, build their skill level, gain experience and grow their professional portfolio.

Career Fairs and Events

To assure student success and exposure to employment opportunities, Career Services hosts several career fairs each year. These events may be broad and open to all students or focused on a specific program or degree. Career Services also promotes job expos and career fairs sponsored by other universities and professional organizations in order to bring the most relevant opportunities to our students and alumni including mentoring programs and panel discussions. Career Services also supports student organizations by assisting in finding topical speakers and experts in club related fields.

Online Job Database

DUCareerNET PantherJobs is career services online job board and career event database. Through DUCareerNET PantherJobs, students and alumni can search opportunities post resumes to resume books, register for professional development events and learn about on-campus recruiting opportunities. Students should keep Career Services aware of changes in address or employment while enrolled and after graduation, pursue leads in a professional manner, report interview outcomes and respond to survey inquiries to assure that the services provided meet our students’ and alumni’s ever changing needs.

Counseling

Counseling services with a Licensed Social Worker are provided free of charge at the W.A. Lettinga Campus. Appointments can be scheduled by calling the Welcome Center at (616) 871-6166 or counseling@davenport.edu. Students who would like information about counseling services outside of the Lettinga Campus should contact their advisor or the Student Affairs Office for referral to a Community Mental Health agency in their area.

Housing

University-sponsored housing is available at the Grand Rapids W.A. Lettinga campus for students. University housing is geared toward traditionally aged students and highly encouraged for students who live outside of a 45 mile commuting radius. Living on campus offers students the convenience of being close to classes, programs, athletic and events sponsored by the University. We offer state-of-the-art residence halls and dining facilities that provide an environment that is comfortable, safe and conducive to academic-success and community development. In addition, research shows that students who live on campus are more likely to be retained, post higher grades and graduate. Visit the website for more information: davenport.edu/housing

Student Life

Davenport University offers students many opportunities to get involved. The Student Life Office supports student success and aims to foster student development by providing students with opportunities to get involved, build community, and learn outside of the classroom. There are a variety of registered student organizations (RSO’s) for students to join. Some organizations are specific to individual majors and offer students an opportunity to interact with individuals within their chosen career. Other organizations focus on social and volunteer experiences and provide students the opportunity to get involved both on and off campus. The Student Life Office also sponsors a number of social, educational, and leadership events and programs. The Volunteer Center provides service opportunities for students who want to make a difference in the community.

Students are encouraged to visit OrgSync, an online involvement platform for the DU community. It can be accessed through your Student Connection tab on the Davenport website or at www.orgsync.com. Simply select Davenport and log-in with your DU credentials. OrgSync has an events calendar, volunteer opportunities, student organization information and more. For more information, please contact the Student Life Office at 616.554.5095 or email student.life@davenport.edu. Students can find out what is going on by visiting OrgSync, visiting the Student Life website (http://www.studentlife.davenport.edu) or by “liking” us at www.facebook.com/dustudentlife.
Student Insurance

Health insurance coverage is required for student athletes, students enrolled in specific classes or specific majors within the College of Health Professions, and for all international students. Questions regarding the insurance requirements along with information for those students wishing to obtain insurance for themselves and/or spouses and dependents can be directed to studentinsurance@davenport.edu. Please also check out our website at davenport.edu/risk-management/student-insurance.

Additionally, professional liability insurance coverage is provided as part of the course fee to students enrolled in an internship, professional practice experience, or clinical experience in the College of Health Professions.

Intercollegiate Sports

Davenport University’s Intercollegiate Athletic Program is a member of the NAIA (National Association of Intercollegiate Athletics), ACHA (American Collegiate Hockey Association) at the Division I and Division III level, USBC Collegiate (U.S. Bowling Conference), and USA Rugby.

All participants must be 18 years of age or older and a full-time student (i.e., 12 credits or more per semester or 6 credits or more per semester for graduate students). Eligibility rules are very detailed. Please contact the Athletic Department for more information.

If you are interested in competing at the intercollegiate level, complete and submit a participation form (found online at www.davenport.edu) or contact Athletic Director Paul Lowden at (616) 732-1194. All of Davenport University’s intercollegiate programs are based out of the Grand Rapids campus.

The programs currently offered are:

- Men's Baseball
- Men's Basketball
- Men's Bowling
- Men's Cross-Country
- Men's Golf
- Men's Ice Hockey
- Men's Indoor Track & Field
- Men's Lacrosse
- Men's Outdoor Track & Field
- Men's Rugby
- Men's Soccer
- Men's Tennis
- Men's Wrestling

- Women's Basketball
- Women's Bowling
- Women's Competitive Cheer
- Women's Competitive Dance
- Women's Cross-Country
- Women's Golf
- Women's Ice Hockey
- Women's Indoor Track & Field
- Women's Lacrosse
- Women's Outdoor Track & Field
- Women's Rugby
- Women's Soccer
- Women's Softball
- Women's Tennis
- Women's Volleyball

Please visit us at http://www.dupanthers.com/ or inquire about future athletic programs to be offered at Davenport University.

Email

The University provides PantherMail email accounts for students registered for the current semester. This will be the primary information medium by which students will learn of dates, deadlines, policies, and activities related to Davenport. These accounts are provided by the University to communicate with students and it is expected that all students will monitor email regularly. In addition, students will use this email account as the email address for all online and blended course(s).

Student Identification (ID) Cards-Panther OneCard

Every student will be issued a Panther OneCard at any campus. Pictures may be taken either during Orientation or through Student Services. Panther OneCards will be mailed to a student’s permanent mailing address. Cards must be activated to ensure timely delivery of refunds. Panther OneCards must be used to check out library materials and utilize computers in the DU Libraries. Panther OneCards may also be used to obtain student discounts, where available.

Change of Name, Address, Phone Number, or Email

It is the student's responsibility to update through the Student Connection any changes to address, phone number, and/or email address. Students wishing to submit a change of name should contact their advisors for details.

Students with Disabilities

Accommodations for Students with Disabilities

It is the policy of Davenport University to comply with all the relevant and applicable provisions of the Americans with Disabilities Act (ADA). Davenport University will not discriminate against any otherwise qualified student or applicant with respect to any terms, privileges, or conditions of a student’s admission, educational program, or activity because of a disability.

Information for Students with Disabilities

Students may request reasonable accommodation as a result of a qualifying disability as defined by the Americans with Disabilities Act (2008) or Section 504 of the Vocational Rehabilitation Act of 1973. It is the students’ responsibility to contact a Disability Services Coordinator at their campus to initiate the accommodation process.

Davenport University will provide reasonable accommodations, as deemed appropriate and in accordance with state and federal guidelines, by providing access that allows participation in University programs and activities for otherwise qualified individuals when doing so does not pose a risk to the individual or other students.

Policies and Procedures for Students with Disabilities

The University’s policy and state law each require that qualified students with disabilities be given reasonable academic accommodations and overall educational program accessibility.
The University seeks to accommodate students with disabilities on an individual basis, based on assessment data documented by a qualified professional. This process must be student-initiated and is not retroactive.

There will be no discrimination on the basis of disability.

Any information provided on a voluntary basis shall be used for the sole purpose of assessing accommodation requests, to minimize competitive disadvantages that are directly related to the student's documented disability. There are no limitations on the number of persons with disabilities who may be admitted or enrolled.

The University’s policy of nondiscrimination based on disability provides reasonable accommodations to qualified students with disabilities in the most integrated, appropriate setting, and includes but is not limited to:

- Opportunities: Opportunities are provided to participate in academic programs and sanctioned co-curricular activities.
- Examinations: Examinations, written assignments, or other evaluation procedures may be accommodated to mitigate the effects of a disability and to more accurately measure student achievement, as long as such accommodation does not fundamentally alter the learning objectives of the course.
- Advising: Advising, support services, and employment assistance are provided without discrimination to any student with a documented disability.
- Location: Location of programs will provide equal access to mobility and visually impaired students to the extent reasonably possible.
- Physical Accessibility: Physical accessibility to instruction, academic support, student services, and technology are provided to the extent reasonably possible.

Davenport University is committed to providing opportunities, resources, and support to help students achieve their goals. This commitment includes providing assistance to students with disabilities. Early notification of any accommodation request increases the likelihood that special arrangements can be made prior to the start of classes.

Students who believe they have a disability as defined by the Americans with Disabilities Act and require accommodation to meet course or program requirements should contact a disability services coordinator at their campus to secure an Accommodation Request Form and the appropriate Verification of Disability Form. These forms, contact information, and other disability services information is located on the Disability Services page Davenport website (http://www.davenport.edu/student-affairs/student-access). This information will help the University work with students to plan effective academic accommodations and auxiliary aids and services while they are attending Davenport University.

Through many events, networking opportunities, programs and services, we can help you stay in touch with former classmates, faculty and the University. Be sure to contact us when you move, get married, or change jobs so we can keep your information up to date. Stay in touch at alumni@davenport.edu and check out DUalum.com for the latest alumni and university news!

Alumni Benefits
Anyone who has earned a degree or certificate from Davenport University or one of its historical predecessor institutions receives free membership in the Alumni Association. Your membership entitles you to receive the DU Review magazine, our eNewsletter, The Connection, alumni benefits and University services including:

- Lifetime career service including access to DUCareerNET.
- Free lifetime brush-up classes—Alumni are eligible for free brush-up classes on a space-available basis. This applies only to courses that were successfully completed at Davenport, that are still active or have a current equivalent, and that were part of the individual’s graduation requirements. Free brush-up classes may not be used for laboratory courses, clinical or practicum experiences or internships. Students who have a financial obligation to the University are not eligible for free brush-up classes. Contact an advisor for full details.
- Access to the Davenport library and computer labs at no charge (you must have an alumni membership card which you can order at DUalum.com).
- In addition, a variety of insurance, shopping, travel and service discounts are available at DUalum.com.

For more information on alumni benefits and services, please email alumni@davenport.edu or visit our website at DUalum.com.

Davenport University Institute for Professional Excellence

Through the Institute for Professional Excellence (IPEx), the University provides quality education and training services using nationally recognized resources to meet organizational, business leadership and management development needs. It also operates in close collaboration with the D.W. Maine College of Business and serves a unique role in that it may develop and customize educational programs and deliver them in a customer-focused manner that assists organizations succeed long term. These programs also include professional certification preparation courses for the PHR/SPHR, PMP, CM and CME.

If you are interested in learning more about or enrolling in the SHRM Learning System® Exam Prep Course, please visit our website at: http://webservices.davenport.edu/corppartners/shrm/

If you are interested in education and training programs that have the potential for academic course credit, please contact the IPEx staff or go to http://www.davenport.edu/ipex/service-offerings

Davenport University Alumni Association

The Davenport University Alumni Association helps graduates stay connected to the friends, organizations, and interests they developed as students.

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Requirements and Limitations

Foundational Requirements

Program foundational courses must be successfully completed before taking the subsequent course(s). These courses may be required even though they are not included in the credit hours required the chosen curriculum. A co-requisite may be completed before the course or taken concurrently. Graduate foundational courses at the 500 level are above are open only to students formally admitted into graduate degree program or into a postgraduate certificate program; undergraduate students are not eligible to register.

Non-degree seeking students and students taking courses under a guest student status may not be required to complete foundational, prerequisite or co-requisite courses.

D.W. Maine College of Business

Business Foundations for the EMBA Program

Students who wish to brush-up in the fundamentals of statistics and/or the use of Excel spreadsheets should speak with a faculty member or your Academic Advisor.

Business Foundations for the MBA Programs

All students seeking admission to Davenport University’s MBA programs are expected to have adequate business foundations as determined by the MBA program before entering the 600-level (or higher) classes. Students not properly prepared in the areas of accounting, finance, management, marketing, and statistics are required to take business foundational (500-level) courses. Foundational course hours are not included in the credits required for graduation.

Business Foundations for the MM Program

All students seeking admission to Davenport University’s Master of Management program are expected to have adequate graduate level writing skills. Students not properly prepared may be required to complete MGMT535 Managerial Communication. Foundational course hours are not included in the credits required for graduation.

Business Foundations for the Post-Graduate certificates

Refer to footnotes on each of the Post-Graduate certificate for required or recommended foundational course work.

College of Health Professions

Health Professions Foundations for the MS Health Informatics and Information Management Program

All students seeking admission to Davenport University’s Master of Science in Health Informatics and Information Management program are expected to have adequate undergraduate preparation in management, technology and statistics typically found in a health, technology, or business discipline. Students not properly prepared may be required to complete IAAS581 Information Security and/or STAT500 Statistics for Business. Foundational course hours are not included in the credits required for graduation.

Nursing Foundations for the MSN Program

All students seeking admission to Davenport University’s MSN program are expected to have a completed BSN degree and a valid, unrestricted license as a Registered Nurse. The student’s undergraduate sciences, especially anatomy and physiology, will be reviewed. Foundational courses (500-level) may be required based on age of credits, earned grades, and work experience. Foundational course hours are not included in the credits required for graduation.

Health Pre-Professional Requirements for the MS in Occupational Therapy Program

Refer to Preparation for Health Pre-Professional Program following the Master of Science in Occupational Therapy curriculum.

College of Technology

Technology Foundations for the MSIA Program

All students applying to Davenport University’s MSIA program are expected to have the necessary statistics, computer, networking, and security foundations before entering the 600-level courses. Students who have not successfully completed equivalent undergraduate courses or do not have any of the Security certifications (Security +, CISSP, GSE, CCSP, SSCP, CIW, or RSA) will be required to complete the 500-level foundational courses with a grade of “B” or better. These foundational courses are not included in the credits required for graduation.

Technology Foundations for the MS Technology Management Program

All students applying to Davenport University’s MS Technology Management program are expected to have the necessary information systems security, statistics, and business foundation courses in accounting, finance, management and marketing before entering the 600-level courses. Students who have not successfully completed equivalent undergraduate courses will be required to complete the 500-level foundational courses with a grade of “B” or better. These foundational courses are not included in the credits required for graduation.

College of Arts and Sciences

Arts and Sciences Foundations for the Graduate Certificate in Data Analytics

All students applying to Davenport University’s Graduate Certificate in Data Analytics program are expected to have preparation in introductory statistics. Students not properly prepared may be required to complete STAT500 Statistics for Business. Foundational course hours are not included in the credits required for graduation.
Graduation Requirements

Students are responsible for completing the Plan of Work with their advisors within the chosen curriculum as outlined in the catalog or student handbook or on the appropriate college web site during the first session/semester of attendance. If a modification occurs, the degree requirements will be adjusted at the time of the change. Students are encouraged to utilize the DegreePlan on the Student Connection to check their degree completion status and to contact their advisor prior to their last semester to review eligibility requirements for graduation.

Graduation and Commencement

Students at Davenport University may graduate at the end of any semester in which they complete the course work required for the curriculum in which they are enrolled and meet all graduation requirements.

Executive Master of Business Administration students are required to have a cumulative 3.0 GPA and a minimum 3.0 (a grade of B or better) in the Capstone Experience (CAPS) courses, CAPS780M and CAPS796M.

All Master of Business Administration students are required to have a cumulative 3.0 GPA as well as a 3.0 GPA in their specialty or concentration and a minimum 3.0 (a grade of B or better) in the Capstone Experience (CAPS) course.

All Master of Management students are required to have a cumulative 3.0 GPA and a minimum 3.0 (a grade of B or better) in MGMT795.

Master of Science in Health Informatics and Information Management students are required to have a cumulative 3.0 GPA and a minimum 3.0 (a grade of B or better) in HINT797, HINT799 or SABR781.

Master of Science in Nursing (MSN) students are required to have a cumulative 3.0 GPA. The two electives require a cumulative 2.7 (B-) GPA. The MSN Special Project (NURS795) and the MSN Thesis (NURS799) are graded on a pass/fail basis.

Master of Science in Occupational Therapy students are required to have a cumulative 3.0 GPA. All required Fieldwork courses are grade on a Pass/Fail Basis. OCTH789 and OCTH799 require a minimum 3.0 (a grade of B or better) for success completion.

The Master of Science Information Assurance and Master of Science in Technology Management students are required to have a cumulative 3.0 GPA and a minimum 3.0 (a grade of B or better) in the Capstone Experience courses CAPS795 or CAPS798.

The Master of Education in Urban Education students are required to have a minimum 3.0 GPA in each course and a minimum 3.0 cumulative GPA.

Graduate Certificate and Post-Graduate Certificate students are required to have a cumulative 3.0 GPA.

Students planning to participate in the Commencement Ceremony must attend a Grad Fest at a nearby campus. Online only students should contact their Advisor for assistance. The Grad Salute is held so that students can purchase their cap and gown (cost will be approximately $30 - $60 depending on degree level), order announcements, and meet with a Career Services Coordinator and a member of the DU Alumni Association. Formal graduation ceremonies are held at the end of winter semester for all graduates of the current academic year. The ceremony is open to students who have completed or will complete their course requirements by the end of the spring/summer semester and have met all relevant processing deadlines. Students are encouraged to take part in the ceremony.

Application for Graduation

Every candidate for graduation must submit an application for graduation. Students who elect not to participate in the Commencement Ceremony must still file a graduation application. Graduation applications are available at the Student Services Office or on the Davenport web site under Graduation Information.

Diplomas are printed at the end of each semester for those students who have graduated and have submitted an application for graduation. The printed Diploma reflects the academic credential earned and will only show the degree level awarded. The major or concentration will be reflected on the transcript. Diplomas are mailed to the student’s address 6-8 weeks after the final date of the semester in which all degree requirements are met. Diplomas cannot be released for any student with a financial obligation to the University.

Graduation Honors

Students with a cumulative GPA of 4.0 are recognized as graduating With Distinction. Only master’s degree graduates are eligible for this honor recognition. Prospective winter or spring/summer semester graduates’ cumulative grade point average at the end of the last completed session/semester will be used to determine honor eligibility for the graduation ceremonies. The appropriate designation will be indicated on the diploma and transcript of the master’s degree graduate when the diploma and transcript are mailed to the students.

Time Limitation

Students admitted into a graduate program have a six-year time limit to complete all requirements for the graduate degree or certificate. Students who do not complete their requirements for the degree within six years of the date of the end of the first session/semester of attendance are required to have all credits reevaluated. Students may seek approval to continue beyond the 6 year limit through the appropriate College academic individual. The time period begins at the completion of the first graduate program-relevant course.

Individual graduate programs may have additional time limitations for specific courses or program requirements. Details of these requirements will be included in the course description and program requirements will be found in the College or Program Student Handbook.

Credit Designation

The graduate program credits at Davenport University are expressed in semester hours.

Course Limit Policy

D.W. Maine College of Business and College of Technology Programs

Permission to take more than two graduate courses during a seven-week session requires the approval of the Department Chair for the program. Review of the courses being requested, past academic record, and work requirements will be taken into consideration in granting approval. During the last semester/session of attendance prior to degree completion students will not be allowed
to take more than one course in addition to the CAPS prefixed course (Capstone Experience), and MGMT795.

**College of Health Professions**

Refer to the Program Student Handbook for details on maximum credit limits for sessions or semesters or review program sequencing for session/semester credit hour expectations.

**College of Urban Education**

Students should refer to the program course sequence. The student is expected to complete a minimum 12 credit hours per semester.

**Double Degree**

Students who wish to complete two master's degrees such as the Master of Science Information Assurance (MSIA) and the Master of Science (MS) in Technology Management must complete all of the courses required for each program and fulfill all residency requirements. The credit for a single course cannot be applied to more than one degree; a course substitution must be approved by the Department Chair.

**Double Concentration**

Students who wish to combine study in two areas of concentration in an MBA, such as the Accounting and Finance, will earn a double concentration. In order to earn a double concentration, a student must complete all of the courses required for each program and fulfill all residency requirements. The credit for a single course cannot be applied to more than one concentration; a course substitution must be approved by the Department Chair. Students pursuing a double concentration will not be awarded their degree until all requirements for both concentrations have been met. Students may not earn two of the same degrees (MBA) from Davenport University.

**Residency Requirements**

The University policy for residency is as follows:

- **D.W. Maine College of Business Programs:**
  - **Graduate Certificate** – Requires that all courses be completed at Davenport University.
  - **Post-Graduate Certificate** – Requires that all courses be completed at Davenport University.
  - **Executive Master of Business Administration (EMBA) Degree** – Requires that all courses be completed at Davenport University.
  - **Master of Business Administration (MBA) Degree** – A minimum of 30 semester credits for the MBA programs with concentrations; including the Capstone Experience must be completed at Davenport University; no transfer courses may be brought in after graduate credits have been earned at Davenport University.
  - **Master of Management (MM)** – A minimum of 27 semester credits including MGMT795 must be completed at Davenport University; no transfer courses may be brought in after graduate credits have been earned at Davenport University.
  - **College of Health Professions Programs:**
    - **Master of Science in Health Informatics and Information Management (MS) Degree** – A minimum of 30 semester credits, including the Capstone/Thesis course, must be completed at Davenport University; no transfer courses may be brought in after graduate credits have been earned at Davenport University.
  - **Master of Science in Nursing (MSN) Degree** – A minimum of 33 semester credits, including the Capstone/Thesis course, must be completed at Davenport University; the MSN electives (2 courses/6 credits) may be completed at another institution if prior approval is granted by the Department Chair.
  - **Master of Science in Occupational Therapy (MS) Degree** – Requires that all courses be completed at Davenport University.

**College of Technology Programs:**

- **Master of Science Information Assurance Degree (MSIA) – A minimum of 31 semester credits, including the Capstone Experience course, must be completed at Davenport University; no transfer courses may be brought in after Information Assurance and Security (IAAS) credits have been earned at the University.**
- **Master of Science (MS) in Technology Management Degree** – A minimum of 30 semester credits for the MS Technology Management program; including the Capstone Experience, must be completed at Davenport University; no transfer courses may be brought in after graduate credits have been earned at Davenport University.

**College of Urban Education**

- **Master of Education (MEd) in Urban Education Degree** – Requires that all courses be completed at Davenport University.

**College of Arts and Sciences**

- **Graduate Certificate** – Requires that all courses be completed at Davenport University.

**Credit Hour Definition**

A credit hour is a unit of measure that reflects the amount of work represented in intended learning outcomes and is verified by evidence of student achievement. It is a measure of the quantity of student learning and is defined as one hour of classroom or faculty instruction and a minimum of two hours of student work outside the class per week for the 15 weeks of a semester or the equivalent amount of work over a different amount of time.

**Traditional Lecture Classes:** Each credit hour requires a minimum of 1 hour of instructional time and 2 hours of student work outside of class time over a 15 week semester or the equivalent amount of work over a different amount of time.

**Virtual In-Seat Classes:** Each credit hour requires a minimum of 1 hour of instructional time and 2 hours of student work outside of class time over a 15 week semester or the equivalent amount of work over a different amount of time.

**Blended Classes:** Each credit hour requires a percentage of the instructional time designated for in-seat instruction and a percentage designated for online instruction that is equivalent to the amount of work required in a traditional in-seat lecture course. The hours of student work outside of class are determined by the amount of work required to satisfactorily meet intended learning outcomes.
External Learning Classes: Each credit hour requires the equivalent amount of work designated for a traditional lecture course with a total of 45 hours of work per credit hour over a 15 week semester or seven week session or the equivalent amount of work over a different amount of time. This work will be comprised of individual student-instructor meetings and work outside of those meetings.

Lab Classes: Davenport University utilizes a two hour to one credit hour ratio for lab classes. A 1 credit hour lab class requires 2 hours of instructional time over a 15 week semester with an additional 1 hour of student work outside of class or the equivalent amount of work over a different amount of time.

Clinical Classes: The College of Health Professions has defined one semester credit hour for the clinical portions of their programs as a three contact hours to one credit hour ratio. A student can expect a minimum of 3 hours of clinical experience over 15 weeks for a 1 credit hour class or the equivalent amount of work over a different amount of time. The required clinical hours are usually expressed on a ‘per semester’ basis in the catalog course description.

Practicums, Internships, and Experiential Classes: Davenport University has determined that one semester credit hour for all practicums, internships and experiential learning courses will require a minimum of 45 hours of student activity per credit hour awarded.

Online Classes: Each credit hour requires, at a minimum, the same amount of work as required in a traditional lecture course. The amount of time required for each course is determined by the amount of work required to satisfactorily meet intended learning outcomes.

Course Options

Auditing a Course

Students may audit any course provided they have the approval of the campus Director of Academic Services. Students will not be required to complete tests or projects for audited courses and they will not receive a grade other than AU, which indicates audit status, or receive credit for the course. Students must declare the audit status at registration and may only change from audit status to credit status (or vice versa) before the beginning of the first class session. The tuition cost for auditing a course is the same as for taking the course for credit.

Class Formats

Davenport University offers a variety of formats in which classes may be taken, designed to fit various learning styles and student needs. Not all formats may be available for each course or at each campus. Some classes may only be available in the online format due to limited in-seat course offerings at certain campuses. Students should contact Student Services for the classes and formats offered at their campus.

Traditional In-Seat

In this traditional format, class meets in-seat for 100% of the required contact hours. Most traditional classes are scheduled to meet weekly or twice-weekly; a smaller number of sections are scheduled to meet three times per week. The length of each class session is determined by the number of meetings per week and the number of credit hours or contact hours (whichever is greater) associated with the course.

Seven-Week Blended In-Seat with Online

In this seven-week format, class meets in-seat for 60% of the required contact hours and the remaining 40% is completed online. Most Blended classes are scheduled to meet once per week, some meet twice per week. The length of each in-seat session is determined by the number of meetings per week and the number of credit hours or contact hours (whichever is greater) associated with the course. In addition to the in-seat class meetings, Blended classes require a minimum of 2-to-3 hours of online participation per week.

Online

Online learning uses state-of-the-art technology to bring quality education to students in a virtual setting. These 15 week (12 week in spring/summer semester), 10 week, or 7 week courses require student engagement with course material and/or participation in online class discussion 5 out of 7 days each week for a total of approximately 18-20 hours of work (in the online classroom and outside coursework). Please note, individual students may require more (or less) time depending on their personal level of experience with the material, level of experience with computers and the speed of Internet connection.

Virtual Classroom In-Seat

The Virtual Classroom In-Seat (VISL) option provides students with a virtual learning opportunity within a traditional classroom setting. Students from various campuses interact with each other and the instructor via computer interactivity and cameras. Students are expected to attend class on their campus in an assigned classroom that is appropriately equipped for this delivery method.

Internships

Davenport University believes that practical experience in the field of study is an integral part of a student’s preparation for career success. In recognition of this, many degree programs offer an elective internship option. These work experiences must be related to the student’s field of study and approved by the Department Chair, Associate Department Chair, or Program Director before enrolling in the course. Some internship sites may require that a criminal background check and drug screening process be completed. Students are encouraged to see their Advisor for details. Students will receive a letter grade for internship courses.

Minimum Grade Requirements

The D.W. Maine College of Business and College of Technology graduate courses require a C or better for successful completion of the course. A grade of “B” or better is required for all Capstone Experience (CAPS) courses, and they may be repeated only once.

The Master of Business Administration classes (ACCT, BUSN, FINC, HCMG, HRMG, MGMT, and MKTG) require a grade of C or better on the final assessment in the class in order to earn a passing grade in the course. This requirement must be met by all students completing these courses regardless of degree or program.

In addition to the required final grade of B or better, students in the Master of Business Administration with Concentrations must also earn a C or better grade on the final assessment in the
Capstone Experience (CAPS) courses either CAPS781, CAPS790 or CAPS799 for successful completion.

The Executive Master of Business Administration graduate courses require a C or better for successful completion of the course. A grade of “B” or better is required for CAPS780M and CAPS796M and they may be repeated only once.

The Master of Science in Health Informatics and information Management graduate courses require a C or better for successful completion of the course. A grade of “B” or better is required for HINT797, HINT799 or SABR781 and they may be repeated only once.

The Master of Science in Nursing courses (NURS) and the Master of Science in Occupational Therapy courses (OCTH) have a grading scale of A – B- or F.

Exceptions are as follows:

- NURS795 and NURS799 are graded on a Pass/Fail basis.
- Fieldwork courses (OCTH715, OCTH745, OCTH785, OCTH795A and OCTH795B) are graded on a Pass/Fail basis
- A grade of B or better is required in OCTH789 and OCTH799.

The Master of Education in Urban Education courses require a grade of “B” or better for successful completion of each course.

**Capstone Experience**

The CAPS Capstone Experience courses, MGMT795, HINT797, HINT799 or SABR781, NURS795 or NURS799, OCTH789 and OCTH799 are the summative courses for the graduate degree programs.

These summative course are typically completed as the last course in the graduate program but refer to the recommended program sequence or the program’s Student Handbook for specific program details.

**D.W. Maine College of Business**

**MBA Capstone**

For the MBA Capstone Experience (CAPS790 or CAPS799), students are required to submit a Capstone Intent Form to their home campus Associate Department Chair and/or their instructor for review and approval. Students will not be allowed to register for the appropriate Capstone Experience class if the Intent Form has not been approved. See chart below for the submission and approval deadlines for CAPS790 MBA Capstone Internship and CAPS799 MBA Capstone Experience. The Intent Form can be submitted as early as halfway through the graduate program but no later than the session before taking the Capstone Experience. The Capstone Guidebook, which outlines the course requirements and contains necessary documents, will be provided.

<table>
<thead>
<tr>
<th>CAPS790 MBA Capstone Internship</th>
<th>Submission Deadline</th>
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**CAPS799 MBA Capstone Experience**

<table>
<thead>
<tr>
<th>Submission Deadline</th>
<th>Approval Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1st session</td>
<td>July 1</td>
</tr>
<tr>
<td>Fall 2nd session</td>
<td>September 15</td>
</tr>
<tr>
<td>Winter 1st session</td>
<td>November 15</td>
</tr>
<tr>
<td>Winter 2nd session</td>
<td>January 15</td>
</tr>
<tr>
<td>Spring/Summer 1st</td>
<td>March 15</td>
</tr>
<tr>
<td>Spring/Summer 2nd</td>
<td>May 15</td>
</tr>
<tr>
<td></td>
<td>June 1</td>
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</tbody>
</table>

**Master of Management (MM) Capstone**

For the Master of Management summative course (MGMT795), students should refer to the D.W. Maine College of Business website for details.

**College of Health Professions**

For more information on the Master of Science in Health Informatics and Information Management (MS) Capstone course choices HINT797, HINT799 or SABR781 refer to the College of Health Professions website or the Student Handbook.

**Master of Science in Occupational Therapy**

Students in the Master of Science in Occupational Therapy will complete their final required fieldwork course OCTH795B Level IIB Fieldwork and OCTH799 Entering the Profession in their last semester of attendance.

**Master of Science in Nursing (MSN) Capstone**

Students in the Master of Science in Nursing program must obtain approval for their proposed research topic from the MSN Faculty Research Advisor before initiating the research thesis. NURS795 or NURS799 is expected to be completed one semester prior to graduation. Refer to the College of Health Professions website for additional information on NURS795 and NURS799.

**College of Technology**

**MSIA and MS Technology Management Capstone**

For the Master of Science Information Assurance (MSIA) Capstone Experience (CAPS795) and the Master of Science (MS) Technology Management (CAPS798), students are required to submit a Capstone Intent Form to their Faculty Advisor for review and approval. Students will not be allowed to register for the appropriate Capstone Experience class if the Intent Form has not been approved. The Intent Form can be submitted as early as halfway through the graduate program but no later than the beginning of session before taking the Capstone Experience.

Master of Science Information Assurance (MSIA) students are expected to complete IAAS786 a minimum of one semester prior to enrolling in the Capstone Experience, CAPS795. For more details the MSIA Capstone Guidebook and the Capstone Intent Form are available at http://www.davenport.edu/college-technology/center-academic-excellence-isaac/links-resources

Master of Science (MS) in Technology Management students are expected to complete TMGT788 a minimum of one semester prior to enrolling in the Capstone Experience, CAPS798. The MS in
Academic Integrity

Dishonesty

Davenport University recognizes the principles of honesty and truth as fundamental to ethical business dealings and to a vibrant academic community of faculty and students. All members of an academic community shall be confident that each person’s work has been responsibly and honorably acquired, developed and presented. The work that a student submits shall be a fair representation of his/her ability, knowledge and skill. The University expects students to respect and exhibit these principles as they form the basis of the quality of the institution and the quality of Davenport's graduates. As stated in the Student Code of Conduct the University may discipline a student for academic dishonesty. Academic Dishonesty is defined as any activity that undermines the academic integrity of the institution.

Academic dishonesty includes, but is not limited to, the following:

1. Cheating
2. Fabrication
3. Facilitating Academic Dishonesty
4. Interference
5. Plagiarism, including self-plagiarism, which is defined by the 2010 APA Manual sixth edition, Section 6.2, page 170, as being “The practice of presenting one’s own previously published work as though it were new”
6. Violation of Course Rules

Definitions of these violations can be found in the Student Code of Conduct (http://www.davenport.edu/student-affairs/studentconduct/policies)

Minor violation

A minor violation occurs the first time the student has a breach of academic integrity and typically involves an assignment or activity that does not represent a significant part of the course grade. The academic sanction for a minor Academic Dishonesty violation will be left up to the discretion of the faculty member but generally will be a zero given on the assignment or activity.

Major violation

A major violation can occur in one of two ways:

1. A major level violation occurs the second time a particular student has a breach of academic integrity involving an assignment or activity regardless of whether it represents a significant part of the course grade as described above.
2. A major level violation occurs when the infraction is a first violation that occurs on an assignment or activity that is a significant part of the course grade such as an exam or major paper.

The sanction for a major academic integrity violation shall be an “F” in the course. When an academic integrity violation includes flagrant behavior or the student’s overall behavior or performance record is substandard, the faculty member shall refer the incident to the Office of Student Affairs for disciplinary action pursuant to the Student Code of Conduct. The Office of Student Affairs may also initiate disciplinary procedures against students with repeated academic integrity violations.

Process for Violations

Once a faculty member (or Department Chair) in the absence of the faculty member believes a student has violated the Academic Dishonesty Policy either during the course or after the completion of the course, will notify the student via the University’s student email system (PantherMail) within ten business days to request a meeting to discuss the incident. This meeting can be held in person, via phone, or virtually. As a result of this meeting, if the faculty member determines there is a violation, he/she will submit a University Incident Report along with any supporting documentation, and can assign a sanction for the incident. Notification of a sanction shall be submitted to the Department Chair and College Dean. If the student does not respond to the faculty member’s request for a meeting or if the student fails to meet with the faculty member, the faculty member can submit a University Incident Report along with any supporting documentation, and can assign an academic sanction for the incident. A student involved in the Academic Dishonesty Policy violation process may continue coursework until the matter is final unless due to the nature of the violation the Provost deems the student unfit to continue in the class, and/or participate in an internship/clinical.

Appeal

If the student does not admit responsibility for the violation, or does not accept the sanction by the faculty member, the student may appeal in writing to the faculty member’s Department Chair. The instructor and student will both present documentation to the Department Chair within ten business days from the initial meeting. The Department Chair, or their designee, will review the documentation with the faculty member and student, either together or separately within ten business days of receiving documentation. This review can be held in person, via phone, or virtually. The Department Chair, or designee, will make a decision within ten
business days. Students may still be subject to further disciplinary action under the Student Code of Conduct. If the student does not accept the decision of the Department Chair, he/she can appeal in writing to the Dean of the College in which the course resides (or designee) within five business days of the decision of the Department Chair. The appeal is allowable only if there is new evidence not available at the time the student met with the Department Chair, or if the student believes the sanctions were disproportionate to the violation. The Dean will decide whether or not there is a basis for an appeal and, if there is, upon consideration of the appeal may, using his or her discretion, change any determination and any sanction levied within ten business days of the appeal. The decision of the Dean will be final. The student may still be subject to further disciplinary action under the Student Code of Conduct.

### Attendance Policy

Class attendance is vital in achieving learning outcomes and may be a valid consideration in determining a student’s final grade or continuation in a particular program. The dynamics of the classroom environment, level of interaction, and participation during a given class make attendance critical for achieving academic and professional excellence. Any course specific attendance requirements will be clearly stated in the graduate course syllabus. Absence from class is not considered a withdrawal.

### Course Syllabi

The purpose of the syllabus is to inform students of an instructor’s expectations and the course’s learning outcomes, methods, assignments, and evaluation procedures. Syllabi should be considered statements of intent and not contracts.

### Academic Standards of Progress

Students in the Davenport University graduate programs are expected to maintain a high level of academic success in their course work. In order to ensure this academic expectation is met a minimum 3.0 or better cumulative grade point average (GPA) must be maintained or the student is placed on a probationary status. Once on a probationary status, the student must achieve a semester GPA of 3.0 or better in each subsequent semester of attendance. Listed below is a description of each graduate level probationary status.

#### Graduate Academic Probation

If at any time a graduate student’s cumulative GPA falls below 3.0, the student will be placed on Academic Probation. Students will have one additional semester on Academic Probation (Graduate 2nd Probation) to increase their cumulative GPA to a 3.0 or better as long as they maintain the 3.0 or above semester GPA. Failure to achieve the 3.0 or better semester GPA following Graduate Academic Probation will result in Academic Dismissal. Students on probation will be allowed to take only one class per seven-week session or two classes in a full semester or a course schedule approved by the appropriate College academic individual until their status is Good Standing Post-Probation. Students are encouraged to contact their advisors to discuss measures to improve academic standing.

#### Graduate Academic Warning

A student on Graduate 2nd Probation who fails to increase their cumulative GPA to a 3.0 or above will be placed on Academic Warning. Students will stay on Academic Warning as they increase their cumulative GPA to a 3.0 or above as long as they maintain the 3.0 or better semester GPA. Failure to achieve the 3.0 or better semester GPA will result in Academic Dismissal. Students on warning will be allowed to take only one class per seven-week session or two classes in a full semester or a course schedule approved by the appropriate College academic individual until their status is Good Standing Post-Probation. Students are encouraged to contact their advisors to discuss measures to improve academic standing.

#### Graduate Good Standing Post-Probation

A student on Graduate 2nd Probation who fails to increase their cumulative GPA to a 3.0 or above as long as they maintain the 3.0 or better semester GPA will result in Academic Dismissal even if the cumulative GPA is 3.0 or above.

#### Graduate Academic Dismissal

A graduate student who has been on a probationary or warning status at any time must maintain a 3.0 or better semester GPA in every subsequent semester of attendance. Failure to achieve the 3.0 or better semester GPA will result in Academic Dismissal even if the cumulative GPA is 3.0 or above.

#### Re-entry Following Dismissal

A Davenport University graduate student who has been dismissed from the University for academic reasons may apply for re-entry under the following conditions:

- There must be a lapse of at least one semester (including spring/summer) following the dismissal.
- A letter requesting re-entry should be submitted to the Associate Dean at least four weeks before the semester/session in which the student wishes to re-enter. Once reinstated, the student must meet the required conditions of re-entry and maintain a 3.0 GPA or better in each subsequent semester or he/she will face final dismissal.
- No re-entry will be considered after a final dismissal.

### Graduate Course Failure Policy

In addition to the Academic Standards of Progress, Davenport University has academic standards that apply to any student that receives a failing grade (F or NF) in a graduate level course. A letter from the University Registrar will be sent at the end of each semester to all students that have received a failing grade.

#### A Failing Grade is Received

Students who receive a failing grade in the semester will be sent a letter notifying them that they must contact their academic advisor before the end of the first week of the subsequent semester. The advisor will discuss the reasons for the failing grade and recommend appropriate academic support services.
Students must repeat the failed course in the next semester of attendance subsequent to earning the F grade.

**A 2nd Failing Grade is Received in the Same or Equivalent Course**

Students who receive a 2nd failing grade in the same or equivalent course in the semester will be sent a letter notifying them that all subsequent semesters’ classes have been dropped and the student has been placed on Graduate Academic Suspension.

**Graduate Academic Suspension**

Students placed in Graduate Academic Suspension must meet with the appropriate academic individual for their College. Students must submit a letter of appeal for reinstatement with the Davenport University approved Coversheet prior to the meeting. The letter should detail any extenuating circumstances that prevented academic success in the course. It should also provide a detailed plan that the student will follow to ensure academic success in the same course if granted re-entry to the program.

Students reinstated following Graduate Academic Suspension who fail the same course for the third time or do not maintain a 3.0 or better GPA in each subsequent semester will face final dismissal.

The decision of the College academic individual is final.

**Course Work and Grades**

**Grading System**

A grade represents an evaluation of student academic achievement in a given course. Students will be assessed on academic progress throughout the program of study.

**Grading Scale**

The grading scale and grade-points used for the graduate programs are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>4.00 A</td>
</tr>
<tr>
<td></td>
<td>3.70 A-</td>
</tr>
<tr>
<td>Above Average</td>
<td>3.30 B+</td>
</tr>
<tr>
<td>3.0 (acceptable level of attainment)</td>
<td>3.00 B</td>
</tr>
<tr>
<td></td>
<td>2.70 B-</td>
</tr>
<tr>
<td>Average</td>
<td>2.30 C+</td>
</tr>
<tr>
<td>2.0 (lowest acceptable level of attainment)</td>
<td>2.00 C</td>
</tr>
</tbody>
</table>

**Incomplete Grades**

If faced with an emergency such as a severe illness that prevents the completion of a course within the session/semester, students may request an Incomplete, using the Incomplete Request Form.

A student must have successfully completed a minimum of 70% of the course work for the request to be considered. The faculty member may accept or deny the request. Documentation of the extenuating circumstances may be required. If the request is accepted, the faculty member will sign the form and forward it to the campus Director of Academic Services.

If the request is approved, a grade of “I” will be recorded on the grade report. A copy of the Incomplete Request Form will be filed in the Registrar’s Office, and the student and the faculty member will each retain a copy.

The maximum time allowed for an Incomplete is 30 business days after the start of the next semester. Faculty may designate fewer than 30 business days if they so choose. After 30 business days, the grade will automatically be changed to an “F.”

Students should be aware that an “I” grade in a course does not reflect credit for the course. If a course with an “I” grade is a prerequisite for another course, the other course may not be taken until the “I” grade has been changed to reflect a passing grade.

**Grade Reports**

Grades may be viewed and printed from the Student Connection on the University website at the end of every session/semester.

**Return of Student Course Work**

A student who wishes to have papers returned after the end of a course must submit a self-addressed, stamped envelope to the faculty member teaching the course by the end of the last scheduled class. Team projects will be returned to one designated student only. The University will not be responsible for storing, copying, or returning student papers. The faculty member will retain papers for one additional semester/session if not notified by the student at the end of the session. The faculty member will reserve the right to decide which course materials are returnable to the student.

**Repeating Courses**

When a course is repeated, both of the course grades will remain on the student’s transcript but it is the highest grade received for the repeated course that will be used to calculate the cumulative GPA. Course credit can be received only once for the same course unless the course is specifically designated as repeatable for credit in the course description.

A student receiving a grade of “B-” (2.70) or lower may request permission to repeat the course. The student is responsible for submitting the request in writing to the appropriate Associate Department Chair, Associate Department Chair, or Program Director.
Final Grade Appeal

The grade appeal process should be used only when the student believes that the final course grade assigned is unfair. It is not to be used to challenge grades on individual assignments or quizzes. A grade appeal is not appropriate when a student simply disagrees with the faculty member’s judgment about the quality of the student’s work. Grounds for a grade appeal are:

- The grade has been assigned on the basis of something other than performance in the course.
- Standards utilized in the determination of the student’s grade are more exacting or demanding than those applied to other students.
- An error in calculating the grade.
- The grade is based upon standards that are significant, unannounced, and unreasonable departures from those articulated in the course description or syllabus distributed at the beginning of the course.

The Director of Academic Services or his/her designee is responsible for ensuring that the appeal is resolved in a timely manner. The grade appeal should be finalized within 30 days from Step 1.

It is the responsibility of the student to justify that a change of grade is an appropriate action. Students must adhere to the timelines delineated in this policy.

STEP 1: Within THREE days of the beginning of the following session/semester, the student begins the grade appeal process by contacting the Instructor in an attempt to resolve the grade dispute in an informal and cooperative atmosphere, utilizing the Grade Appeal Form. (The instructor should document this meeting on Part 1 of the Appeal Form. The instructor will forward the completed Appeal Form to the Director of Academic Services or his/her designee.)

STEP 2: If the student and instructor are unable to reach a resolution, the student will submit a detailed written statement, with supporting documentation, to the Director of Academic Services or his/her designee within 10 days of the instructor’s denial to begin the formal appeal process following the instructor’s response. The Director of Academic Services or his/her designee will facilitate a discussion with the Instructor, the student, and the Department Chair either face to face or via email. The student will be informed of the decision by the Department Chair. Part 2 of the Appeal Form will be completed and returned to the student with the decision of the Department Chair.

STEP 3: If the issue is not resolved to the student’s satisfaction in Step 2, the student may submit a request to the Department Chair to appeal to the Student Faculty Relations Committee (SFRC) within 10 days of the Department Chair’s denial. In order to advance the appeal to this third and final step, the student must provide information that has not previously been considered as a part of the appeal or additional documentation demonstrating why the decision reached by the Department Chair was in error. The Department Chair will establish an ad hoc (pro tem) review committee made up of a student, a faculty member, and a director of academic services. The Department Chair will forward all written documentation, including the Appeal Form, to the SFRC. The SFRC will provide a written decision. The decision of the SFRC is final.

Students who appeal an online course grade must use email.

Transcript Request Procedure

Official academic transcripts can be ordered online through the National Student Clearinghouse www.studentclearinghouse.org. This service allows secure ordering online 24/7 with the ability to track the order online. The current fee is $10.00 per transcript and is subject to change by action of the Board of Trustees. Transcripts sent to students will be stamped “ISSUED TO STUDENT” and may not be accepted by another college/university or employer as official. Davenport University strongly recommends that transcripts be sent directly from the University to their final destination. Transcripts cannot be released for any student with a financial obligation to the University.

The process to order transcripts detailed above is also used to order transcripts from any of the institutions listed below.

Davenport University antecedents:
- Davenport College
- Detroit College of Business
- Great Lakes Junior College (formerly: Saginaw Business Institute)
- Lansing Business Institute
- Parsons Business College

Davenport University is designated as the “keeper of records” for the following institutions:
- Argubright College
- Borgess School of Nursing
- Institute of Merchandise and Design
- Jordan College
- Nazareth College

Transcripts (or copies) sent to Davenport University from other institutions cannot be released.

Military/Veterans’ Educational Benefits Information

Davenport University recognizes the extraordinary contributions of the members of our armed services. We also understand the unique challenges faced by active or reserve service members and veterans in transitioning to the college environment. Davenport University is committed to providing an environment that provides service members and veterans flexible learning experiences and a professional setting to pursue their academic and personal goals.

Your service may entitle you to several education benefits. Students who are currently serving, veterans, or dependents of such are encouraged to communicate their status during the admissions process to their advisor or military support team member on their campus. Military and veteran students are eligible for a discounted tuition rate and are eligible to receive textbooks in electronic format with proof of purchase among other support services. The student’s respective advisor or military support team member should be contacted to request etext.
Davenport University is committed to ensuring a continuity of study for every active service member who cannot complete a semester as planned due to a reassignment or deployment. Where possible, the student’s faculty member along with the respective Associate Department Chair and other appropriate academic administrator(s) will create alternative completion plans for any active semester credits that cannot be fulfilled as designed on the original course syllabus. These plans are developed while ensuring the quality and content of course material and the integrity of the student’s degree is maintained. A student must provide documentation regarding any such orders and contact his/her advisor or a military support team member to begin the process.

To receive military and veteran’s education benefits, a student must maintain satisfactory academic progress and conduct. Accordingly, benefits will be terminated for individuals who are disqualified, suspended or expelled from the University. Only degree programs may be certified for benefits.

Students who receive veterans’ educational benefits are expected to maintain academic progress according to the criteria listed below.

1. Graduate degree students will be checked for academic probation, for certification purposes, based on a 3.0 cumulative GPA.
2. Davenport University will notify the VA immediately when the student has a cumulative GPA below 3.0 for two consecutive semesters.
3. Certification remains denied until the student achieves a cumulative GPA of 3.0 or higher.
4. If students withdraw from any classes or receive a failing grade for not attending, Davenport University will notify the VA of the date when the official withdrawal was done or will report the last attendance date as recorded by the course instructor.
5. Procedure for re-entry following Graduate Academic Dismissal is found in the Academic Policies and Procedures section under Academic Standards of Progress of this catalog.
6. Davenport University informs students who request certification for veterans’ benefits in writing of the credit granted for previous training. Students are also informed in writing of the number of credits necessary to complete the course or program for which they are enrolled. For more information regarding veterans’ benefits, students should contact a veterans’ certifying official at 1-866-925-3884.
7. For the purpose of certifying VA students in the Veteran’s Administration System (VAOnce) a graduate student scheduled for three (3) credit hours in a 7-Week Session is considered at full time status.

Davenport University Testing

Testing is offered at many of the Davenport campuses. Students may take the COMPASS test for placement, CLEP, Competency, and DSST for course credit, Certiport Microsoft Office Specialist 2010 (MOS) exams for certification and course credit, and Prometric and Pearson VUE IT certification exams. Please check the Testing Web pages (www.davenport.edu/testing) to see which tests are offered and at which campuses. For testing questions, email Testing@davenport.edu.

Davenport University Tutoring

Davenport University provides free in-seat and online tutoring for students. In-seat tutoring is scheduled based on the courses offered at each campus and on the session/semester course schedule. Tutoring hours are drop-in and/or by appointment. Online tutors offer more flexible hours and can be accessed by all in-seat and online students. For tutoring questions email Tutoring@davenport.edu. Resources and more information can be found on the DU Tutoring webpage (www.davenport.edu/tutoring).

Release of Information Statement

The Family Education Rights and Privacy Act (FERPA) affords students the right to access their educational records. This includes the right to:

- Inspect, review and/or request an amendment to records
- Consent to disclosures of personally identifiable information in these records
- Restrict disclosure of personally identifiable information designated as directory information that may be released without the student’s consent
- File a complaint with the U.S. Department of Education for alleged failure by Davenport University to comply with FERPA requirements

Directory information includes the student’s name, address, telephone number, email address, birth date, academic program (major field of study), dates of enrollment, enrollment status, degrees, awards, honors, past and present participation in officially recognized sports and activities, and physical factors of athletes (height and weight).

Photos taken at University sponsored events or in public areas of the campus may be used in marketing materials.

**Student Right To Know**

As a result of Student Right-to-Know and Campus Security Act of 1990, each educational institution must publish student completion rates for full-time, first-time undergraduate students (i.e., students with no prior college/university experience). The completion rate for the full-time first-time undergraduate students who started in the fall of 2007 and graduated by the end of the 2012/2013 academic year is 39%. These first-time full-time students made up less than 20% of the university enrollment.
NONACADEMIC POLICIES & PROCEDURES

Security Services

Davenport University places a high priority on keeping its locations safe for students, employees, and visitors. In compliance with federal campus safety disclosure regulations, Davenport University’s annual security report includes statistics for the previous three years of reported crimes that occurred on campus, in certain off-campus buildings owned or controlled by Davenport University, and on public property within, or immediately adjacent to and accessible to, each location. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, crime prevention, the reporting of crimes, sexual assault and other matters. Printed copies of the University’s security report are available on http://www.davenport.edu/risk-management or by contacting the Executive Director of Security, at (616) 732-1155.

Anti-Harassment Policy

Davenport University supports a culturally diverse academic community and is committed to maintaining a positive environment that fosters respect among those represented in the University community. The policy of Davenport University is to provide an environment free from sexual harassment and acts of harassment on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender, sexual orientation, veteran status and weight. Such harassment does harm to those who experience it and destroys the environment of mutual respect and tolerance that must prevail if Davenport University is to fulfill its mission. Therefore, prohibited harassment will not be tolerated at the University.

Prohibited Conduct

Harassment

Harassment is unprofessional conduct that could reasonably be understood as any of the following:
1. Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual’s participation in or access to educational activities and programs;
2. Submission to or rejection of such conduct by an individual is used as the basis for participation in or access to educational activities and programs, or
3. Such conduct is unprofessional and has the purpose or effect of unreasonably interfering with or creating an intimidating, hostile, or offensive working or educational environment.

Consensual Relationships

Consenting romantic and sexual relationships between faculty/staff and their students or between supervisors and their subordinates is inappropriate. The faculty/staff member who enters into a sexual relationship with a student or subordinate where a professional power differential exists must realize that if a charge of sexual harassment is subsequently lodged, it will be extremely difficult to use mutual consent as a defense.

Complaint Procedure

A faculty or staff member with a complaint should immediately report it to his or her supervisor and the Human Resources Office representative. A student or visitor who becomes aware of a complaint should immediately report it to the Campus Director. In the event that a supervisor is contacted, the supervisor is responsible for ensuring that the Human Resources Office representative is notified. Depending upon the alleged complaint, the Human Resources Office representative or Director of Student Services may contact the Department of Security Services or appropriate local authorities to conduct an initial inquiry and determine whether criminal charges are warranted. The Human Resources Office representative or the Campus Director will review complaints in accordance with applicable University policies and procedures. All good faith complaints shall be investigated and appropriate corrective action will be taken based on results of the investigation.

Awareness

Members of the University community are responsible for knowing and understanding the University’s policy prohibiting harassment. Faculty and staff who do not understand the policy should contact their department head or director. Department heads or directors who need assistance in understanding, interpreting, or applying the policy should contact Human Resources for clarification.

Harassment Accusations

The accused will have an opportunity to hear and respond to the complaint brought against him/her. Judgments are not made or action taken until the investigation is complete. Whether a specific act violates the policy, will be determined on a case-by-case basis, with proper regard for all circumstances.

Sanctions

Any person who violates the University’s Anti-Harassment Policy may be subject to a range of sanctions (in accordance with University policies), which could include, but is not limited to, dismissal, according to due process, from the University and/or
termination of employment. Violators may also be subject to civil action or criminal prosecution because harassment and other discriminatory behavior may violate state and/or federal laws.

**Retaliation**

Any attempt to retaliate against an individual who files a good faith complaint is prohibited by this policy and by law. Any attempt of retaliation is subject to the above sanctions and legal charges.

### Anti-Violence Policy

Davenport University is committed to providing a safe and healthy environment for all students, faculty, staff, and visitors, and therefore adopts a zero-tolerance policy against any form of violence. Davenport University will not tolerate any threats, intimidation, or acts of violence on our premises or against our students, faculty, staff, student employees, distributors or visitors. The University’s prohibition against threats, intimidation, and acts of violence applies to all persons involved in University operations, including, but not limited to, students, faculty, staff, student employees, contractors and temporary faculty/staff, and others. This policy applies to all University facilities and other locations where faculty/staff are engaged in University business.

Violations of this policy by any individual will be subject to disciplinary and/or legal action, as appropriate. Any attempt to retaliate against an individual who files a complaint is prohibited by this policy and by law. Anyone who attempts to retaliate may be immediately terminated from his or her employment and/or dismissed from the University.

### Definitions

A threat of violence includes any behavior that could be interpreted, by a reasonable person, as intent to cause harm to another person or damage to property.

- **Intimidation** – To coerce or inhibit by threats.
- **Act of Violence** – Conduct that causes bodily or intentional emotional injury to another person or damage to property.
- **Staff** – All regular, temporary, contract, and adjunct full-time and part-time faculty, staff, and student employees.
- **Students** – As defined in the Student Code of Conduct.

### Examples of Acts of Violence

Some examples of prohibited violence include, but are not limited to, the following:

- **Hitting** – Hitting, slapping, or shoving an individual.
- **Harming** – Threatening and/or harming an individual, his/her family, friends, associates, or his/her property.
- **Destruction** – The destruction of property owned, operated, or controlled by the University.
- **Threats** – Making a threat of violence through telephone calls, letters, electronic mail, or other forms of written, verbal, or electronic communication.
- **Intimidation** – Intimidating or attempting to coerce an individual to do wrongful acts.
- **Sabotage** – Sabotaging equipment or intentionally damaging property.
- **Suicide** – Disrupt the University community with a threatened or attempted suicide.
- **Weapons** – Possessing or displaying weapons.
- **Assault** – Assault, arson, homicide, or inflicting bodily harm.

### Complaint Procedures

If there is an emergency that requires police and/or medical personnel, please contact the local police or sheriff’s department and then notify those individuals responsible for security services. The necessary personnel will assist.

Faculty/staff who become aware of a threat, intimidation, or an act of violence should immediately report it to their supervisor and those responsible for security services. When an issue involving employees occurs, Human Resources must also be contacted. A student or visitor who becomes aware of a threat, intimidation, or an act of violence should immediately report the violation to those responsible for security services.

### Sanctions

Violation of the University’s anti-violence policy may result in legal action, criminal charges, and disciplinary action up to and including immediate dismissal from the University.

### Drug and Alcohol Policy

Davenport University has a vital interest in maintaining a safe and healthful learning environment for the benefit of its students, faculty and staff, and to ensure its successful operation as an educational institution. The University has established the following policy, which reinforces the University’s commitment toward promoting a drug-free learning and working environment:

It is the policy of Davenport University that the unlawful manufacture, distribution, dispensation, sale, purchase, possession, or use of controlled substances and alcohol is prohibited on University property or as part of its activities.

As a condition of receiving an education at Davenport University, each student is required by federal and state law to comply with the terms of this statement. Any student, faculty or staff member who is found to have violated the policy will be subject to sanctions by the University, which may include suspension, termination, expulsion and referral for prosecution. Violations of applicable local, state, and federal laws may subject a student or employee to a variety of legal sanctions including, but not limited to, fines, incarceration, imprisonment, and/or community service requirements.

Health risks generally associated with alcohol and drug abuse can result in, but are not limited to: a lowered immune system, damage to critical nerve cells, physical dependency, lung damage, heart problems, liver disease, physical and mental depression, increased infection, irreversible memory loss, personality changes, and thought disorders. Davenport University is committed to assisting students and employees with substance abuse problems through utilization of available drug and alcohol counseling, treatment, rehabilitation or re-entry programs. In addition, the University offers 24/7 access to its Students Assistance Program which is designed to address substance use and other problems that negatively affect students’ performance. Students should refer to http://www.davenport.edu/student-affairs/health-wellness for available treatment options.

### Reporting Accidents or Injuries

Injuries and illness, regardless of severity, should be reported immediately to the Security Services, or the Campus Director (or designee) to provide prompt evaluation and to obtain medical attention if necessary. The University does not operate a health care facility at any location. The Incident Reporting Form can be
found at http://www.davenport.edu/incident-report. Injuries must be documented on the Incident Report Form. This form is to be completed by the student, Security Services, Campus Director, and any witnesses to the injury, and is maintained by Human Resources.

Safety is everyone’s responsibility. To prevent accidents, please report any unsafe conditions or circumstances to the Campus Director or to Security Services.

**Reporting Criminal Activity or Other Emergencies**

Any criminal action or emergency that occurs at a location or at a school-related function should be promptly reported (by Accident/Incident Report) to Security Services, the Campus Director or his or her designee. This individual will determine the nature and severity of the crime and judge whether or not local or state authorities are to be contacted.

Completed Accident/Incident Report forms are directed to, and maintained by Human Resources.

The University will respond and cooperate with local or state authorities in the referral for prosecution of any individual(s) involved in criminal activity. The University may impose the following sanctions, depending on the severity of the crime:

1. Oral or written warning
2. Suspension for a specified period of time, with definitive standards for re-admission or return to work, or
3. Dismissal/Termination

Response to emergency situations will include a review of the circumstances that caused the incident and any actions necessary to prevent recurrence.

**Emergency Exits**

Since there is always the possibility of the need to evacuate the buildings, a system of illuminated EXIT signs has been installed for the students’ protection. The locations of fire exits are posted.

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**Campus Use Guidelines**

**Bookstore**

**Lettinga Campus Students Taking Classes on Campus:**
The Lettinga campus bookstore offers textbooks and course materials for all in-seat Lettinga Campus classes. Please visit www.duspirit.com to view the current titles offered. Prices and course information are subject to change.

**Online Classes or Students at Campus Locations:**
Students taking classes online or at any other campus should purchase their textbooks and course materials at MBSDirect http://bookstore.mbsdirect.net/davenportu.htm. Using the official bookstore site ensures you get the correct textbooks and materials required for your course. Many books are offered new, used, ebook and rental.

**Book Vouchers:**
Book vouchers are a part of your financial aid package. To establish a book voucher or if you have questions regarding your book voucher, speak with your advisor or email bookvouchers@davenport.edu

You may use your book vouchers to purchase your books and any required course materials. You may use your voucher at the Lettinga Bookstore, and the online bookstore: http://bookstore.mbsdirect.net/davenportu.htm


**Further Information:**
For further information, please see Bookstore Information at www.davenport.edu. You will find information and videos for step by step ordering information, current store hours, specials, events, and contact information.

**Information Technology Use Policy**

Davenport University provides several technology resources for use by faculty, staff, students, and other users that support its educational mission. These resources are continually changing due to advancements, but currently include computer hardware, software, services, email, voicemail, networks, mainframe, Internet access, and connections. These resources are provided to assist faculty, staff, and students to learn and conduct University-related business in the most efficient and effective manner. Technology resources may be used for limited personal use only during non-work hours. Email is provided to facilitate communications concerning the University’s educational mission and related business; the use of the University’s email system to distribute personal messages to multiple recipients is prohibited. Use of University technology resources to obtain or view inappropriate and/or sexually explicit information/pictures, distribute chain or junk mail, or other wasteful use is expressly prohibited.

All information residing in Davenport University’s computers, computer networks, and voice mail networks is the property of the University. The University prohibits the copying of any computer software from its computers or networks, including the University’s software or software owned by or licensed from third parties.

Davenport University students and employees are prohibited from loading any software, data, or information from outside sources onto the University’s computers or networks. All loading of outside software, data, or information shall be performed by someone who is authorized by the University to do so.

Information technology resources are to be used ethically and appropriately, in accordance with all University policies. All faculty, staff, students, and other users are required to:

- Protect all password and login information.
- Deny access to unauthorized users.
- Receive proper training prior to access.
- Cooperate with any and all investigations of concern, problems, or technical difficulty related to University technology resources.

Information technology resources may NOT be used:

- For personal gain.
- For any illegal activity.
- To display, receive, archive, store, distribute, edit, propagate, or record sexually explicit material, pirated software, or destructive materials (i.e., viruses, worms, etc.).
- To send harassing, abusive, intimidating, discriminatory, or other offensive emails.
Despite the use of passwords, all information on the University’s computer networks, computers, and voicemail networks are not private to employees. All information, communications, and data related to the University’s business sent or stored on University-provided computers and networks remain its property. Any information sent or stored on University-provided networks and computers can be monitored and inspected by the University in its discretion at anytime without notice. All passwords and codes on computers and networks must be approved by and be accessible to the University.

The University reserves the right to restrict, monitor, and/or interrupt the use of technology resources and the communications sent through any University technology resources, service, or online network. Any person who violates this University policy or applicable laws may also be subject to disciplinary action, including termination of employment. Please note that network or computing services outside the University may additionally impose their own conditions of appropriate use, for which all users are responsible.

**Email General Information**

Internet/Email is available at all PCs throughout the campus, providing a direct access to the World Wide Web. Wireless access is also available throughout designated sections of the campus.

**Parking**

Some Davenport University locations require a parking permit. Some locations charge a fee to obtain a parking permit. Unauthorized automobiles and those not parked according to regulations may be ticketed, towed and/or fined. Charges may be applied directly to a student’s account. Students may be processed judicially for non-compliance with the University’s Parking Policy. Driving that is deemed unacceptable by the University, including (but not limited to) reckless, careless, or negligent driving, may result in the loss of parking privileges and possible probation or dismissal for the student or students involved. The University assumes no liability for property damage, loss of articles, or bodily injury resulting from the use of the parking facilities. Designated handicapped parking spaces are available.

**Service Animals**

Service animals are dogs trained to assist people with disabilities in the activities of normal daily living. The Americans with Disabilities Act (ADA) and the Michigan Persons with Disabilities Civil Rights Act (MPWDCRA) enable service animals accompanying persons with disabilities to be utilized at Davenport. The ADA definition of service animals is “...any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability.” The full policy and procedures concerning Service Animals can be found at http://www.davenport.edu/student-affairs/disability-services.

**School Closing for Inclement Weather**

When weather conditions or emergencies such as power or equipment failures make it inadvisable to either hold classes or open University buildings, announcements will be made on local television and radio stations as well as the Davenport website. Students and staff should check carefully for information about the campus they attend or work at, since it is possible that some campuses may close while others remain open.

**Student Lounges**

Most campuses have Student Lounges where students may meet informally, and most of them have food and beverage vending machines. These lounges are intended for student use only. Some campuses also have a microwave oven for heating food. Bulletin boards are located at campuses for the purpose of sharing information regarding University sponsored or sanctioned events. Each campus must adhere to the University Posting Policy. In order to post on any designated bulletin board, posters must be approved prior to posting. Those interested in posting information should contact Security Services or the Campus Director at their location regarding the approval process.

**Use of the Davenport University Name and Logo**

All information regarding proper and allowable use of the Davenport University name and associated logos can be found on http://www.davenport.edu/branding-style-guide or by contacting the University’s Marketing Department at 616-732-1170.

**Vaccination**

Although general admission to Davenport University does not require proof of vaccination, students are encouraged to discuss the timing, risks and benefits of vaccination with their health care providers. Students entering the College of Health Professions will need to view the College of Health Professions handbook for health requirements which include vaccination requirements.

**Telephone Messages and Usage**

Students who receive an emergency telephone call will be notified in class. Please inform family, friends, etc., that emergency phone messages are for true emergencies only.

**Use of University Buildings and Equipment**

Campus facilities are open throughout the day and evening for the convenience of our students. Non-academic use of the facilities by groups must be approved by the campus’s administration.

If classroom equipment is not operating properly, it must be reported to the instructor immediately. Classroom equipment may not be tampered with or removed. Any costs resulting from damage or loss due to unauthorized movement or tampering with equipment will be the responsibility of the student(s) involved.

A clear distinction is made between classroom and office equipment at each campus. Office equipment—such as copiers, fax machines, postage meters, and office computers—is not for general student use. Photocopies can be purchased for a nominal fee in designated campus offices or in the Davenport University Library.
Student Arbitration Policy

It is the policy of Davenport University (the “University”) to encourage whenever possible the use of internal dispute resolution processes to resolve student disputes and to utilize arbitration to resolve such disputes where internal processes are unsuccessful. The University believes that arbitration of student disputes is an effective alternative to litigation for all concerned. The arbitration process offers several advantages to both students and the University. Binding arbitration is normally much faster and simpler than court proceedings. Because of this, it is also less costly.

It is vital to understand that this Student Arbitration Policy (the “Policy”) does not create or destroy any legal rights; it changes only the forum in which those rights will be resolved. In other words, neither the University nor the student may go to court or to an administrative agency to resolve a dispute subject to this Policy; rather, any and all disputes or disagreements between the student and the University relating to any Covered Claim (as defined below) must be resolved by binding arbitration.

1. Relationship to the Complaint Resolution Process. The Student Code, together with the University policies and procedures (collectively, the “Internal Process”) as identified in the Undergraduate and Graduate Catalog, contains the University’s dispute resolution procedure for students. The Internal Process uses different techniques, ranging from discussions with a student’s professor or faculty member to a more formal review, to resolve disputes. This Policy is not part of the Internal Process. It is, instead, a separate and freestanding University policy. If applicable, the student must first utilize and exhaust the Internal Process before a demand for arbitration can be made under this Policy, unless the University agrees in writing to bypass one or more of the steps of the Internal Process.

2. Initiating Arbitration. To demand arbitration of a Covered Claim, the demanding party must provide written notice to the other party no later than one hundred and eighty (180) calendar days from the date when the Covered Claim first arose or within the time period provided by law, if that time period is less than one hundred and eighty (180) calendar days. The demand must specifically identify the act(s) or omission(s) the party is disputing, identify the pertinent sections of the Student Code, statutes, law, and/or regulations on which the dispute is based, as applicable, and state what relief the party wants to obtain from the arbitration process. If a demand does not include the information in the preceding sentence, the responding party may request a more detailed statement of the claim(s) from the demanding party after appointment of an arbitrator. A student’s demand for arbitration must be provided to the University’s Provost by hand delivery or by first class mail. The University’s demand must be directed to the student’s last known address by first class mail. Failure to make a timely written demand for arbitration means that the party’s claims have been forever waived and can no longer be pursued against the other party in any forum.

3. Arbitration Proceedings. Within 15 days of initiating or receiving an appropriate, timely demand for arbitration, the University shall provide the student with a list of no less than three potential arbitrators who shall be independent third parties. The student must select an arbitrator from the list provided by the University. If the student does not select an arbitrator from the list within 15 days from the date the list is sent by the University, the University shall select an arbitrator from the list and that selection shall be binding on the student. The arbitration proceedings shall be confidential. The arbitration hearing(s) shall be held in the County where the student attends(ed) classes. Except to the extent inconsistent with this Policy, the arbitration shall be conducted pursuant to the Commercial Arbitration Rules of the American Arbitration Association, without application of any supplementary procedures, but the University shall not be required to, and the student may not elect to, utilize the services of the American Arbitration Association to manage or conduct any arbitration proceeding. All costs and expenses of the arbitration shall be borne equally between the University and the student, with each party to bear its/his/her own attorney’s fees and expenses. Any award under this Policy may be confirmed and a judgment rendered upon the Award by a court of competent jurisdiction. The University and the student hereby consent to the jurisdiction of any state court located within the County of Kent, Michigan or any federal court for the United States District Court for the Western District of Michigan for the entry of any judgment upon any Award.

4. Waiver of Judge or Jury Trial. By virtue of a student’s acceptance of this Policy on the Application for Admission and becoming enrolled or continuing to attend the University, the student and the University mutually agree to submit to final and binding arbitration all Covered Claims which they have against each other that would otherwise be brought in state or federal court or in an administrative agency. Consequently, both the student and the University expressly waive any right to have any Covered Claim resolved in a court of law by a judge or through a jury trial or before an administrative agency.

5. Covered Claims. A “Covered Claim”, for purposes of this Policy, means any claim that could be brought in state or federal court or administrative agency arising out of, or relating to, the student’s attendance at the University.

a. Covered Claims include, but are not limited to, claims involving laws against discrimination, including discrimination based upon sex, race, color, national origin, religion, disability, age, or any other category protected by state or federal law; claims based on admission, enrollment, class participation, suspension, expulsion, academic standards, or other academic matters; contract claims; tort claims; failure to educate claims; claims against current or former University Trustees, officers, employees, or contractors related in any way to Covered Claims; and claims for an alleged violation of any federal, state or other governmental law, common law, statute, regulation, or ordinance.

b. All procedural issues and questions of arbitrability relating to a Covered Claim shall also be submitted to the arbitrator, rather than the court, for resolution.

c. Each party may request such remedies, damages, or other relief allowable by the state and/or federal law applicable to their Covered Claim.
6. Miscellaneous. This Policy constitutes the sole method for the resolution of Covered Claims. If any provision of this Policy is found to be void or is otherwise unenforceable, in whole or in part, it shall not affect the validity of the remainder of this Policy, which will remain in full force and effect. The student understands that this Policy also is binding on any individual or entity claiming by or through the student or on the student’s behalf.

**Issue Resolution Process**

Davenport University is committed to a process that provides for the opportunity for the prompt and equitable resolution of all student complaints and issues to the satisfaction of both the member of the University community and the University. The Issue Resolution Procedure is designed to provide the University community with both an informal and formal process whereby a member of the University community may request the review and resolution of a concern if satisfactory resolution has not been reached by way of the daily problem-solving activities which, in most cases, should result in immediate resolution. Members of the University community are encouraged to address any concerns immediately with the supervisor of the area the issue or complaint lies; timely and candid discussions best assures that a minor problem does not develop into a major one. The entire Issue Resolution Process can be referenced at http://www.davenport.edu/student-affairs/student-conduct/issue-resolution.
STUDENT CODE

Introduction

The purpose of the Student Code is to provide all University students with guidance and to promote standards of personal integrity that are in compliance with the mission of the institution. Students attending the University automatically accept the application of the University’s Student Code and its processes. Any questions regarding the interpretation or application of the Student Code and its processes will be answered by Office of Student Affairs.

The following is the official policy of the University regarding student rights, responsibilities, and disciplinary procedures, including the hearing process, appeal process, and the application of sanctions.

The disciplinary procedures used by the University are considered part of its educational process and its philosophy to produce graduates who are ethically and professionally oriented. Hearings or reviews conducted as part of this process are not courts of law and they are not subject to many of the rules of civil or criminal hearings. Because some of the violations of these standards are also violations of law, students may be accountable to both governmental authorities and to the University for their actions.

Disciplinary action at the University will proceed at the discretion of the Executive Director of Student Affairs, notwithstanding any related civil or criminal proceedings.

The University reserves the right to alter, change, or modify these policies and procedures at any time as deemed best for the safety, security, and benefit of the University community. Any such changes will be published by the University.

Definitions

- “Business day” shall be defined as Monday through Friday excluding official University holidays.
- “Campus Designee” refers to a University appointee who is responsible for initiating the Student Code process at the local level.
- “Complainant” refers to a member of the University community, a student organization, or the University who is bringing charges against a student organization or a student. When the Complainant is a student organization or the University, a single person may be appointed by that body to represent it.
- “Executive Director of Student Affairs” means the University’s Executive Director of Student Affairs, or his or her designee.
- “Hearing Council” refers to the group of individuals that may be selected to administer the formal Student Code process, as outlined later in this document, to determine whether there has been a violation of the Student Code and to determine appropriate sanctions.
- “Member of the University community” includes any person who is a student, Faculty member, University official, or other person employed by the University.
- “Respondent” refers to a student organization or student charged with a violation of University policy, not the University itself.

“Student” shall be defined as any person admitted, enrolled or registered for study at the Davenport University. Student also includes persons not officially registered or enrolled for a particular term but who are eligible to enroll or have a continuing relationship with the Davenport University.

“Student Code” is defined as the written regulations of the University applicable to students and student organizations as found in, but not limited to, the Student Handbook, the University Catalog, University Residence Hall publications, the University web site, and any other official publications of the University.

Student Organization” includes all Athletic teams and club teams, student based organizations, including fraternities and sororities, registered with the University through the local campus office.

- “University” means Davenport University.
- “University Official” includes any person employed by the University who performs assigned administrative or professional responsibilities.
- “University property and University premises” include all land, buildings, facilities, and other property in the possession of the University or owned, used, or leased by the University, including adjacent streets and sidewalks.
- “University Technology Resources” includes but is not limited to University computers, networks, software, websites, and properties.

Student Rights

Each student is afforded the following rights:

1. Freedom from unlawful discrimination or harassment on the basis of race, sex, age, religion, national origin, disability, or sexual orientation under federal or state laws.
2. The right to information pertaining to academic standing, graduation requirements, and course requirements.
3. The freedom to establish student organizations consistent with University requirements, to pursue common educational interests.
4. The right to privacy of student records to the extent provided for under applicable federal or state laws. Information will be released only as allowed by federal and state laws.
5. The right to initiate a complaint that may bring about an investigation and/or disciplinary action involving another member of the academic community.
6. The right to a fair process as outlined in the Student Code of Conduct.

Student Responsibilities

Each student accepts the following responsibilities:

1. Students are expected to respect and value the rights of others, support the academic environment, follow standards of the community and encourage the proper use of University facilities.
2. Students are also expected to observe federal, state, and local laws, as well as University rules, regulations, and policies, including the use of existing procedures to resolve disputes.
3. Students are expected to make themselves aware of and comply with the policies and procedures governing them as members of the University community.
4. Students are expected to conduct themselves as mature individuals at all times consistent with the institution’s values, beliefs, and highest standards of ethics. This encompasses all conduct while on campus, off campus, and during all University-related endeavors, including, but not limited to, internships, practicums, clinicals, or other University-related experiences.
5. Students are expected to maintain a current local and permanent address with the University. Addresses may be updated through the University website.
6. It is the student’s responsibility to regularly check his or her email and respond to University notices appropriately.

Misconduct

Any student, group of students, or student organization found to have committed any of the following types of misconduct while on or off University premises, including virtual communications, is subject to disciplinary action by the University. The University also reserves the right to investigate and take Student Code action for any off-campus behavior of a student, group of students, or student organization, if such behavior is deemed inconsistent with the values of the institution. Participation in off-campus events that involve students or student organizations at which this Student Code has been violated, the University community or University operations are jeopardized, or at which participation has negatively impacted the reputation of the University. It also includes participation in an event that relates directly to the student’s or student organization’s continued suitability for enrollment or continued registration.

The following is not a complete listing of potential misconduct that may lead to discipline, but serves as a guideline to students and student organizations.

1. ACADEMIC DISHONESTY. The university may discipline a student for academic dishonesty, which is defined as any activity that tends to undermine the academic integrity of the institution. Academic dishonesty includes, but is not limited to, the following:
   A. Cheating A student may not use or attempt to use; give or attempt to give unauthorized assistance, materials, information, or study aids in any academic exercise, including but not limited to, the following:  
      1. A student must not use or give external assistance on any “in-class” or “take-home” examination, unless the instructor has specifically authorized in writing external assistance. This prohibition includes, but is not limited to, the use of tutors, books, notes, and calculators.
      2. A student must not use another person as a substitute in the taking of an examination or quiz.
   2. A student must not steal examinations or other course materials.
   3. A student must not allow others or offer to conduct research or to prepare work for him or her without advance written authorization from the instructor for whom the work is being submitted. Under this prohibition, a student must not make any unauthorized use of materials obtained from commercial term paper companies or materials prepared by other persons.
   4. A student must not collaborate with other persons on a particular project and submit a copy of a written report, which is represented explicitly or implicitly as the student’s individual work.
   5. A student must not use or give any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
   6. A student must not submit substantial portions of the same academic work for credit or honors more than once without written permission of the instructor to whom the work is being submitted.
   7. A student must not alter a grade or score in any way.
   B. Fabrication A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations of the sources of information.
   C. Facilitating Academic Dishonesty A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic dishonesty. A student is responsible for taking reasonable precautions to ensure his or her work is not accessed by or transferred to another individual wherein it may then be used to commit an act of academic dishonesty.
   D. Interference  
      1. A student must not steal, change, destroy, or impede another student’s work. Impeding another student’s work includes, but is not limited to: the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
      2. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.
   E. Plagiarism American standards of plagiarism refer to the intentional or unintentional use of previously created words, ideas, images, or creative works without proper documentation which includes citations of the sources used and a list of references. It is a student’s responsibility to ask the faculty member to clarify any questions on correct use of documentation for the work submitted in the course.
   The following are examples of activities considered plagiarism but may not be inclusive of all plagiarism activities:
   1. Purchasing any portion a paper
   2. Copying print or electronic text
   3. Having someone else write any portion of a paper
   4. Rephrasing/paraphrasing text to avoid detection
   5. Rephrasing/paraphrasing text without proper citation
   6. Copying diagrams, illustrations, charts, pictures, or other visual materials without proper citation
7. Using information from audio, visual, or other media without proper citation
8. Using information from personal communication (interviews, group discussions, telephone conversations, email, blogs, etc.) without proper citation
9. Using information from an employer Intranet without proper citation and without permission
10. Using an entire paper, word-for-word, written for one class in another class; small portions can be reused with proper citations, with the intent of building on the previous paper, thus creating a new paper
11. Submitting previously created material, including one’s own (self-plagiarism), without proper citation

F. Violation of Course Rules A student must not violate course rules as contained in a course syllabus which are related to the content of the course or to the enhancement of the learning process in the course.

2. ALCOHOL. The use, possession, or sale of alcoholic beverages by students is prohibited by Davenport University on all University property regardless of age.
   a. In any residence hall where any official resident or guest(s) of that room is not 21 years of age or older.
   b. In any residence hall where the official resident(s) or guest(s) of that room are of legal drinking age.
   c. When possession or use creates a danger to self or others, including but not limited to the sale, gift or transfer of alcohol to minors.
   d. Public intoxication, defined as being under the influence of alcohol or other drugs regardless of age, in circumstances where such behavior causes a disturbance or other concern to the University.
   e. The possession of alcoholic beverage containers is prohibited on campus; this includes collectable empty or full alcohol containers and dispensing paraphernalia.
   f. In the course of a University activity or student organization activity, when the possession or use is contrary to law and/or University policy.
   g. The use of University or organizational monies to purchase alcoholic beverages is prohibited

3. DISHONESTY. Acts of dishonesty, including but not limited to the following:
   a. Furnishing false information to any University official, faculty member, or office; this includes, but is not limited to, false information on an admission application, or any other document submitted to the University.
   b. Forgery, alteration, or misuse of any University document, record, or instrument of identification;
   c. Tampering with the election of any University-recognized student leader or student organization;
   d. Falsification of University records; each student is expected to complete any University record accurately and honestly; or
   e. A student shall not at any time make a false or misleading statement to any person charged with investigating or deciding the responsibility of the accused, reviewing a finding of responsibility, or determining or reviewing the appropriateness of the sanction or sanctions to be recommended or imposed.
   f. Representing or acting on behalf of the University or another individual when not authorized to do so

4. DISORDERLY CONDUCT. Engaging in intentional expression or conduct that substantially disrupts or interferes with the University’s normal functions, the rights of others or causes substantial disorder. Disorderly conduct may include any of the following:
   a. Taking action that threatens or endangers the safety, health, or life of self or others, or behavior that creates the impression of such endangerment;
   b. Conduct or behavior that the student knows or should know is reasonably likely to be considered obscene under the standards of the local community. Such behavior includes but is not limited to public exposure of one’s own sexual organs and voyeurism, including but not limited to video voyeurism. Video voyeurism means recording, or using, disclosing or distributing a recording of others in a location or situation where there is a reasonable expectation of privacy (including, but not limited to, a residence hall room, locker room, or bathroom), without knowledge and consent of all individuals involved;
   c. Abusive or offensive language inherently likely to provoke an immediate violent reaction, whether or not it actually does so or is grossly indecent or offensive to a reasonable member of the University community;
   d. Aiding any unlawful act or the violation of any University policy. Students are responsible for the behavior of their guests and visitors to the University premises;
   e. Conduct which adversely affects the student’s suitability as a member of the University community, as defined by the Office of Student Affairs; or
   f. Damage to University property or the property of another;
   g. Intent or commission to attempt a violation.

5. FAILURE TO COMPLY. Failure to comply with University sanctions or reasonable directives of University officials.

6. FIRE AND FIRE SAFETY EQUIPMENT. Possession of fireworks, incendiary devices, or other dangerous explosives or chemicals; the ignition of a fire or attempting to ignite a fire; or the improper use or disablement of safety or firefighting equipment, such as fire extinguishers, fire alarms, exit signs, or smoke alarms is prohibited.

7. HAZING. Hazing is defined as any action or situation that recklessly or intentionally, on or off University property, endangers the mental, emotional, psychological, or physical health or safety of a student or willfully causes the destruction or removal of public or private property for the purpose of initiation or admission into, affiliation with, or as a condition for continued membership in any student organization, including fraternities/sororities, athletic teams, and other organizations. The term shall include, but not be limited to, any brutality of a physical nature such as whipping, beating, tattooing, branding, paddling, forced calisthenics, exposure to the elements, treasure hunts, scavenger hunts, quests and road trips, forced consumption of food, liquor, drugs, or other substances, and any forced activity that would subject the individual to mental stress, such as sleep deprivation, forced exclusion from social contact, or forced conduct that results in embarrassment or ridicule. For the purpose of this definition, any activity described in this definition upon which the initiation or admission into, affiliation with, or continued membership in an organization is directly or indirectly conditional, shall be presumed to be “forced” activity, the
willingness of an individual to participate in such activity notwithstanding.

8. HARASSMENT/SEXUAL HARASSMENT.
   a. Harassment or threats. Harassment is unprofessional conduct that could reasonably be understood as any of the following:
      i. Having the purpose or effect of creating an intimidating, hostile, or offensive environment,
      ii. Having the purpose or effect of unreasonably interfering with an individual’s participation in or access to educational activities and programs,
      iii. Otherwise adversely affecting an individual’s learning opportunities or access to educational activities and programs.
   b. Harassment on the basis of age, color, disability, familial status, height, marital status, national origin, political affiliation, race, religion, sex/gender, sexual orientation, veteran status, or weight is considered a violation of University policy.
   c. Sexual harassment. Harassment on the basis of sex is a violation of state and federal law. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when:
      i. Submission to such conduct is made either explicitly or implicitly as a term or condition of an individual’s participation in or access to educational activities and programs,
      ii. Submission to or rejection of such conduct by an individual is used as the basis for participation in or access to educational activities and programs, or
      iii. Such conduct is unprofessional and has the purpose or effect of unreasonably interfering with or creating an intimidating, hostile, or offensive working or educational environment.

9. ILLEGAL DRUGS. The term “controlled substance” is defined by Michigan law, and includes, but is not limited to, substances such as marijuana, cocaine, narcotics, certain stimulants and depressants, and hallucinogens. The following actions are prohibited:
   a. Use, possession, manufacturing, distribution, or sale of marijuana, heroin, narcotics, or any other controlled substance which is prohibited by law. Intentionally or recklessly inhaling or ingesting substances (e.g., nitrous oxide, glue, paint, etc.) that will alter a student’s mental state is also prohibited;
   b. Production, manufacture, distribution or use of any drug, controlled substance or any substance used as a drug contrary to law;
   c. Use of a prescription drug if the prescription was not issued to the student, the distribution or sale of a prescription drug to a person to whom the prescription was not originally issued, or use of prescription drug violates local, state, or federal law;
   d. Possession of drug paraphernalia including but not limited to bongs or glass pipes
   e. Sale, gift or transfer of drugs, controlled substances, or drug paraphernalia, whether or not such sale, gift, or transfer occurs on or off campus.

10. INAPPROPRIATE USE OF TECHNOLOGY. Theft or other abuse of computers, related computing network, websites, equipment or data, including but not limited to the following:
    a. Unauthorized entry into, use, transfer or deletion of a file;
    b. Unauthorized use of another individual’s identification and/or password, or unauthorized provision of a student’s identification and password to another;
    c. Use of University technology resources to interfere with the work of another student, faculty member, University official or other entity;
    d. Use of University technology resources for personal gain or profit;
    e. Use of University technology resources to send obscene or abusive messages;
    f. Use of University technology resources to send or view pornographic material;
    g. Use of University technology resources to interfere with normal operation of the University computing system;
    h. Use of University technology resources to threaten, intimidate, or otherwise violate University anti-harassment or anti-violence policies.

11. OBSTRUCTION OR DISRUPTION. Acts of obstruction or disruption, including but not limited to the following:
    a. Obstructing or disrupting teaching, research, disciplinary procedures, and/or other University activities;
    b. Participation in a demonstration that disrupts the normal operations of the University, infringes on the rights of other members of the University community, or violates reasonable time, place, and manner restrictions;
    c. Leading or inciting others to disrupt scheduled and/or normal activities within any building or area; or
    d. Obstruction of the free flow of pedestrian or vehicular traffic on University premises.

12. SEXUAL CONDUCT.
    a. Sexual assault: Any sexual act or attempt to engage in any sexual act with another person without the consent of the other person or in circumstances in which the person is unable, due to age, disability, or alcohol/chemical or other impairment, to give consent;
    b. Sexual misconduct: Any intentional intimate touching of another without the consent of the other person or in circumstances in which the person is unable, due to age, disability, or alcohol/chemical or other impairment, to give consent;
    c. It is the responsibility of the person initiating sexual activity to make sure the other person is capable of consenting to that activity. Consent is given by an affirmative verbal response or acts that are unmistakable in their meaning. Consent to one form of sexual activity does not mean consent is given to another type of activity or any subsequent sexual activity.

13. TOBACCO USE. All buildings at all Davenport University campuses are designated as tobacco free. Smoking is prohibited in all indoor spaces; including, but not limited to, student centers, educational, housing and dining locations. Smoking is prohibited within a minimum twenty-five (25) feet of any Davenport building. Under FDA guidelines electronic cigarettes are regulated as tobacco products.
14. THEFT. Unauthorized possession or use of University property or the property of another.

15. UNAUTHORIZED ENTRY. Unauthorized entry, occupancy, or use of physical or virtual University premises or property.

16. UNAUTHORIZED ELECTRONIC OR DIGITAL RECORDING. Making, using, disclosing, or distributing a recording of a person in a location or situation in which that person has a reasonable expectation of privacy and is unaware of the recording or does not consent to it; and any other conduct that constitutes an invasion of the privacy of another person under applicable law or University regulation. Such conduct includes, without limitation, unauthorized recording of personal conversations, images, meetings, or activities.

17. UNAUTHORIZED USE OF UNIVERSITY PROPERTY, INCLUDING ONLINE PROPERTY. Students are authorized to use University property only as consistent with their coursework and related educational activities as provided for under this Student Code. Students enrolled in online classes and students using online learning tools or services agree to accept the terms and conditions placed upon the use of these materials. Specifically, online materials (including syllabus documents, lectures, discussion threads, and other course- and University-related materials found online) are the property of the University; and the only authorized use is for the purposes of completing University-related course work and related educational activities. University online materials shall not be disclosed, directly or indirectly, to any person or entity outside of the University, and (in the case of online classes) to anyone otherwise not involved in teaching or who is enrolled in the particular class.

18. VIOLATIONS OF CAMPUS, PROGRAM AND OTHER UNIVERSITY POLICIES. Outlined in University publications, including but not limited to those related to University supported housing, the Residence Hall Handbook, those related to Athletics, the Student Athlete Handbook, those related to the College of Health Professions, and the College of Health Professions Student Handbook, and those related to Student Employment, Anti-Violence, Anti-Harassment and the Student Employee Handbook.

19. VIOLATION OF LAWS. Violation of federal, state, or local laws is prohibited. This also includes any conduct that is disorderly, lewd, or indecent; breach of peace; or aiding, abetting, or procuring another person to breach the peace.

20. WEAPONS. Possession, use, control, or distribution of any firearms, or any other weapons on University premises or at a University function. Prohibited firearms and weapons include, but are not limited to, rifles; shotguns; handguns; tasers and stun guns; BB and pellet pistols and rifles that are spring, gas, or air powered; facsimile weapons; paint guns; sling shots; whips; hunting knives; throwing stars; swords; and bows and arrows. Illegal or unauthorized possession of firearms, explosives, other weapons or dangerous chemicals on University premises or use of any such item, even if legally possessed in a manner that harms, threatens, causes fear to others, or concern to members of the University.

Student Illness Statement
As permitted by law, the University reserves the right to require students who contract a contagious disease to withdraw from the University until they present a doctor’s statement that they are no longer infectious to others.

Student Code Process

Incident Reporting Process
Anyone wishing to report student misconduct shall document all relevant information via an incident report, which shall be provided to a member of the campus administration. An incident report can be filed online at https://publicdocs.maxient.com/incidentreport.php?DavenportUniv.

When a written incident report is filed, it shall be forwarded to Student Affairs personnel, or their designee, at the campus where the incident occurred. Following review of the incident report (which may include, without limitation, any and all research deemed appropriate by the Campus Designee regarding the underlying incident), a determination will be made by the Campus Designee (in possible consultation with other campus and/or University leadership) whether charges of misconduct should be filed in response to the incident. The University may take action against a student for violating the Student Code and the student and/or Complainant may use this procedure to appeal the decision and/or sanction.

Reporting an Allegation of Sexual Misconduct
Students who believe they have been a victim of sexual misconduct should report this privately to the Director of Housing, Director of Student Conduct, or Campus Director, who will inform them of their options and assist them in accessing services. Students may also complete an incident report or witness statement to Campus Security. When an allegation of sexual misconduct is reported to any school official, the incident may be investigated by the University. The student who reported the allegation may choose not to participate in any action taken by the University.

The Respondent and the Complainant of sexual misconduct offenses may receive assistance through the Executive Director of Student Affairs in changing academic schedules and on-campus living arrangements.

Interim Suspensions and No-Contact Orders
In certain circumstances, the Executive Director of Student Affairs or Campus Designee may impose a University or residence hall suspension prior to a Student Code hearing. Interim suspension may be imposed if the student poses a threat of disruption of, or interference with, the normal operations of the University or in order to ensure the safety and wellbeing of members of the University community; to preserve University property; to ensure the student’s own physical or emotional safety and the well-being and physical or emotional safety and well-being of others.

During an interim suspension, a student shall be denied access to the residence halls and/or University campuses (including classes) and/or all other University activities or privileges for which the student might be otherwise eligible, as specified by the Executive Director of Student Affairs or Campus Designee. A student may request a meeting regarding an interim suspension with the Executive Director of Student Affairs within five (5) days of the date of the notice of the interim suspension. The purpose of this meeting will be to determine the duration of the interim suspension. The decision of the Executive Director of Student Affairs is final and is not subject to review.
A student’s tuition, fees, and residence hall room and board will neither be refunded nor remitted, in whole or in part, due to an interim suspension.

At times, in the interest of public safety, it becomes necessary to restrict a student’s privileges and prohibit contact with specified individuals by issuing a “ban” or “no contact” order that prohibits entry to a specific location/s or contact with a specific individual/s. Unlike a court order, a University “ban” or “no contact” order is issued by the Executive Director of Student Affairs or Campus Designee. This order may be issued when the University determines necessary to protect safety and to preserve a peaceful environment in which all students can work, study, or live on campus. This action may be based upon a complaint or report of dangerous behavior filed with Campus Safety or Student Affairs. Violation of a “ban” or “no contact” order is considered misconduct and will result in disciplinary action that could include immediate suspension from the University.

**Initiation of Proceedings**

If the University chooses to file misconduct charges against a student, a hearing shall be conducted to review the alleged misconduct. The Executive Director of Student Affairs shall determine, at his or her sole discretion, whether the hearing shall be conducted before a single hearing officer or a Hearing Council. Formal notice of Student Code of Conduct proceedings will be sent to the student via the student’s University email account, certified mail, or other manner to inform the student that a hearing date has been set and charges are pending. The notice shall inform the student of the following:

- The misconduct alleged to have been committed;
- The date, time, and place of the alleged misconduct and other relevant circumstances;
- The date, time, and place of the hearing, which shall not be earlier than three (3) business days after the date of notice;
- That if the student desires to present one or more witnesses, the student must prepare a list of the persons whom the student may present as witnesses and/or whose statements may be offered as evidence at the hearing and submit the list to the Executive Director of Student Affairs no later than two (2) business days before the hearing; and
- That the hearing will be closed to the public.

**Overview of Hearings**

The purpose of a hearing is to provide the opportunity for the Campus Designee or Complainant and the Respondent to present all relevant information and evidence with regard to the alleged misconduct. It is the responsibility of the hearing officer or Hearing Council, as applicable, to consider impartially all relevant information and evidence, determine the facts, apply University policy, and impose appropriate sanctions if the Respondent is found responsible for the alleged violation.

University Student Code of Conduct hearings are administrative hearings that allow flexibility and are not courts of law. The Student Code of Conduct process is separate and independent from any civil or criminal action and may proceed even if a related matter is anticipated or pending in other forums. Rules of evidence and the criminal standard of proof do not apply. A hearing officer or Hearing Council, as applicable, is expected to find a student or student organization responsible for violations of University policies only if the information shows that it is more likely than not that misconduct occurred.

**Hearing Conducted Before a Student Conduct Hearing Officer**

A hearing conducted before a hearing officer is often called an individual hearing as the respondent meets with a singular hearing officer designated by the Executive Director of Student Affairs. A hearing conducted before a hearing officer occurs more frequently than a hearing held before a hearing council. During a hearing conducted before a hearing officer, the hearing officer will review with the respondent the report that led to the misconduct charges. The respondent will have an opportunity to admit or deny the charges and present any summary information he or she may have in response to the charges. If appropriate, the respondent may present witnesses or provide witness statements to the hearing officer for review. The hearing officer, after reviewing all information presented, will determine responsibility and, as appropriate, any sanctioning. A written decision will be generated within five (5) business days of the meeting.

**Hearing Conducted Before a Hearing Council**

If a hearing is held before a Hearing Council, the Hearing Council shall consist of one faculty member, one staff member, and one student from Davenport University. The members of the Hearing Council will be chosen by the Executive Director of Student Affairs from the available pool of current employees/students at the time of the hearing. The Executive Director of Student Affairs will identify individuals who, in his or her opinion, have no personal interest in the outcome of the hearing and can serve in a fair and impartial manner. If a potential member of the Hearing Council feels that he or she cannot render an impartial decision, he or she shall disqualify himself or herself. A person shall not serve on the Hearing Council if he or she is a witness who may testify in the matter, if he or she has a personal interest in the outcome of the matter, or if there is sufficient reason to believe that he or she could not serve in a fair or impartial manner. The Chair of the Hearing Council will be appointed from the identified members of the Hearing Council by the Executive Director of Student Affairs.

**Hearing Council Procedures**

Whenever a hearing in front of a Hearing Council is to be held regarding an allegation of misconduct, the Campus Designee or Respondent and the Complainant shall be given at least three (3) business days’ notice of the charges and of the date, time, and place of the hearing. Failure of the Respondent to attend the hearing will result in the case being heard in his or her absence.

The order of presentation of the hearing will normally be as follows:

1. Introductions and reading of the charge(s) by the Chair;
2. Opening statements by the Campus Designee or Complainant and Respondent;
3. Presentation of witnesses/documentation by the Campus Designee or Complainant;
4. Questioning of witnesses/documentation by the Respondent;
5. Presentation of witnesses/documentation by the Respondent;
6. Questioning of witnesses/documentation by the Campus Designee or Complainant; and
7. Closing statements.

The Hearing Council may ask questions of witnesses at any time and also facilitate the presentation of the case. The Hearing
Council may call additional witnesses or seek further evidence relating to a case if the Hearing Council desires clarification or further information.

All hearings shall be closed to everyone except the Hearing Council, appropriate University staff, the Respondent, the Campus Designee or Complainant, the observer/recorder selected by the University, and witnesses during the actual time of their testimony. The proceedings of the Hearing Council are presumptively confidential. Unauthorized disclosure of information by any party or witness involved during the hearing process may lead to disciplinary action.

The Respondent is entitled to be present at the hearing, to hear and respond to evidence regarding the charges, to present witnesses, and to question witnesses and other evidence.

 Witnesses must be members of the University faculty, staff, or student body, unless the chair of the Hearing Council rules that others may appear in the interest of the case. The Respondent and Complainant must give names of all relevant witnesses to the Campus Designee at least two (2) business days before the hearing. The Respondent and Complainant will have access to the names of all witnesses. It is the responsibility of the Respondent and Complainant to notify all witnesses of the date, time, and place of a hearing. If a witness fails to appear, the hearing shall be held in his or her absence.

All relevant information will be admissible. The chair, in consultation with the Council, will determine relevance.

All evidence and information presented to the Hearing Council is expected to be truthful, accurate, and complete. Failure to give truthful and complete information at a hearing may result in disciplinary action for a witness.

Following the proceedings, the Hearing Council will meet in private session to deliberate whether the Respondent is responsible or is not responsible for the charges based on the Hearing Council’s judgment of whether it is more likely than not that misconduct has occurred. Decisions shall be based on evidence presented at the hearing. The observer/recorder will remain in the session as a resource person, but will not participate in the deliberations. The Hearing Council must reach consensus, with all members of the Council giving input. The Hearing Council will submit a written report to the Executive Director of Student Affairs or designee. The written report will contain the findings of the hearing, and the sanction recommendation, if any. If the Respondent is found responsible for the violation(s) the committee will recommend one or more sanctions. The Executive Director of Student Affairs or designee may adopt, reject, or modify the Council’s findings and recommendations. The Executive Director of Student Affairs or designee will send the Respondent and the Complainant, if applicable, written notification of the decision of the Hearing Council and attach the Hearing Council’s written decision within five (5) business days after the close of the hearing. This notification will also include information on the appeal process.

**Appel Process**

Decisions of the hearing officer or the Hearing Council, as applicable, may be appealed to the Executive Director of Student Affairs. Appeals must be filed in writing with the Executive Director of Student Affairs within three (3) business days of receipt of the written notification of the decision. The Complainant or the Respondent, including the Campus Designee in case of University charges, may appeal the decision based on one or more of the following:

- New relevant material evidence or information has been provided that could not have been discovered at the time of the hearing;
- Procedural error that can be shown to have had a detrimental impact on the outcome of the hearing;
- Errors in the interpretation of University policy; or
- The sanction(s) imposed were not appropriate for the violation

The Executive Director of Student Affairs will decide whether or not there is a basis for an appeal and, if there is, upon consideration of the appeal may, using his or her discretion, change any determination and any sanction levied by the hearing officer or Hearing Council or remand the matter back to the original hearing officer, the original Hearing Council, or a new Hearing Council for further consideration.

The decision of the Executive Director of Student Affairs is final. Should a case be remanded back to a new Hearing Council, a student is entitled to an additional appeal consistent with the University’s standard appellate procedures.

**Sanctions**

**Sanctions for Individuals**

Any combination of the following sanctions or other sanctions may be imposed through the hearing process. Multiple and/or repeated violations typically result in increased sanctions. The sanctions listed are not inclusive, but merely serve as guidelines.

**Primary Sanctions:**

1. Formal warning: a written reprimand that expresses disapproval of the student’s actions and warns against any potential violations of University policy in the future.
2. Probation: a period of observation and review. Misconduct warranting probation will result in a minimum of one academic semester and maximum of the duration of the student’s academic career at the University. If found responsible for violating any University policies or failure to comply with other requirements stipulated during this period, the student may be immediately suspended from the University and/or its events pending further disciplinary review.
3. Suspension: results in immediate dismissal from classes and activities at the University for at least the remainder of the session/semester in progress and/or a specified period of time thereafter. Any additional violations or failure to comply with other requirements stipulated during this period of suspension may result in expulsion. During suspension, the student is not permitted to visit the University premises or attend any University functions without prior written permission from the Executive Director of Student Affairs. Any student who is suspended due to misconduct will not be entitled to any refund of tuition or other fees and may incur additional charges and fees after financial aid is adjusted.
4. Expulsion: The most severe sanction for violation of University policy is expulsion, which results in immediate dismissal and permanent separation from the University. Any student who is expelled due to misconduct will not be entitled to any refund of tuition or other fees and may incur additional charges and fees after financial aid is adjusted.
Additional Sanctions
5. University property restrictions: restriction from certain University facilities or property, either physical or virtual, for a definite period of time.
6. Housing unit suspension: separation of the student from the University housing unit for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.
7. Housing unit expulsion: permanent separation of the student from the University housing units.
8. Fine: a monetary penalty for property damage, theft, or other violations that result in inconvenience or cost to others.
9. Parental Notification: as permitted by law, the University reserves the right to disclose to parents or legal guardians information about a student’s violation of University regulations and policies and federal, state and/or local laws governing the use of alcohol or a controlled substance. The University may notify parents/legal guardians of alcohol or a controlled substance violation if the student is under the age of 21. The Office of Student Affairs determines the circumstances under which parental notification takes place.
10. Restitution: compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
11. Educational sanctions: require a student to write a paper, plan and present a program, attend a class or seminar, or complete other educational requirements.
12. Loss of privileges: denial of specified privileges for a designated period of time.
13. Disqualification from receipt of institutional financial aid while the sanction is imposed or possibly thereafter.

Sanctions for Student Organizations
Any combination of the following sanctions or other sanctions may be imposed through the hearing process. Multiple and/or repeated violations typically result in increased sanctions. The sanctions listed are not inclusive but merely serve as guidelines.

Primary Sanctions
1. Formal warning: a written reprimand that expresses disapproval of the student organization’s actions and warns against any future violations of University policy.
2. Probation: includes the loss of all group and campus wide social privileges, except philanthropy. A probationary period may range from four weeks to one full academic year, with a mandatory review before the student organization can be released from probationary status. Any additional violations or failure to comply with requirements stipulated during this period may result in suspension pending further disciplinary review.
3. Suspension: results in a loss of all meeting and activity privileges for a minimum of one full academic year and a maximum of four full academic years. Any additional violations or failure to comply with other requirements stipulated during this period will result in expulsion. Any student organization that is suspended due to misconduct will not be entitled to any refund of member dues or other fees.
4. Expulsion: the most severe violations of the University Student Code of Conduct by a student organization will result in dismissal and permanent separation from the University. Any student organization that is expelled due to misconduct will not be entitled to any refund of member dues or other fees.

Additional Sanctions
5. University property restrictions: restriction from certain University facilities or property, either physical or virtual, for a definite period of time.
6. Housing unit suspension: separation of the student from the University housing unit for a definite period of time, after which the members are eligible to return. Conditions for readmission may be specified.
7. Housing unit expulsion: permanent separation of the student organization from the University housing units.
8. Fine: a monetary penalty for property damage, theft, or other violations that result in inconvenience or cost to others.
9. Restitution: compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
10. Educational sanctions: require a student organization or individual to write a paper, plan and present a program, attend a class or seminar, or complete other educational requirements.
11. Loss of privileges: Denial of specified privileges for a designated period of time.
12. Disqualification of registered student organization officers and members from receipt of institutional financial aid, including but not limited to the DU Club Scholarship program.
**Course Descriptions**

**Course Codes**

Accounting = ACCT  
Biology = BIOL  
Business = BUSN  
Capstone = CAPS  
Computer Information Systems and Programming = (CISP)  
Computer Science = CSCI  
Data Analytics = DATA  
Economics = ECON  
Finance = FINC  
Global Project Management = GPMT  
Health Care Management = HCMG  
Health Information Technology/Management = HINT  
Health Sciences = HLTH  
Human Resource Management = HRMG  
Information Assurance and Security = IAAS  
Interdisciplinary Studies = INTD  
Management = MGMT  
Marketing = MKTG  
Networks = NETW  
Nursing = NURS  
Occupational Therapy = OCTH  
STAR Clinician® Training = STAR  
Statistics = STAT  
Study Abroad = SABR  
Technology Management = TMGT  
Urban Education = UEDU

Note: Courses offered online may have the book cost billed with tuition and fees

**Accounting (ACCT)**

**ACCT510 Fundamental Accounting Principles and Concepts**  
3 CR  
This course introduces the principles of financial accounting, emphasizing the understanding and interpretation of financial data. Students also learn journal entries, adjustments, and an understanding of the complete accounting cycle. Financial concepts are covered, as well as basic concepts for the analysis of financial statements.

**ACCT600 Professional Accounting Seminar**  
1 CR  
(Professional Accountancy Program only)  
This seminar course was developed as a bridge between the undergraduate and MBA accounting courses. The course focuses on current industry-specific accounting topics at policy-making levels. Current issues within the areas of accounting and finance will be identified and analyzed through research, discussion, and presentation.  
**Prerequisite(s):** ACCT320 and 90 hours of undergraduate credit completed

**ACCT625 Accounting Information Systems**  
3 CR  
The course is an advanced level study in accounting information systems and the role it plays in management. Students will analyze the structure of accounting information, modularized by business functions and the organization structure. Students will learn to assess the adequacy of the control environment of the accounting information system. Students will also be exposed to topics on system analysis, design and implementation. **Note:** A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

**ACCT640 Managerial Accounting**  
3 CR  
Most of the information required to plan and control business operations, and the data required to create and sustain a competitive advantage, come from the accounting system and the reports that are generated. This course analyzes the management structure and process in which this information is generated, the construction and application of managerial accounting data, cost behavior and cost assignment. Students will also examine product cost within activity based costing, job order costing, and process costing. Controlling cost through the use of standard cost system and budgeting are explored. In addition, this course covers business decision-making using relevant information from activity costing, variable/ fixed analysis, cost-volume-profit analysis, quality costing, and productivity analysis. Students will analyze and evaluate managerial accounting functions and decision cases in light of managing a business, making financing decisions, and generating growth and income within the business firm. **Note:** A grade of C or better is required on the final assessment in order to earn a passing grade in this course.  
**Prerequisite(s):** ACCT510

**ACCT650 Accountant Responsibilities & Ethics**  
3 CR  
This course explores ethics and professional and legal responsibilities in the accounting profession. Students will obtain knowledge of various professional standards, and federal and state laws for the accounting profession. Various case studies allow students to investigate and analyze ethical situations and issues facing accountants on a daily basis. The course will incorporate AICPA, IMA and IIA codes of conduct.

**ACCT715 Federal Taxation**  
3 CR  
This course provides an explanation of the federal tax structure and provides training in the application of tax principles as they pertain to individuals. In addition, the course will provide an introduction to taxation for businesses, federal tax laws and regulations, taxation theory, and tax research and planning techniques. **Note:** Students who completed ACCT315 are not eligible to complete this course and may not use the undergraduate course as a substitution within their graduate program. A grade of C or better is required on the final assessment in order to earn a passing grade in this course.  
**Prerequisite(s):** ACCT510

**ACCT730 Taxation of Corporations and Trust 3 CR**  
This course provides an explanation of the federal tax structure and provides training in the application of tax principles as they pertain to individuals. In addition, the course will provide an introduction to taxation for businesses, federal tax laws and regulations, taxation theory, and tax research and planning techniques. **Note:** Students who completed ACCT315 are not eligible to complete this course and may not use the undergraduate course as a substitution within their graduate program. A grade of C or better is required on the final assessment in order to earn a passing grade in this course.  
**Prerequisite(s):** ACCT640

**ACCT732 Auditing and Assurance Services**  
3 CR  
This course examines auditing and assurance services. The course focuses on the detailed study of the financial statement audit, including professional responsibilities and ethics, audit planning, internal controls, evidence gathering, and audit reports. Assurance services, reviews, and compilations are also covered. **Note:** Students who completed ACCT320 are not eligible to complete this course and may not use the undergraduate course as a substitution within their graduate program.

**ACCT742 Government and Not-for-Profit Accounting**  
3 CR  
This course is a study of accounting and reporting practices used in state and local governmental units as required by the Governmental Accounting Standards Board and the accounting and reporting practices used in not-for-profit entities as required by the Financial Accounting Standards Board. The unique accounting requirements of college, university, and hospital accounting are introduced in the course. **Note:** Students who completed ACCT420 are not eligible to complete this course and may not use the undergraduate course as a substitution within their graduate program. A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
ACCT745M Managerial Accounting in a Global Environment 3 CR
Executives need to have the right cost information to make effective strategic decisions. To assure having the right cost information, a thorough understanding of the ramifications of the choosing costing methodologies becomes necessary. This course will discuss strategic costing methodologies and the effects on decision making. It will help the executive better understand which methods are most appropriate for their business. Topics such as functional-based and activity-based management accounting systems, target costing, Kaizen, and systems supporting lean management will be covered during the course. Other concepts such as budgeting, cost-volume-profit relationships, performance evaluation, segmented reporting, and management decision making will also be discussed. (EMBA only)

ACCT760 Internal Controls and Legal Issues 3 CR
This course explores the legal and internal control issues facing financial executives. It will focus on compliance with the Sarbanes-Oxley Act and other internal control concerns. It will also cover legal issues that the financial executive might encounter. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): ACCT640

ACCT761 CMA Prep Financial Planning/Performance Control 3 CR
Introduction to CMA Credential and CMA Learning System; Section A: Planning, Budgeting and Forecasting; Section B: Performance Measurement; Section C: Cost Management; Section D: Internal Controls; Section E: Professional Ethics
This course is primarily focused on preparing students to pass Part I of the CMA exam. This course is designed as a continuing study of cost management and control techniques. Included in the course is the study of management accounting planning and control techniques and decision-making and performance evaluation techniques. Such techniques include relevant costing, the budget process, capital budgeting, inventory and production management, and organizational performance evaluation. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): An undergraduate course in Cost Accounting or a completed bachelor’s degree in accounting

ACCT762 CMA Prep Financial Decision Making 3 CR
Introduction to CMA Credential and CMA Learning System; Section A: Financial Statement Analysis; Section B: Corporate Finance; Section C: Decision Analysis and Risk Management; Section D: Investment Decisions; Section E: Professional Ethics
This course is designed to enhance learning from earlier courses with a focus on financial statement analysis. Students are challenged to analyze financial statements with the ability to construct and communicate strategic decisions. Additionally they have to demonstrate an understanding of risk management throughout this process. Lastly, the students are taught to use this ability to ultimately make investment decisions. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): An undergraduate course in Cost Accounting or a completed bachelor’s degree in accounting

ACCT780 Forensic Accounting/Fraud Examination 3 CR
This course serves as an introduction to forensic accounting and fraud examination. Topics include an introduction to the Certified Fraud Examiner exam, accounting fraud schemes, introduction to law related to fraud, introduction to investigation techniques related to white-collar crime and an introduction to criminology. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Recommended Prerequisite(s): ACCT640

ACCT781 Forensic Accounting/Accounting Fraud Schemes and Data Analysis 3 CR
This course teaches the students how to conduct analysis from financial data in an effort to detect fraud schemes. More specifically this course will require the students to develop their abilities with horizontal, vertical and ratio analysis. Additionally, this course will introduce the students to a broad variety of fraud schemes. Lastly, this course will introduce the students to software used to assist with data analytics. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Recommended Prerequisite(s): ACCT780
ACCT782 Forensic Accounting/Law and Investigation 3 CR
This course builds upon the introduction to law that was provided in ACCT780. More specifically, this course is aimed at teaching the students how fraud examiners interact with the legal system (both in criminal and civil dealings). The students will learn how to gather evidence and how to take steps to ensure that the evidence is admissible in the courts. Additionally this course will teach the students how to conduct a fraud investigation. The students will also learn how to prepare for and conduct investigation interviews. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): ACCT780

ACCT783 Forensic Accounting/Criminology 3 CR
This course will introduce the students to the major theories of crime causation related to fraud. Those theories include classical, routine activities theory, psychological theories, biological theories, social structure theories and social process theories. Additionally, the students will synthesize between crime causation theories, theories of human behavior and the fraud triangle. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): ACCT780

ACCT790 Accounting MBA Internship 3 CR
This course is designed for graduate students who wish to pursue an internship. Effective internships relate to the student’s professional goals, require the student to function within the standard procedures of the setting, and require the student to assume increased specified responsibilities. Students must meet with Career Services prior to the start of the Internship. In general, 150 hours of career related work time shall be required at the employment site and evidenced by weekly reports filed by the student. The Internship requires a written report and oral presentation based on the learning experience. The internship may be either paid or unpaid. An appropriate faculty member and the placement site supervisor will evaluate the student’s performance. Note: A $20.00 insurance fee is charged in this course. A Criminal Background check and drug screening may be required by the Internship site. A grade of B or better must be earned to pass this course successfully.
Prerequisite(s): ACCT640, FINC820 and three additional credits completed from the MBA core classes

ACCT795 Accounting Research 3 CR
This course explores ethics and professional and legal responsibilities in the accounting profession. Students will obtain knowledge of various professional standards, and federal and state laws for the CPA profession. Various case studies allow students to investigate and analyze ethical situations and issues facing accountants on a daily basis. The course follows the Uniform CPA Examination Content Specification Outline for Ethics and Professional and legal responsibilities. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): A minimum of four 600-700 level ACCT courses (12 credits) must be completed.

Biology (BIOL)

BIOL621 Functional Human Anatomy I 4 CR
This course provides an in-depth study of human gross anatomy and is designed for students enrolled in health profession graduate programs. Emphasis is placed on topographical anatomy, skeletal system, muscular system and nervous system. Course content will be delivered by lecture and virtual study of the human body. Note: This course requires a $195.00 software fee. A grade of C+ or better is required to take the next course in the sequence.
Co-requisite(s): 1st semester MSOT courses

BIOL622 Functional Human Anatomy II 4 CR
This course provides an in-depth study of human gross anatomy and is designed for students enrolled in health profession graduate programs. Emphasis is placed on the vascular system, lymphatic system, and nervous system. Course content will be delivered by lecture and virtual study of the human body. Note: This course requires a $195.00 software fee.
Co-requisite(s): 2nd semester MSOT courses
Prerequisite(s): BIOL621 with a C+ or better grade
Business (BUSN)

BUSN520/BUSN610 Management and Marketing  3 CR
This course is a study of the contemporary theories and concepts in marketing and management. Major areas of study in marketing include the environment in which the firm competes and how the firm uses market segmentation, product and service development, and pricing, distribution, and promotion strategies to maximize sales and profits. The study of management includes the manager's roles and responsibilities in performing the five universal functions of management, which are planning, organizing, staffing, leading, and controlling. The student also explores ethics and corporate responsibility and the framework for a systematic approach to marketing and management decision-making. Note: BUSN610 is a graduate level business elective for the Master of Science in Nursing program only.

BUSN650 Business Analysis  3 CR
This course is about gathering, analyzing, and reporting information that aids managers in decision-making. Decision-making begins with identifying what problem needs to be solved and collecting secondary data related to the problem. Often primary data is needed to make decisions, which involves designing a sample, writing a questionnaire, and collecting data. Analyzing primary data requires use of statistical methods including correlation, regression, and multivariate analysis. The decision-making process is completed when research findings and recommendations are presented to management. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): STAT300

BUSN685 Current Topics in MBA Leadership  1 CR
This seminar gives students an opportunity to explore, in depth, business topics introduced in prior classes. The emphasis of the class will be on the application of skills and knowledge previously acquired. This course may be repeated for a maximum of 3 credit hours. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): 9 credits in graduate level course work completed

BUSN712M Business, Legal, Ethical and Social Responsibilities  3 CR
Top level management teams are often challenged to make the "best decision" that meets the organization's goals while operating in the best interests of all its stakeholders. Through the examination of business dilemmas, this course provides students the tools necessary to synthesize the legal, ethical and corporate social responsibility considerations needed to evaluate courses of action and inform decisions. (EMBA only)

Capstone (CAPS)

CAPS780M Capstone Planning Project  1 CR
In preparation for the capstone experience, this course provides the student with a specific business challenge that becomes the basis for the final project of the degree program. Students will focus on the planning needed to properly research and prepare for the "client" organizational engagement during the capstone course. Note: A grade of B or better must be earned to pass this course successfully. (EMBA only)

CAPS781 Business Study Abroad  3 CR
Students experience living and studying in a foreign country, which enables them to learn about different business practices, ethics, economics, culture, history, geography and religion. It allows them to become acquainted with key business organizations in the host country and conduct comparative studies with the United States. Students explore differences and commonalities through participation in structured activities pre-departure, while abroad and upon their return. Note: This course requires a $50.00 Peregrine assessment for the end of the program. A grade of B or better must be earned to pass this course successfully.

Prerequisite(s): This course should be completed in the last semester and acceptance to the Study Abroad program

CAPS790 MBA Capstone Internship  3 CR
This course is designed for graduate students nearing completion of their MBA degree who wish to pursue an internship. Effective internships relate to the student's professional goals, require the student to function within the standard procedures of the setting, and require the student to assume increased specified responsibilities. Because the work for the CAPS790 is ordinarily a culminating experience, students may enroll for CAPS790 only when the MBA Department Chair or online MBA Department Coordinator deems the student has completed all appropriate course work and any other requirements that should precede the internship. It is recommended to meet with Career Services at least one semester prior to the start of Internship. In general, 150 hours of career related work time shall be required at the employment site and evidenced by weekly reports filed by the student. The Internship requires a written report and oral presentation based on the learning experience. The internship may be either paid or unpaid. An appropriate faculty member and the placement site supervisor will evaluate the student’s performance. Note: This course requires a $50.00 Peregrine assessment for the end of the program and a $290.00 insurance fee. A Criminal Background check and drug screening may be required by the Internship site. A grade of C or better is required on the final assessment in order to earn a passing grade in this course. A grade of B or better must be earned to pass this course successfully. Refer to the Academic Policies and Procedures section for the deadlines for the submission and approval of Capstone Intent form prior to enrolling in this course.

Prerequisite(s): This course must be completed in the last semester.

CAPS795 Information Assurance Thesis  4 CR
A thesis project forms the capstone of this Master of Science Information Assurance program. In order to register, a student must complete all course requirements for this degree and submit an acceptable proposal to the computing security and information assurance faculty. Note: A grade of B or better must be earned to pass this course successfully.

Prerequisite(s): IAAAS786, last semester, and Information Assurance core courses completed.

CAPS795M EMBA Capstone Experience  3 CR
This Capstone Experience provides an opportunity to act as a consultant team that is challenged to analyze a real business problem and make recommendations to a “client firm” in an international setting. Students conduct research pertaining to the business challenge, identify the data/information and processes needed to conduct the analysis. Student work with the firm in the international environment during the final two weeks in the last session of the program. Their report and presentation to the international business management team is the culminating event of the program. Note: A grade of B or better must be earned to pass this course successfully. (EMBA only)

CAPS798 Technology Management Thesis  3 CR
A thesis project forms the capstone of this Master of Science program. In order to register, a student must complete all course requirements for this degree and submit an acceptable proposal to the technology management faculty for approval via a capstone intent form. Note: A grade of B or better must be earned to pass this course successfully.

Prerequisite(s): TMGT788, last semester; Technology Core Courses and Management and Leadership Core Courses completed.

CAPS799 MBA Capstone Experience  3 CR
The culminating experience in the MBA program at Davenport University is the capstone experience. The course is taken during the final semester, although the planning for it by both the student and the faculty member directing the experience takes place well before the last semester. The purpose of the capstone experience is to reinforce the knowledge, skills and abilities gained from the MBA program. Since the capstone experience is one related to the job, it must be tailored to the developmental needs of the MBA student in the work place. Note: This course requires a $50.00 Peregrine assessment for the end of the program. A grade of C or better is required on the final assessment in order to earn a passing grade in this course. A grade of B or better must be earned to pass this course successfully. Refer to Academic Policies and Procedures section for the deadlines for the submission and approval of Capstone Intent form prior to enrolling in this course.

Prerequisite(s): This course must be completed in the last semester.
Computer Information Systems and Programming (CISP)

CISP563 Perl/Python Scripting 3 CR
Perl and Python programming languages are both cross platform in nature and can be used on Windows, Linux/Unix and Mac OS systems. This broad-based capability makes the Perl/Python Scripting languages highly useful in the field of technology. Both languages are highly capable in stream editing of data, data manipulation and parsing.

CISP600 Information Systems Planning 3 CR
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.

Computer Science (CSCI)

CSCI531 Introduction to Programming 3 CR
This is an introductory course in object-oriented programming. Students learn fundamental programming concepts including structured programming, operations on data and decision-making, looping, recursion, pointers, scope and class of variables strings, numeric arrays, sorting, and an introduction to data structures. Emphasis will be placed on the design, development, and testing of programs used to solve practical problems.

Data Analytics (DATA)

DATA610 Essentials of Business Analytics 3 CR
An overview of the processes involved in business, healthcare, social services agencies and government data analytics. Students will clearly define the drivers behind the need for analytics. Topics include data identification, data preparation, technical analyses, results analysis, basic statistical testing and presentation techniques of results. Students will be exposed to a variety of software tools.

DATA625 Data Methods for Business Analytics 3 CR
The benefits of using data to optimize the decision-making process, including understanding the differences between various types of data, data formats, data warehouses and data marts. Students will develop usable extraction, transformation and loading (ETL) techniques associated with data analysis and be introduced to data modeling and data mash-up techniques.

Co-requisite(s): DATA610

DATA626 Data Visualization and Statistical Simulation 3 CR
Developing management level communication skills for presenting risk management recommendations based on complex data with hands-on exercises for presenting model selection justification, regression models, multivariate analysis and mixed methods analysis. Students will develop foundation knowledge in MDX, Tableau and IBM's Many Eyes software.

Prerequisite(s): DATA625

DATA710 Applied Data Analytics I 3 CR
Current topics in Data Analytics are explored in the rapidly changing field of analytics, including the challenges and opportunities of “Big Data”, and data and intellectual property challenges. This course will culminate with a real-world analytics project of the student’s choosing.

Prerequisite(s): DATA625

Economics (ECON)

ECON620M Global Economics 3 CR
This course presents the concepts, techniques, and fundamentals of international economics and its impact upon business, by providing the theory of trade relationships. To understand how cultural, political, economic, and legal issues impact the ability to successfully interact in the world economy. Students will examine international pricing, financial policies, investment strategies and the role of trade institutions in the regulation of international trade. This course encompasses the theories of international trade, examines the advantages, disadvantages, and consequences of trade among nations, and discusses concepts of international economics. Regional economic integration is examined regarding the effects upon developed nations, developing nations, and nations in transition to a market structure. Learn key historical economic issues of international trade and the challenges they present in the 21st century. Case studies will be utilized to illustrate the issues involved in competing in a world economy. (EMBA only)

ECON625 Managerial Economics 3 CR
This course is an exploration of microeconomic theory and practices which explain real-world behavior in a firm and society. A practical, problem-solving approach to decision-making is used to learn how economic concepts serve as the basis for many challenges and decisions that confront today's managers. Topics to be covered include an overview of supply and demand, forecasting demand, production and cost analysis, statistical analysis of economic relationships, market structure and organization, the role of government in a market economy, pricing a firm's output, risk analysis, and capital budgeting. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): STAT500

Finance (FINC)

FINC510 Foundations of Financial Management 3 CR
This course introduces the student to the fundamental concepts of financial management. The topics covered are financial statement analysis, the term structure of interest rates, time value of money, risk and return, bond and stock valuation, capital budgeting, financing issues such as working capital policy, capital structure, cost of capital, dividend policy, and related topics.

Prerequisite(s): ACCT510 or successful completion of undergraduate equivalent coursework

FINC610 Budget and Finance Management 3 CR
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 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.

FINC620 Financial Management 3 CR
This course focuses on the application of financial theory and concepts for management decision making with emphasis on the practical aspects of finance. Students learn how to analyze a company's financial information and practice financial planning. Students evaluate the capital investment process, the corporate restructuring process, as well as bankruptcy analysis. In addition, students explore the financial decision-making process relating to working capital management and international finance. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): FINC510

FINC660M Financial Management 3 CR
This course is designed for non-financial managers, emphasizing the use of both financial accounting and financial information as decision-making tools. Students learn to assess the financial strength of an organization through financial ratio analysis, and to examine factors considered in financial and investment decisions. This is an overview course designed to develop a clear understanding of the tools and skills necessary for use by those in
both financial and non-financial positions in today’s business environment. The course is taught through readings, financial analyses and case studies. (EMBA only)

FINC675 Derivatives and Risk Management  3 CR
This course is a study of options, futures, and other derivative securities and their role in risk management. Students will learn to select the appropriate derivative security to mitigate risk, determine the payoffs to risk management strategies and arbitrage mispricings. The course takes an intuitive approach, stressing the use of these instruments by market participants in practical situations. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): FINC620

FINC680 Corporate and Shareholder Taxation  3 CR
This course examines tax issues of corporations and shareholders, including legal form of ownership, liquidations, distributions, and reorganizations. The computation and planning for capital gain taxes is covered, as well as related international and inheritance taxation issues. Students examine the U.S. internal revenue code, its regulations and rulings, and judicial cases as they pertain to corporations and owner taxation. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): FINC620

FINC750 Advanced Financial Management  3 CR
This course is designed to explore advanced methods and techniques used in the financial management of an organization: cash management, capitalization issues, and approaches to financial planning, mergers, acquisitions and multi-national financial management. Students learn to assess the financial operations and positions of an organization using various analysis methods. Special consideration is given to unusual trends and accounting issues. Case studies are utilized to analyze the various financial strategies used by organizations. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): ACCT640 and FINC620

FINC760 Investment Management  3 CR
This course is designed for the financial professional to develop an in-depth understanding of investments. Students develop an understanding of debt and equity securities as well as derivatives. Students also apply the theory of investments strategies and techniques through course assignments and cases. Topics include financial markets, portfolio theory, equilibrium arbitrage theories, market efficiency, security analysis, and derivatives in the development of sound investment strategies. Case analysis will serve to demonstrate knowledge acquired in the course. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): ACCT640, ECON625 and FINC620

FINC765 Money and Capital Markets  3 CR
Students acquire the analytical tools needed to understand why the financial marketplace behaves as it does and how financial decisions should be made. This course describes how today’s financial markets operate and where they appear to be headed, as well as how money and capital markets around the globe work to facilitate savings and investments, make payments, supply credit, accumulate wealth, supply liquidity, protect against risk, and support public policy. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): ECON625 and FINC620

FINC770 International Financial Strategies  3 CR
This course provides the necessary understanding and tools crucial in strategically managing international financial activities. Students will develop an appreciation for the policy debates surrounding international trade and finance. This course covers topics related to the role and impact on the global economy of international trade policies, currency markets, international financial systems, balance of payments, and international financial management and macroeconomic policies. Regional economic integration is examined regarding effects upon developed nations, developing nations and nations in transition to a market structure. Students integrate economic and financial management through international cases in this course. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): FINC765

Global Project Management (GPMT)

GPMT699 Certified Project Management Professional  3 CR
This course prepares students for the Project Management Professional (PMP) certification examination developed and conducted by the Project Management Institute (PMI). This exam-prep course provides a focused review of all subject matter for the Project Management Certification. It uses questions from prior certification exams to help students become familiar with the format, content and nature of the exam. Note: Successful completion of this preparatory course does not guarantee the passing exam. Students who completed GPMT699 are not eligible to complete this course and may not use the undergraduate course as a substitution within their graduate program. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Health Care Management (HCMG)

HCMG630 Health Care Organizations  3 CR
This course provides a systematic overview of the U.S. Healthcare Delivery System. Participants will examine the following key components involved in the delivery and provision of healthcare services, including: ambulatory, acute, home health, long-term care, mental health, and public health services. This course also provides students an opportunity to examine the original development, structure, organization, and operations of hospitals and healthcare delivery systems. This course will also explore major trends in healthcare costs and financing; including the development and role of private insurance, managed care, and governmental programs (Medicare and Medicaid). Lastly students will have the opportunity to explore the challenges that is confronting healthcare and possible future direction of the industry. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

HCMG730 Ethical and Legal Perspectives in Health Care  3 CR
This course examines the legal and ethical dimensions involved in healthcare management. Students will learn the types of laws that impact healthcare organizations, including: tort, criminal, and civil. Students will examine issues that extend beyond the legal dimension and explore ethical dilemmas that are periodically encountered by healthcare leaders. Students will study, ethical theories and be provided with ethical decision making models or processes that can assist them in critically analyzing and resolving ethical dilemmas. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): HCMG630

HCMG745 Medical Practice Management  3 CR
This course integrates the knowledge and skills developed in previous courses in the Health Care Management program into the context of medical practice management. Emphasis will be placed on the application of best business practices providing practical, proven solutions for the “real-world” concerns. These include billing, coding, collections, electronic medical records, technology, work flow, office layout, staffing, compensation, reducing malpractice risk, HIPAA, vendor relations, compliance, and marketing. Students will be able to apply these methods to effectively manage a physician practice. Though some concepts will be specific to medical practice management, there is application pertinent to the veterinary practice. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): HCMG730 and HCMG750

HCMG750 Financial Management for Health Care  3 CR
The focus of this course is to provide a working knowledge of payment policies and reimbursement methodologies used in health care and how they vary by payment source (governmental, private, and capitilated insurance). Methodologies used by facilities and practitioners will be applied and compared. Factors affecting payment will be discussed. Costing methodologies, revenue cycle management, purchasing strategies, budgeting, and variance analysis applied to health care organization, and operational issues as they are applied. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): ACCT640, FINC620 and HCMG630
HCMG770 Strategic Management in Health Care  3 CR
This course integrates the knowledge and skills developed in previous courses in the Health Care Management program into the context of strategic management of health care organizations. Emphasis will be placed on the application of total quality management and/or continuous quality improvement initiatives in improving efficiency and cost containment in a health care setting. Tools for TQM and CQI will be discussed and demonstrated through casework. Students will be able to apply these methods to affect change throughout their organization. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): HCMG630 (MAHP601 may also be used as the prerequisite)

Health Sciences (HLTH)

HLTH602 Environmental Health Sciences  3 CR
The course provides an introduction to ecology and ecological principles and how human population pressures affect them. Man’s impact on biotic and abiotic components of the earth is examined as well as the environmental factors impacting public health. Particular emphasis is placed on the impact of anthropogenic, chemical, and physical stressors and their impact on various ecosystem components and man. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

HRMG699 Certified Professional Human Resource Preparation  3 CR
This course prepares students for the PHR or SPHR certification examination developed and conducted by the Resources Certification Institute (HRCI) in collaboration with the Society of Human Resources Management (SHRM). This exam-prep course provides a focused review of all courses required in the Human Resources Management degree program. It uses questions from prior certification exams to help the student become familiar with the format, content and nature of the exam. Note: Successful completion of this preparatory course does not guarantee passing exam. Effective January 2011 those taking the certification exam will be required to meet the work-related experience criteria. Students who completed HRMG499 are not eligible to complete this course and may not use the undergraduate course as a substitution within their graduate program. A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

HRMG700 Managing Human Resources  3 CR
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. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

HRMG715 International Human Resources  3 CR
This course prepares students for challenges that accompany the globalization and operating in an interconnected world where people are the source of sustainable competitive advantage. The student will examine issues in working abroad and accommodating workers in the United States. The course will address the social and cultural differences in working in a foreign country. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): HRMG700

HRMG720 Employment Law and Labor Relations  3 CR
This course presents the background necessary to examine top management strategic decisions regarding unions and day-to-day union worker-management interaction. The course will further focus topics for exploration on compliance of employment practices laws and regulation. Additionally course discussions include the Civil Rights Act of 1964 (as amended) and related laws and regulations on recruiting, selection, accommodations, health and safety, evaluation, and other workforce management policies and practices will be studied. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): HRMG700

HRMG725 Finance of Compensation and Benefits  3 CR
Employee Benefits constitute a substantial portion of an employee’s total compensation package and significant cost to employers. This course...
examines the purpose, design, funding and administration of Health and Welfare programs offered to employees by their employers. In addition, this course examines the legal environment governing the administration of employee benefits, and the co-ordination of employer benefits with Social Insurance Programs established and administered by the State. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): ACCT640 and FINC620

HRMG730 Public Policy and Administrative Law 3 CR
This course prepares the human resources professional to understand the process of how Federal, State, and Local bodies enact rules and regulations that impact the human resources function. The topics include: financial implication of compliance, the political process in promulgations, interaction with agencies, and reporting requirements. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): HRMG700

HRMG750 Organizational Development and Training 3 CR
The course applies behavioral and social science theories to the analysis of individual, interpersonal and group behavior in the workplace and the development of workforce environments through effective management practices. The course will examine current issues in the role of HR function, implementation of a technical workforce, and evaluate the knowledge base of an organization and how to retain that knowledge. In addition the course will explore training demands; determining the training needs of an organization, developing training programs, techniques of implementing training programs, staffing and cost-effectiveness of training programs and measuring value. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): HRMG700

HRMG770 Advanced Problem Solving in Human Resources Management 3 CR
This course provides the graduate student an opportunity to apply their business knowledge and all prior learning in the MBA program. It has as its focus strategic human resources management, culture change, and organizational transformation. The student will integrate their business and human resources knowledge to resolve major organizational dilemmas. Emphasis will be placed on conceptualizing human resource programs, designing appropriate interventions, and integrating HR processes. All the actions will be effectively leading and managing an HR function will be covered. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): HRMG715, HRMG730, and HRMG750

HRMG775 Advanced Human Resource Management 3 CR
This course provides a senior management level perspective of the human resources management function and its evolving strategic partner relationship with the entire organization. Through selected readings, case study analysis and highly interactive experiences, the learner examines the key roles of a senior level human resource manager and reviews contemporary issues facing the entire top management team as it relates to the selection, development and retention of the organizations most critical resources—its people. The course also addresses issues involved with global HR management as well as those related to achieving sustainable competitive advantage. This course requires a course fee of $55.00 for the Human Resource Simulation. (Executive MBA only)

Information Assurance and Security (IAAS)

IAAS581 Information Security and Assurance 3 CR
This course will provide an introduction to the different technical and administrative aspects of Information Security and Assurance. Topics will include inspection and protection of information assets, detection of and reaction to threats to information assets, examination of pre- and post-incident procedures, technical and managerial responses, and an overview of the Information Security Planning and Staffing functions.

IAAS591 Cryptography 3 CR
This course presents cryptography as the essential tool for private communications over an unsecured, public medium such as the Internet. Cryptography is shown as the enabling technology for e-commerce, virtual private networks (VPNs), and secure operating systems. Major topics of the course include cryptographic algorithms, certificates, and Public Key Infrastructure (PKI). Other areas of interest include authentication, confidentiality, nonrepudiation, secret key cryptography, public key cryptography, digital certificates, ciphers, and digital signatures.

Prerequisite(s): IAAS581

IAAS600 Information Security Planning 3 CR
This course is a comprehensive study of the techniques used to protect information infrastructure and assets, with a primary focus on the Defense In Depth model that emphasizes the role of people, process and technology. Topics include security problems in computing, networks and distributed systems, and the criticality of the CIA triad; confidentiality, integrity and availability of technology-based resources.

Prerequisite(s): Required undergraduate or 500+ level prerequisite courses

IAAS651 Applied Cryptography 3 CR
This course applies mathematical foundations and algorithms to develop and solve cryptosystems. Topics include Private and Public Key cryptography, message authentication, digital signatures, secure hash functions, and key distribution. Computational complexity will be examined to determine the security of current protocols and standards, including AES and RSA.

Prerequisite(s): IAAS591

IAAS660 Project Management and Risk Mitigation 3 CR
This course covers the practices used in managing information systems and organizational change projects. Topics include protection of information infrastructure and assets utilizing a Defense In Depth model that emphasizes the role of people, process, and technology. Vulnerabilities and risks, computer crime, law, disaster recovery, contingency planning, physical security, operational security, and information security will be covered.

Prerequisite(s): IAAS581 or IAAS660

IAAS667 Legal and Ethical Security Topics 3 CR
This course provides students with real-world ethical issues facing public and private institutions involving privacy, data integrity, authentication, and internal malicious activity. Professional decision-making requires a thorough understanding and respect for intellectual property, corporate governance, and legal restrictions and regulations. This class will give students the framework to make legal, ethical decisions in their careers.

Prerequisite(s): IAAS660

IAAS670 Wireless and Mobile Security 3 CR
This course will provide the framework for identifying and solving the security issues in wireless networks and mobile applications. An in-depth understanding of mobile agents, wireless WAP, WEP and other protocols will be covered. Real-time wireless and mobile security will be applied, with a strong emphasis on security techniques used for wireless and embedded devices. Topics will include cryptography, wireless ad-hoc networks, wireless transport layer security, Bluetooth, wireless information warfare, and optimizing wireless security solutions.

Prerequisite(s): IAAS651

IAAS672 Banking and Financial Security 3 CR
This course will provide the framework for developing and integrating security, critical infrastructures and assets prevalent in the banking and finance industries. Legislation, policies, and case studies specific to the financial services field will be highlighted. Topics will include secure wire transfers, identity theft, fraud, e-banking issues, and privacy concerns, employing the CIA triad of information security.

Prerequisite(s): IAAS667

IAAS675 Health Care Security 3 CR
This course will provide the framework for developing and integrating security, critical infrastructures and assets prevalent in the healthcare and hospital industries. Legislation, policies, and case studies specific to the healthcare services field will be highlighted. Topics will include risks and vulnerabilities, security safeguards and standards, access control, audits, disaster recovery planning, security policy and procedures, and physical and logical security systems.

Prerequisite(s): IAAS660
IAAS680 Securing Resource Transfer 3 CR
This course will provide a survey of common techniques used to secure resource transfer using the Internet and Electronic Commerce systems. E-Commerce infrastructure, web design and applications issues, secure algorithms and cryptographic standards will be emphasized. Topics will include online transactions and advertisements, electronic payment systems, privacy and security issues, global e-business, data integrity and validation, and load balancing.
Prerequisite(s): IAAS651

IAAST10 Application Security 3 CR
This course provides the framework of design and development techniques for assuring securities of software applications, concentrating on cultivating software that is problematic to malicious intent. Topics include the security effects of applications, including class, field, and method visibility, sending data between components of a distributed program, data integrity, and configuring the security policy for distributed program components.
Prerequisite(s): IAAS600

IAAST15 Network Security 3 CR
This course will analyze point products, such as firewalls, intrusion prevention systems, antivirus programs, and other components of the security infrastructure as they relate to network security. Topics include data events and conditions, filtering, correlation, and reporting actionable information as determined by the security infrastructure. Special-purpose protocols, error-correcting codes, and social engineering will also be covered.
Prerequisite(s): IAAS600

IAAST35 Advanced Computer Forensics 3 CR
This course will provide the framework for the techniques and tools used for the extraction of information from digital equipment. Computer forensic tools will be used to gain a thorough understanding of the processes and techniques used in acquiring information and evidence. Topics include federal guidelines for search and seizures, investigating network intrusions, software forensics, and audit logs.
Prerequisite(s): IAAS715

IAAST38 IT Business Continuity and Best Practices 3 CR
This course explores the different implementation strategies to ensure the continuity or uninterrupted provision of IT operations and services. The course surveys topics such as planning for IT business continuity, disaster recovery, business recovery, business resumption, contingency planning, and the ten core units referred to as "the body of knowledge".
Prerequisite(s): IAAS660

IAAST40 Comprehensive Issues 3 CR
This course is designed to encompass current, advanced technology and security issues surrounding information assurance. Implementation strategies will also focus on future trends and global business environments.
Prerequisite(s): IAAS715

IAAST50 Research Techniques for Information Assurance 3 CR
This course introduces graduate students to basic ideas for conducting research. Students will learn methods for reading technical papers, selecting research topics, devising research questions, reviewing current literature, and proposal writing. Additional topics will be discussed including methods of conducting research and working with the Institutional Review Board (IRB). Note: This class is preparatory to beginning the Information Assurance Thesis and should be completed, at minimum, the semester prior to registration for CAPS795.
Prerequisite(s): STAT615

Management (MGMT)

MGMT535 Managerial Communications 3 CR
This course covers the principles of professional written and verbal communication skills in a variety of business and interpersonal situations, with an emphasis on business presentation techniques required for the global community. An introduction to research methodology using primary and secondary data is included. Topics include report writing using APA format, research methodology, critical thinking and active listening skills, and professional writing skills. The course is designed to improve written and oral communication skills in order for the student to be successful in the MBA program and in the workplace.

MGMT610 Management Vision and Decision: Creative & Critical Thinking from a Strategic Perspective 3 CR
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 Master of Management program and for successful practice in their chosen careers. Note: This course requires a $50.00 Peregrine assessment for the beginning of the program.

MGMT622M Introduction to Strategy 1 CR
Presented in concert with the Management Analysis course (MGMT625), this is an initial course in the Executive MBA program that provides relevant theory and context for the strategic perspective in the entire degree program. The course introduces strategic thinking, the strategic management process framework and offers the student an opportunity use case analysis skills and demonstrate applied critical thinking.
Co-requisite(s): MGMT625

MGMT625M Management Analysis 2 CR
Presented in concert with the Introduction to Strategic Management, this is an initial course in the Executive MBA program that provides relevant theory and practical skills in critical and creative thinking. The course introduces and offers the student an opportunity to use case analysis skills and demonstrate applied critical thinking. Problem solving methodologies are introduced and applied to a business case.
Co-requisite(s): MGMT622

MGMT645 Organizational Development and Culture 3 CR
This course addresses the behaviors of individuals and groups in organizations. It provides insight about effectively managing and leading the change-adopt organization. The purpose of the course is to introduce students to an integrative framework addressing the effect of individual and social behavior in viewing the changes taking place in the environment, strategy, structures and processes of organizations. Special attention is paid to contemporary management issues such as critical thinking, diversity in the workplace, focus on quality and speed, and corporate social responsibilities. Note: This course requires a $50.00 Peregrine assessment for the beginning of the program. A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): BUSN520 and MGMT535

MGMT647 Managing for Sustainability 3 CR
This course applies sustainable business constructs and theories to the management role through a focus on people, the 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.
MGMT655 Organizational Behavior and Development 3 CR
Teach-out 2014-2015
This course focuses on the organization as a social system. The learner will gain a theoretical framework for understanding processes at three levels of analysis: the individual, the group, and the organization. Topics include interpersonal dynamics in the workplace, harnessing diversity to improve performance, developing high performance teams, aligning the organization’s structure to strategy, and how to lead organizational change. (Executive MBA only)

MGMT680 Leading Change 3 CR
Teach-out 2014-2015
Individuals in organizations are continuously required to adapt to change in today’s complex, rapidly changing business environment. In the last decade, there has been an increased interest in what makes an effective leader and change agent. This course provides managers with the knowledge and methods to design, lead, and manage change within their organization. Successful leadership change theories and models will be presented and discussed. Learners will explore what the leader’s role is during the change process, and what is the process to achieve sustained, desirable change. Emphasize on leadership concepts such as social responsibility, ethics, vision, and emotional intelligence will be explored. The course will include group work and case examples which will allow a variety of perspectives on creating and managing change. (Executive MBA only)

MGMT685 Special Topics: Think Like a CEO 3 CR
Teach-out 2014-2015
This course explores the thinking processes CEO’s use when solving business problems, making decisions, formulating business strategies, and executing plans. Students will explore the role CEO’s play in building and sustaining a successful enterprise. Best CEO leadership practices will be studied and the reasons why some CEO’s fail will be examined. Students will also learn how to develop the competencies required of a successful business leader in today’s fast paced, global environment. This course requires a Course Pack fee of $160.00. (Executive MBA only)

MGMT687M Quantitative Business Analysis 3 CR
This course develops the student’s ability to use statistical and mathematical tools to make effective business decisions. Statistical tools will include descriptive statistics, probability distributions, sampling distributions, one- and two-sample estimation and testing, regression analysis, and analysis of variance. The mathematical tools of linear programming and simulation will be applied to a variety of business disciplines, including marketing, finance, production, and human resources management. (EMBA only)

MGMT699 Certified Manager Preparation 3 CR
Students analyze the management functions of planning, organizing, directing, and controlling and apply these functions to situations managers encounter as they achieve organizational objectives. This exam preparatory course emphasizes the application of real-world, practical management skills and techniques over theories; critical-thinking and decision-making skills over rote knowledge. The course serves as preparatory for those wishing to take the Certified Professional Manager (CPM) Exam from The Institute of Certified Professional Managers (ICPM). *The Associate Certified Manager (ACM) is awarded to students who have successfully passed the three required exams for CPM designation but have not met the ICPM professional work experience criteria. Upon degree program graduation and evidence of the work experience requirement, the student can apply to have the ACM converted to a Certified Manager (CM) designation. Those meeting the professional experience criteria are awarded the CM immediately following completion on the exams. This course requires a course fee of $600.00 for the CM Bundle that includes three textbooks, three exams administered by the ICPM and access to the CM online services. Note: Successful completion of this preparatory course does not guarantee the passing of the Certified Manager exam. Students who completed MGMT399 are not eligible to complete this course and may not use the undergraduate course as a substitution within their graduate program. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

MGMT710 Critical Thinking for Today’s Leader 3 CR
Teach-out 2014-2015
This course helps students develop the critical thinking skills required to survive and thrive in today’s global business environment. Leaders are called upon to make decisions in crisis situations and take actions which can have long lasting implications for their organizations. Students will explore the tools and techniques effective leaders use to process and convert the information they receive into the knowledge required to make sound business decisions. Additionally, students will learn a rational approach to problem-solving, decision making, planning, risk assessment, and potential problem analysis. (Executive MBA only)

MGMT725 Effective Leadership 3 CR
This course is designed to provide new ways of thinking about leadership philosophies and strategies. Students begin with an exploration of the nature of effective leadership and leadership theories. Understanding power, creating change, developing teams, and guiding group decisions are examined in the context of the roles of a leader. Students learn how to recognize leadership traits and approaches so they can develop their own leadership style. Case studies involving real-world situations that confront leaders are used so that students can formulate strategies to improve the performance of followers through effective leadership. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): MGMT645

MGMT727 Contemporary Leadership Challenges 3 CR
Teach-out 2014-2015
In this course, learners investigate the senior manager’s leadership orientation in the context of today’s complex social and business environments. Learners explore the components and relevant application of major contemporary leadership theories. By literature review and case analysis, this course will examine effective applied leadership and the need for an understandable and deliverable model of leadership for tomorrow’s leaders. Using assessments, learners understand their own leadership style and develop strategies to become more effective leaders in their organizations and personal environment. (Executive MBA only)

MGMT731M Effective Negotiation 1 CR
Senior managers usually have experience in negotiations. This course, which examines the dynamics of the negotiation process, is delivered concurrent with MGMT740, Project Portfolio Management. By analyzing one’s own negotiation philosophy and practice, the course provides an opportunity to gain new insights and abilities especially in the context of significant projects. (EMBA only)

Co-requisite(s): MGMT740

MGMT732 Project Leadership in an Operations Environment 3 CR
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.

Prerequisite(s): MGMT740

MGMT735 Managing Projects 3 CR
This course analyzes the knowledge and skills necessary to be a successful project leader. Methods of planning, executing, managing, and evaluating complex projects are studied in detail. Topics include project selection, project organizational structures, project scheduling and budgeting, workflow analysis, adhering to timelines, forming teams, negotiations and communications with team members, monitoring progress, and project auditing. This course utilizes MS.Project software. Access to a PC platform is strongly recommended for this portion of the course. A $60.00 Project Management Simulation access fee is charged in this course. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): ACCT640 and CISP600 or MGMT645

MGMT740M Project Portfolio Management 2 CR
Contemporary organization continue to increase their use of project teams to meet a wide variety of challenges: new products, new markets, quality improvement and implementation of major infrastructure capabilities. This course that provides the perspective of project management principles as applied at senior manager level. Includes project and team selection, risk analysis, adhering to timelines, forming teams, negotiations and communications with team members, monitoring progress, and project auditing. This course utilizes MS.Project software. Access to a PC platform is strongly recommended for this portion of the course. A $60.00 Project Management Simulation access fee is charged in this course. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): ACCT640 and CISP600 or MGMT645
assessment and management and integration with financial management. The concept of managing a portfolio of projects aligns well with the strategic and decision-making learning goals of the program. (EMBA only)

Co-requisite(s): MGMT731

MGMT745 Operations and Quality Management 3 CR
This course addresses the means of creating customer value in manufacturing and service businesses through the design and implementation of effective internal operations and product, service, and process quality. Topics include product, service, and process design, capacity, resources and facility planning, cost controls, materials management, work and resource scheduling, statistical process control, supply chain management, and quality assurance. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): ACC7640, ECON625 and FINC620

MGMT747 Sustainable Business Strategies 3 CR
This course studies sustainable business frameworks including the three-part bottom line; environmental, social and economic capital as drivers of business value creation and innovation. Sustainability best practices are explored at the national and global levels along with their implementation by businesses. The role of business and government sectors in fostering sustainability is examined. Disruptive innovation associated with clean technology and serving the poor at the base of the pyramid is also studied. Natural ecosystems processes and change are explored, along with human influences on climate change, land use, and resource extraction. Sustainability is examined from the perspective of one of the biggest business opportunities for present day companies. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

MGMT750M Global Operations Management 3 CR
In this course, learners examine the multi-faceted dynamics of the international operational environment from a variety of industry perspectives. The course presents conceptual frameworks to help students recognize and meet strategic international operations management challenges, such as ERP, supply chain management, outsourcing, multi-national workforces, international quality standards and facility needs. Using in-depth case analysis and taking the perspective of current American business, the student examines innovative projects undertaken to capture the promise of global competitive advantage. (EMBA only)

MGMT755 Strategic Management and Planning 3 CR
This course reinforces concepts from previous courses and introduces the student to the theories of strategic planning. The student analyzes the methodology management uses in preparing the strategic plan as an instrument to guide the organization. Concepts such as global competitiveness, how strategic thinking influences decision-making, quality philosophy, and the preparation of a strategic plan are used as instructional instruments. Business decision-making regarding changes are examined using relevant information from video and case studies. Students prepare a business plan and present their results in a final format using research, design, and management reports. A $50.00 Strategic Management Simulation access fee is charged in this course. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): All core requirements completed

MGMT760 Organizational Design and Development 3 CR
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.

Prerequisite(s): HRMG700

MGMT767M Organizational Development and Leadership 3 CR
In this course, learners investigate the senior manager’s leadership orientation in the context of today’s complex social and business environments. Learners explore the components and relevant application of major contemporary leadership theories. By literature review and case analysis, this course will examine effective applied leadership and the need for an understandable and deliverable model of leadership in an organizational development context. Using assessments, learners understand their own leadership style and develop strategies to become more effective leaders in their organizations and personal environment. It also emphasizes leadership from the top management team perspective—learning how to assess and develop leadership in others. (EMBA only)

MGMT775 Leading Transformational Change 3 CR
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.

Prerequisite(s): MGMT760

MGMT780 Global Business Strategies 3 CR
This course reinforces concepts from previous courses and introduces new concepts for managing organizations in the short and long term. Students learn that managing effectively requires that leaders be aware of, adjust for, and take advantage of changing internal and competitive conditions. Concepts such as global competition, strategic planning, international trading alliances, quality and ethical considerations are integrated into the coursework. Skills relating to negotiating, technology, human resources and operations management are simultaneously developed. Students strengthen their decision-making skills utilizing current financial data, economic indicators, and tracking of stock market activity and interest rates to enhance their organization’s performance. Students present their results in a final format using financial statements and management reports. A $70.00 Comprehensive Business Simulation access fee is charged in this course. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisite(s): All core requirements and 9 credit hours of the required concentration courses completed

MGMT784 Data-driven Design and Analysis 3 CR
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.

Prerequisite(s): MGMT732 and MGMT775

MGMT785M Innovation and Change Management 3 CR
Top management team members seek product and process innovation in order to implement change and achieve the organization’s performance goals. Contemporary theories centering on innovation and its relationship to new product development are studied in a variety of different organization contexts. This course applies principles of strategic, creative and critical thinking that are needed to assess probabilities of success and risk assessment. It also includes the perspectives of human resources management involved in leading successful change. (EMBA only)

MGMT793M Strategic Management 2 CR
Presented near the end of the Executive MBA program, this provides relevant theory and practical skills in analysis and development from a strategic management perspective. Its content is a continuation of the strategic management course that introduced the EMBA program. This course integrates the knowledge and skills learned in previous courses on business disciplines such as Finance, Marketing, Operations and Human Resources Management. Principles of business policy, ethics, sustainability and corporate social responsibility are applied using case analysis and simulation. (EMBA only)
MGMT795 Strategies for Contemporary Organizations  3 CR
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, ethical and legal considerations 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. Note: This course requires a $50.00 Peregrine assessment for the end of the program. A grade of B or better must be earned to pass this course successfully.
Prerequisite(s): MGMT784

MGMT799 Strategic Global Business Simulation  3 CR
Teach-out 2014-2015
Students will take part in a one-week academic residency in this course held at the Main Campus in Grand Rapids during the second year of their Executive MBA program. This course reinforces concepts from previous courses and introduces new concepts for managing organizations in the short and long term. Students learn that managing effectively requires that leaders be aware of, adjust for, and anticipate changes in internal and competitive conditions. Concepts such as global competition, strategic planning, international trading alliances, quality, and ethical considerations are integrated into the coursework. Skills relating to negotiating, technology, human resources, and operations management are simultaneously developed.
Students strengthen their decision-making skills utilizing current financial data, economic indicators, and tracking of stock market activity and interest rates to enhance their organization’s performance. Students present their results in a final format using financial statements and management reports. A $70.00 Strategic Global Business Simulation access fee is charged in this course. Note: A grade of B or better must be earned to pass this course successfully. (Executive MBA only)

Marketing (MKTG)

MKTG610 Marketing Strategies  3 CR
This course focuses on marketing strategies and tactics, which are the tools that managers use to increase sales and profits of products and services. Identifying and employing the most effective strategies are critical to the success of any firm. In this course students explore market segmentation, product, price, distribution, promotion, international, and strategic marketing strategies and tactics. Case studies are used to provide an opportunity to conduct situation analysis, identify SWOTs (strengths, weaknesses, opportunities, and threats), and recommend appropriate strategies and tactics that will attract, satisfy, and retain customers. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.
Prerequisite(s): BUSN520 and MGMT535

MKTG638 Marketing and Communicating in a Multi-Cultural Environment  3 CR
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, time perception. Complex business and communication problems, advocacy skills, and creative approaches to communications that integrate technology skills will also be explored.

MKTG680 Applied Marketing Research and Segmentation  3 CR
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(s): BUSN650 and MKTG610

MKTG695 Distribution Strategy  3 CR
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(s): MKTG680

MKTG698 Multinational Marketing Management  3 CR
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(s): MKTG680

MKTG700 Strategic Pricing  3 CR
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(s): MKTG680

MKTG705 Digital Marketing  3 CR
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(s): MKTG680

MKTG723 Consumer Behavior  3 CR
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(s): MKTG680

MKTG740M Marketing Management  3 CR
Marketing is at the core of all business. One of the keys to successful businesses is to develop competitive advantage by creating customer value. Understanding marketing in all cultures is increasing important. To outperform the competitors requires solid marketing knowledge and accuracy in marketing decision making. This course will emphasize the strategic implications of competition in different markets. Utilizing an environmental and cultural approach permits a truly global orientation. An emphasis will be placed on developing skills for entering new markets and sustaining or growing current markets. Focus on environmental factors that affect long-term marketing strategies will be explored. (EMBA only)

MKTG757 Strategic Brand Development and Management  3 CR
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(s): MKTG680

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MKTG775 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(s): MKTG680

Networks (NETW)

NETW520 Data Communications and Networks

This course focuses on fundamentals of data communications systems and networks. Topics to be covered will include communications hardware and software, data transmission, protocols to include the LDAP, the OSI Reference Model, local area networks, wide area networks, and the Internet.

NETW650 Telecommunications and Networks

This course explains the principles and protocols of modern data networks and of the Internet. Students will explore local area networks (LANs) and wide-area networks (the Internet). Key concepts of TCP/IP, the protocol suite for the Internet, are examined, including the OSI model, and ends with a survey of security measures.

NETW670 Contemporary Wireless Networks

This course explores the evolution of contemporary wireless networks, and technologies and the implications for future users. Topics include: a review of fundamental 4G technologies such as Broadband Wireless Networks, Software-defined Radios, Advanced Antennas, and Mobile Ad-hoc Networking; 4G applications such as distributed monitoring, content distribution, and seamless mobility; and potential scenarios for technology and business models.

Prerequisite(s): NETW650

Nursing (NURS)

All component co-requisites must be repeated if a failing grade is received in any one of them. The lecture, lab, virtual lab (V) and clinical (C) components of each NURS course must be successfully completed during the same semester. A grade of B- or better is required for successful completion for all NURS courses.

NURS600 Theoretical Foundation for Advanced Nursing Practice

Analysis of theoretical perspectives from nursing and related disciplines as a foundation for nursing practice in advanced roles.

Prerequisite(s): Admission to the MSN program

NURS601 MSN Orientation Seminar

0 CR

This seminar is required in the first semester of acceptance to the College of Health Professions MSN program. The program expectations and the MSN Student Handbook will be reviewed. Students in this course must register and complete the required Criminal Background Check (CBC) and Drug Screen (DS). Note: This course is graded on a Pass/Fail basis. If the CBC/DS portion of the class is not completed in the specified time frame, a failing grade will be given for the course. A $125.00 fee is charged in this course.

NURS640 Nursing Research and Evidence-Based Practice

Critical discussion and analysis of the research process including the responsible conduct of research, qualitative and quantitative research methods and designs, analysis of data, and reporting of results. Strategies to improve dissemination and application of nursing research findings and integration of evidence-based practice will be discussed.

Prerequisite(s): Admission to the MSN program

NURS670 Transforming Nursing Practice through Leadership, Policy and Advocacy

This course prepares nurses at the Master’s degree level to investigate and analyze the organization, delivery, and financing of health care through the lens of a leadership role. Leadership theories and concepts are explored as they may be applied to address complex and dynamic health care challenges such as health care access, cost, and quality. Strategic planning, systems thinking, political advocacy, and interprofessional collaboration are discussed and explored as within the context of the nursing leadership role in effecting positive health outcomes and advancing health care.

Prerequisite(s): Admission to the MSN program

NURS710 Advanced Pharmacology

This course focuses on the use of pharmacotherapeutic agents to manage health problems. Pharmacokinetics and pharmacodynamics of drug categories, as well as evidence-based findings, are discussed as a basis for prescribing and monitoring pharmaceutical and alternative therapeutic agents for the prevention and treatment of commonly occurring acute and chronic illnesses. Ethical, legal, and risk-management issues are discussed.

Prerequisite(s): Admission to the MSN program

NURS735 Advanced Pathophysiology

Alterations of various physiological systems, etiology and clinical manifestations of commonly occurring health problems across the life span are discussed. In-depth case analysis of risk factors, pathophysiological changes, and associated signs and symptoms, relevant theories, research, and evidence-based findings are discussed as a basis for advanced practice nursing.

Prerequisite(s): Admission to the MSN program

NURS740 Advanced Health Assessment

2 CR

NURS740V Advanced Health Assessment Lab

1 CR

This course focuses on the development of advanced practice nursing skills in health assessment for clients across the life span. Relevant concepts, theories, research, and evidence-based findings on prevention and early detection of risk factors and disease are emphasized. Critical thinking, diagnostic reasoning and communication skills are developed through case scenarios, simulated experiences, and clinical experiences as appropriate.

Note: The lab portion designated with a “V” will be taught in a virtual format. This course requires a $75.00 fee for the Shadow Health Assessment.

Component Co-requisite(s): NURS740 and NURS740V

Prerequisite(s): Admission to the MSN program

NURS765 Concepts of Advanced Nursing Practice

3 CR

NURS765C Concepts of Advanced Nursing Practice Clinical

3 CR

This course focuses on examining and analyzing theories, concepts, and research evidence to support the practice of nursing at an advanced level. Students are provided the opportunity to enhance critical thinking and clinical judgment skills in designing, delivering, and evaluating health promotion, clinical prevention, and disease reduction interventions for individuals, groups, or populations. Emphasis is on nursing practice within an interdisciplinary context. Note: NURS765C requires a clinical practicum component of 135 hours in an identified clinical specialty area. A $20.00 insurance fee is charged in NURS765C.

Component Co-requisite(s): NURS765 and NURS765C

Prerequisite(s): NURS710, NURS735, NURS740 and NURS740V

NURS780 Theoretical Foundations of Teaching and Learning

3 CR

This course prepares educators to identify and apply appropriate teaching methods and evaluate student learning, teacher, and program effectiveness. Topics include teaching, evaluation, integration of new and emerging technology, and assessment methods.

Prerequisite(s): NURS765 and NURS765C

NURS782 Introduction to Simulation in Nursing Education

3 CR

The purpose of this course is to provide an introduction to simulation technology used in health care education. This introductory course will review the historical technology used in integration of simulation as an imperative tool to building a foundational understanding of simulation technology. This course will explore the various educational theories as a basis for simulation in nursing and includes simulation used as a pedagogical approach to learning.

Prerequisite(s): NURS780
NURS783 Simulation Design, Development, and Evaluation 3 CR
This course prepares educators to develop health care learning experiences by using the various database design, development and implementation and evaluation principles. Participants will design a state of the art health care simulation activity using the simulation methodologies learned. The participants will be introduced to the art and science of moulage to generate an environment of realism for health care simulation. Student will explore the debriefing process and develop a model for evaluating the simulation experience.
Prerequisite(s): NURS782

NURS784 Curriculum Development and Program Evaluation 3 CR
This course is designed to introduce curriculum, curriculum development, and design, and program evaluation. The course will provide students with the knowledge and skill needed to review, revise, and evaluate nursing curriculum. Student will learn how to complete a needs assessment for developing and reviewing curriculum. The student will examine the components of the curriculum. The course will include how to plan for program and curriculum evaluations.
Prerequisite(s): NURS780

NURS785 Teaching Strategies, Assessment, and Evaluation 3 CR
This course focuses on current and emerging teaching strategies, methods of assessment, and evaluation methods by nurse educators in a variety of settings (classroom, lab, clinical). Students will learn how to integrate diverse teaching and evaluation methods with diverse learning styles in a variety of settings. Student will discuss, plan and implement classroom assessment techniques (CATs) appropriate to course objectives. Strategies for assessing and evaluating learning outcomes will be discussed.
Prerequisite(s): NURS784

NURS787 Role of the Nurse Educator 3 CR
NURS787C Role of the Nurse Educator Clinical 3 CR
This course will focus on the multidimensional aspects of the nurse faculty role. Current literature and research related to the science of nursing education will be examined and analyzed. Dimensions of the faculty role in teaching, scholarship, service, and practice will be discussed. Note: To promote socialization in the nurse faculty role, NURS787C incorporates a teaching practicum which requires 135 hours at the practicum site. A $20.00 insurance fee is charged in NURS787C.
Component Co-requisite(s): NURS787 and NURS787C
Prerequisite(s): NURS785 and NURS785C

NURS795 MSN Special Project 1 CR
Offered in Year Two.
Student identifies a salient health care topic of interest to investigate using the principles and methodologies inherent in the conduct of evidence-based research and practice to design and implement a special clinical research project. Student will obtain approval of proposed special project from the MSN faculty Research Advisor before initiating research project. After implementing the special project, the student will use evaluation research methodology to assess project outcomes. Student’s special project will entail all components of an evidence-based research project including: determining clinical foreground (PHO) and background research questions; hypotheses (if applicable); research design; implementation of the project; data collection and data analysis procedures; discussion of the results and implications for advanced nursing practice, theory, and education; and recommendations for future research. Student will disseminate research results by presenting research findings at a professional conference and/or other appropriate public venue. Note: This special project is graded as Pass/Fail.

NURS799 MSN Thesis 1 CR
Offered in Year Two.
Student identifies a salient health care topic of interest to investigate using the application of evidence-based systematic, scientific research principles and methodologies to complete a research thesis. Student will obtain approval of proposed research topic from the MSN faculty Research Advisor before initiating research thesis. Student’s research thesis will entail all stages of a scientifically conducted study including: determining research questions; hypotheses (if applicable); research design; data collection and data analysis procedures; discussion of the results and implications for advanced nursing practice, theory, and education; and recommendations for future research. Student will disseminate research results by developing a manuscript suitable to be submitted for publication and/or presentation at professional conferences. Note: The MSN Thesis is graded as Pass/Fail

Occupational Therapy (OCTH)
All component co-requisites must be repeated if a failing grade is received in any one of them. The lecture and lab (L) components of each OCTH course must be successfully completed during the same semester. A grade of B- or better is required for successful completion for all OCTH courses. Occupational Therapy (OCTH) lab classes require 2 contact hours for each credit hour.

OCTH601 MSOT Orientation Seminar 0 CR
This seminar is required in the first semester of acceptance to the College of Health Professions MS Occupational Therapy program. The program expectations and the Student Handbook will be reviewed and membership in the American Occupational Therapy Association established. Students in this course must register and complete the required Criminal Background Check (CBC) and Drug Screen (DS). Note: A $75.00 AOTA membership fee and $125.00 CBC/DS processing fee are charged in this course. This course is graded on a Pass/Fail basis. If the CBC/DS portion of the class is not completed in the specified time frame, a failing grade will be given for the course.
Co-requisite(s): 1st semester MSOT courses
Prerequisite(s): Acceptance to the Occupational Therapy degree program

OCTH610 Principles of Human Occupation and Foundations of the Profession 3 CR
In this course, students will study the origins of human occupation and the evolution of this philosophy into the field of occupational therapy. Students will examine the nature of meaningful occupation in the everyday life and explore changes in occupation across the life span. This course will introduce the potential consequences of occupational deprivation on the independence, life-purpose, and well-being of individuals, groups, and societies. Students will study the history of the field from pioneers of the profession to current contemporary practice and the recognition of occupational science as an academic discipline. Social, political, and economic factors influencing the development of the field will be explored. Students will be introduced to frameworks, models, and theories of practice which will be covered in depth in subsequent program courses. National and international organizations will be reviewed as well as occupational therapy from a global perspective.
Co-requisite(s): 1st semester MSOT courses
Prerequisite(s): Acceptance to the Occupational Therapy degree program

OCTH616 Fundamentals and Scope of Occupational Therapy Practice 3 CR
This course introduces the occupational therapy process with specific emphasis on human interaction and communication. Students will examine the influence of performance patterns (habits roles, routines, and rituals); contexts (cultural, personal, temporal and virtual); and environments (physical and social) on human interaction. Concepts such as authenticity, empathy, and cultural competency will be examined in the context of work with clients, colleagues, and populations. An experiential learning experience with diverse populations is included as a component of this course. This course prepares students for future occupational therapy practice by providing the foundational communication/interaction skills needed for effective practice. Note: A $20.00 insurance fee is charged in this course. The experiential learning component requires a minimum of 20 hours of direct experience.
Co-requisite(s): 1st semester MSOT courses
Prerequisite(s): Acceptance to the Occupational Therapy degree program

OCTH628 Fundamentals of Knowledge-Driven Practice 3 CR
This course introduces research principles of quantitative and qualitative research. Topics include research designs, sampling, protocols, procedures, boundaries/limitations, analytical procedures and human subject assurances. In this course, students will locate and critically review research literature. Students will also demonstrate the skills necessary for design of scholarly proposals. This course provides the foundation for integration of evidence into practice and prepares students for participation in guided research/scholarship.
Co-requisite(s): 1st semester MSOT courses
Prerequisite(s): Acceptance to the Occupational Therapy degree program
OCTH636 Analysis of Environment, Task, and Activity 2 CR
This course introduces environment, task, and activity analysis as important components of occupational therapy practice. A person’s ability to function in daily life is dependent upon the person’s abilities (performance skills), the demands of the task/activity, and the environment where the action occurs. If a person’s abilities do not allow successful participation in activities or engagement in occupations then changes to the task or environment will be needed. In this course, students will learn basic principles of environmental, task, and activity analysis from the perspective of client/patient need. At the conclusion of this course, students will articulate differences between activity and occupation; understand the therapeutic value of engagement in occupation; and have foundational skills necessary to make adaptations to assist clients participate.
Component Co-requisite(s): OCTH636 and OCTH636L
Co-requisite(s): 2nd semester MSOT courses
Prerequisite(s): 1st semester MSOT courses

OCTH636L Analysis of Environment, Task, and Activity Lab 1 CR
(2 contact hours)
The laboratory course reinforces knowledge of foundational principles of environment, task, and activity analysis through practical application of concepts. Students will analyze environments and tasks and will make adaptations intended to enhance function, independence, and well-being. Note: This course requires a $40.00 fee for lab supplies and insurance.
Component Co-requisite(s): OCTH636 and OCTH636L
Co-requisite(s): 2nd semester MSOT courses
Prerequisite(s): 1st semester MSOT courses

OCTH652 Fundamentals of Development and Developmental Assessment 2 CR
This course examines typical and atypical physical, cognitive, and social development of infants and young children. Students will analyze the effects of developmental dysfunction on the lives of children based on results from observational and standardized assessments. In this course, the evaluation component of occupational therapy process is reinforced with emphasis on communication, interaction, assessment, and documentation. Students are introduced to theories of development and early-intervention models of service delivery.
Component Co-requisite(s): OCTH652 and OCTH652L
Co-requisite(s): 2nd semester MSOT courses
Prerequisite(s): 1st semester MSOT courses

OCTH652L Fundamentals of Development and Developmental Assessment Lab 1 CR
(2 contact hours)
The laboratory course reinforces knowledge of foundational principles of assessment through practical application of concepts. Students will perform observational and standardized assessments; interpret assessment results; and practice professional documentation applying principles of best practice. Note: This course requires a $55.00 fee for lab supplies and insurance.
Component Co-requisite(s): OCTH652 and OCTH652L
Co-requisite(s): 2nd semester MSOT courses
Prerequisite(s): 1st semester MSOT courses

OCTH660 Research and Scholarship in Occupational Therapy 3 CR
In this course, students participate in departmental projects that investigate various aspects of practice, service, education, and/or issues of the profession. Boyer’s Model is used as a platform to present research/scholarship contributions to the body of knowledge and the profession. Concepts from previous research courses are reinforced and foundational skills are established that can be translated to future research in practice settings.
Co-requisite(s): 2nd semester MSOT courses
Prerequisite(s): 1st semester MSOT courses

OCTH715 Level I Fieldwork A: Occupational Therapy Process 3 CR
This course provides experiential learning with clients/patients in clinical settings in combination with on-line content. The evaluation and treatment planning components of the occupational therapy process are the focus of the Level I fieldwork experience reinforcing concepts presented in previous courses. Students will have opportunities to engage in communication and interaction with clients/patients, family members, and members of the health care team. Guided observation and selected supervised participation in patient assessment is emphasized. Throughout the experience, students will have opportunities to strengthen clinical observation, communication, documentation skills, and treatment planning skills. Note: A $20.00 insurance fee is charged in this course. Level I Fieldwork A requires a minimum of 4 weeks of full-time clinical experience under the supervision of a currently licensed (or otherwise regulated) occupational therapist. This course will be graded Pass/Fail.
Prerequisite(s): 2nd semester MSOT courses

OCTH721 Occupational Therapy Process in Sensory-Motor Disruption 3 CR
This course examines typical and disrupted development of the sensory-motor system in children and adolescents. Neurodevelopment (introduced in previous courses) will be reviewed and reinforced in the context of perception/integration of stimuli and adaptive behavioral and motor responses. In this course, sensory processing theories and models of practice will be introduced as a guide for analysis, documentation, and intervention. Students will review observational, criterion-referenced, questionnaire-based, and standardized assessments to evaluate performance. Critical thinking will be facilitated through creation of care plans in the context of school-based practice. Review of the literature focusing on best-practice interventions will be an integral part of this course. Note: A $20.00 insurance fee is charged in this course.
Co-requisite(s): 4th semester MSOT courses
Prerequisite(s): OCTH715

OCTH738 Occupational Therapy in Behavioral and Mental Health 3 CR
This course prepares students to evaluate and treat persons with behavioral and mental health disorders. Course content reinforces previous learning in human development, basic psychology, and abnormal psychology. In this course, psycho-social theories and models of practice are introduced as a guide for analysis, documentation, and intervention. Students will review psychosocial-focused observational, criterion-referenced, and standardized assessments used to evaluate client/patient performance. Communication skills will be reinforced with emphasis on interview and information gathering skills in the context of community-based services. Critical thinking will be facilitated through creation of care plans integrating client/patient needs, living situation, availability of external support, and occupational profile. Care plans developed by students will embody the principles of human occupation by emphasizing participation in daily life activities and engagement in meaningful occupations. Review of the literature focusing on behavioral and mental health issues will be an integral part of this course.
Co-requisite(s): 4th semester MSOT courses
Prerequisite(s): OCTH738

OCTH745 Level I Fieldwork B: Behavioral and Mental Health 1 CR
This course provides a combination of instructor-directed content and experiential learning with clients/patients who have difficulties with behavioral or mental health. This experience supports, reinforces, and enriches previous and concurrent didactic and experiential coursework through focused observation and direct interaction. Students will strengthen their interaction skills by gathering information (creating an occupational profile) through interviews with clients/patients who have difficulty with communication. The course prepares the student for occupational therapy practice through applying principles of therapeutic use of self in challenging situations. Note: A $20.00 insurance fee and $125.00 CBC/DS processing fee are charged in this course. Level I Fieldwork B is experiential learning in behavioral and mental health requires a minimum of 40 hours of direct experience. This course will be graded Pass/Fail.
Co-requisite(s): 4th semester MSOT courses
Prerequisite(s): OCTH745

OCTH751 Evaluation and Intervention of Upper Limb Injuries 3 CR
This course prepares students to evaluate and treat traumatic and repetitive injuries to the upper limb. Upper limb congenital anomalies, amputations, and secondary complications (such as lymphedema) will also be covered. The structure and function of the upper limb (introduced in previous courses) will be reviewed and reinforced in the context of evaluation and treatment. Biomechanical frameworks will be introduced as a guide for analysis, documentation, and intervention. Students will use clinical reasoning to cre-
ate intervention plans integrating co-existing complications such as pain and depression. Intervention plans developed by students will embody the principles of human occupation by emphasizing participation and engagement as both strategies for treatment and primary goals of the intervention. Review of the literature focusing on best-practice interventions will be an integral part of this course.

**Component Co-requisite(s):** OCTH751 and OCTH751L

**Co-requisite(s):** 4th semester MSOT courses

**Prerequisite(s):** OCTH715

**OCTH751L Evaluation and Intervention of Upper Limb Injuries Lab**

1 CR

(2 contact hours)

The laboratory course reinforces knowledge of foundational principles of upper limb structure and function. In the laboratory course, students will analyze the effects of upper limb deficits on movement and function using observational and standardized assessments (sensation, range and strength of movement). Students will apply orthotic, prosthetic, physical agent modality, and physical rehabilitation techniques in the context of outpatient services. Note: This course requires a $120.00 fee for lab supplies and insurance.

**Component Co-requisite(s):** OCTH751 and OCTH751L

**Co-requisite(s):** 4th semester MSOT courses

**Prerequisite(s):** OCTH715

**OCTH756 Management of Occupational Therapy Services**

2 CR

This course examines issues associated with management of health professions and care services. Topics include: human resources, human management, supervision, physical resources, compliance, external influences, and fiscal management. Students will examine their own leadership style in the context of supervision and team building. Note: A $75.00 AOTA membership fee is required in this course.

**Co-requisite(s):** 4th semester MSOT courses

**Prerequisite(s):** OCTH715

**OCTH760 Access to Care I**

2 CR

This is the first of two courses focusing on community, state, and national level support for persons receiving occupational therapy services. Students will engage in an in-depth examination of community support programs; private insurance; and state/national programs for children (SCHIP, NCLB, IDEA) and adults. Service provision guidelines, restrictions, and appeals are covered in the context of community-based service, outpatient care, and school-based practice. This course reinforces content from previous courses in health care organizations and ethics and supplements content of concurrent courses.

**Co-requisite(s):** 4th semester MSOT courses

**Prerequisite(s):** OCTH715

**OCTH766 Access to Care II**

2 CR

This is the second of two courses focusing on community, state, and national level support for persons receiving occupational therapy services. Students will engage in an in-depth examination of community support programs and state/national programs with emphasis on COBRA, Medicaid, and Medicare. Service provision guidelines, restrictions, and appeals are covered in the context of acute care, skilled nursing, rehabilitation, long term care, and home care. This course reinforces content from previous courses in health care organizations, ethics, and access to care in other service settings. The course supports content of concurrent courses.

**Co-requisite(s):** 5th semester MSOT courses

**Prerequisite(s):** 4th semester MSOT courses

**OCTH772 Equipment and Technological Interventions**

2 CR

This course covers equipment and technological devices designed to maximize function and enhance quality of life. In this course students will utilize assessment and analysis skills from previous and concurrent courses to guide equipment and device selection including seating and mobility devices. Students will investigate appropriate funding sources and justify need based on assessment results. This course prepares students to educate clients/patients, family members, and care providers in the proper use of equipment/devices utilizing communication strategies that are aligned with needs and abilities of all involved. Note: A $20.00 insurance fee is charged in this course.

**Co-requisite(s):** 5th semester MSOT courses

**Prerequisite(s):** 4th semester MSOT courses

**OCTH778 Central Nervous System Injury and Disorders**

3 CR

This course prepares students to evaluate and treat persons with neurologic disorders. The structure and function of the central nervous system and the pathophysiology of neurological conditions (introduced in previous courses) will be reviewed and reinforced in the context of evaluation and treatment. Neuromotor-based frameworks will be introduced as a guide for analysis, documentation, and intervention. Students will use clinical reasoning to create intervention plans integrating co-existing complications in mental functions such as loss of memory, confusion, and aggression. Intervention plans developed by students will embody the principles of human occupation by emphasizing participation in daily life activities and engagement in meaningful occupations. Students will use critical reasoning to develop transfer/discharge plans which comply with service and reimbursement guidelines and mandates. Review of the literature focusing on best-practice interventions will be an integral part of this course.

**Component Co-requisite(s):** OCTH778 and OCTH778L

**Co-requisite(s):** 5th semester MSOT courses

**Prerequisite(s):** 4th semester MSOT courses

**OCTH778L Central Nervous System Injury and Disorders Lab**

1 CR

(2 contact hours)

The laboratory course reinforces knowledge of pathophysiology of neurological conditions. In the laboratory course, students will analyze the effects of central nervous system deficits on posture, movement, and function using observational and standardized assessments. Students will compare, contrast, and/or apply treatment approaches including pharmaceutical, surgical, neuromotor, orthotic, and occupational-based interventions. In addition, students will learn and apply safe and effective transfer techniques utilizing biomechanical and neurodevelopmental frameworks. Note: This course requires a $40.00 fee for lab supplies and insurance.

**Component Co-requisite(s):** OCTH778 and OCTH778L

**Co-requisite(s):** 5th semester MSOT courses

**Prerequisite(s):** 4th semester MSOT courses

**OCTH785 Level I Fieldwork C: Neurological Conditions**

1 CR

This course provides a combination of instructor-directed content and experiential learning with clients/patients with neurologic conditions. Students will have opportunities to observe alterations in posture, movement, and muscle tone resulting from central nervous system dysfunction. This fieldwork experience supports, reinforces, and enriches concurrent didactic coursework through focused observation and supervised participation. The course prepares the occupational therapy student for clinical practice through participation in selected aspects of the occupational therapy process. Note: A $20.00 insurance fee is charged in this course. Level I Fieldwork C: Neurological Conditions requires a minimum of 40 hours of direct experience. This course will be graded Pass/Fail.

**Co-requisite(s):** 5th semester MSOT courses

**Prerequisite(s):** 4th semester MSOT courses

**OCTH787 Issues in Aging: Changes in Activities and Occupations**

3 CR

This course focuses on functional changes associated with the typical aging process and changes resulting from disease or injury commonly associated with advancing age. Students will examine the effects of physical, physiological, and cognitive deficits on function and ability to manage daily life activities. Activity and occupation based frameworks and models of practice will be used as a guide for analysis, documentation, and intervention. Students will use clinical reasoning to create holistic intervention plans based on the needs of patients and the availability of support systems (family and caregivers). Students will use critical reasoning to develop transfer/discharge plans which comply with service and reimbursement guidelines and mandates. Review of the literature focusing on best-practice interventions will be an integral part of this course. Note: A $20.00 insurance fee is charged in this course.

**Co-requisite(s):** 5th semester MSOT courses

**Prerequisite(s):** 4th semester MSOT courses

**OCTH789 Emerging Areas of Practice: Program Development and Assessment**

3 CR

This course prepares students to investigate, plan, develop, and market new services in emerging areas of practice. Students will use critical thinking to
determine the service delivery model, requirements for physical/human resources, and the mechanism for ongoing evaluation of the program. As part of this process, students will investigate sources of funding and write a grant proposal to support the development of the new program. Note: A grade of B or better must be earned to pass this course successfully.

Prerequisites:

- 5th semester MSOT courses
- 4th semester MSOT courses

COSTH795b Level IIB Fieldwork: Guided Practice 6 CR

Level IIB is the second of two Level II practice experiences. Level IIB Fieldwork is designed to prepare professional identity, promote clinical reasoning, and further develop communication, evaluation, and interventions skills. Level IIB is a collaborative process with reciprocal exchange between fieldwork educator and fieldwork student. Fieldwork students are expected to take initiative, be prepared on a daily basis, and be open to feedback and guidance. This fieldwork course prepares students for future clinical practice through concentrated training with emphasis on analysis of occupational performance, occupation-based intervention, and assessment of patient outcome.

Note: A $20.00 insurance fee and $125.00 CBC/DS processing fee are charged in this course. Level IIB Fieldwork requires a minimum of 12 weeks of full-time clinical experience under the supervision of a currently licensed (or otherwise regulated) occupational therapist. This course will be graded Pass/Fail.

Prerequisites:

- Successful completion of all previously required coursework and Program Director approval.

COSTH799 Entering the Profession 1 CR

The transition from student to entry-level practitioner is the focus of this course. During this course student will review their past experiences and reflect on their professional identity as an occupational therapist. Students will examine the collaborative professional relationships with emphasis on the occupational therapist and occupational therapy assistant, including supervisory roles and responsibilities. Requirements for the National Board for Certification in Occupational Therapy examination will be reviewed as well as requirements for state licensure. As part of this course, students will create a professional development planning considering potential future roles as practitioner, fieldwork educator, consultant, OT educator, researcher, and entrepreneur. Note: A grade of B or better must be earned to pass this course successfully.

Prerequisites:

- OCTH795b
- OCTH795a

STAR Clinician® Training (STAR) 3 CR

This course is a self-directed course delivered through a partnership between Davenport University and Oncology Rehab partners. The course is a comprehensive overview of cancer rehabilitation and provides the student with the needed knowledge and tools for providing rehabilitation care as a clinician. The course is targeted to Nursing senior level students, MSN students and Nursing Alumni. The course includes education about caring for cancer patients who have survived cancer treatment. In depth information is acquired on the 10 two-hour modules.

Prerequisite(s):

- Proof of qualifying undergraduate degree completion or approval of appropriate Program Director.

Statistics (STAT) 3 CR

STAT500 Statistics for Business

This is the basic statistics course for graduate students who have never had statistics or for those who need a refresher course. Descriptive and inferential statistical methods are applied in problem-solving and decision-making situations. The probabilities of random events and the percentiles of random measure are derived, analyzed, and used either to ascertain unknown current state of affairs or to anticipate future outcomes. Note: Online sections will have an $85.00 lab and book fee included with tuition charges.

STAT604 Intermediate Biostatistics 3 CR

The main goal of the course is to prepare students to critically evaluate clinical research within the health sciences. To that end, students will learn and discuss a variety of multivariate, non-parametric, survival analysis, and other inferential methods current and common to the health field (e.g., Multiple and Logistic Regression, ANOVA, Kaplan-Meier methods, Cox proportional hazards regression, and Chi-Square Tests). Health science case studies are used throughout to provide a contextual basis for the course material. Use of statistical software is emphasized throughout to perform calculations of real-world data sets. Note: A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

Prerequisites:

- Undergraduate introductory statistics (STAT212) course

STAT615 Analytical Statistics for Management 3 CR

This course explores applications for the practitioner in industry. Included are data descriptions, measures of central tendency and variability, probability, tests of hypotheses, regression analysis, and analysis of categorical data. Selection of research problems, analysis of literature, individual investigations, preparing reports, and proposal writing are detailed. The course will also survey decision making and making recommendations using qualitative and quantitative data. Students will also discover threats to internal and external validity for qualitative research. Mintlab will be used throughout the course.

Prerequisites:

- Completion of an undergraduate course in introductory statistics (STAT200) course or STAT500

Technology Management (TMGT) 3 CR

TMGT655 IT Service Management

This course surveys the technical and managerial challenges of leading innovation in high-tech enterprises and industries. Particular consideration is given to the forces affecting the nature and rate of technological innovation and the managerial alternatives available to both established and entrepreneurial organizations. The course explores sources of innovation, including acquisitions and alliances, real options thinking for investing under uncertainty, managing new ventures and developing effective processes and organizational structures for driving sustainable results.

Prerequisite(s):

- CISP600

TMGT685 IT Change Management and Service 3 CR

Upon completion of this course students will be prepared to incorporate the strategies and processes of different leadership models and organizational change into their personal leadership plan. Students will explore the leader’s role during technological changes and best approaches to lead and manage these changes within the organization. The course will survey how transfor-
mational leadership can be applied to foster innovation, technological change, examine the relationships between developing enterprise level, innovative strategies and performing in the role of a transformational CIO leader.  

Prerequisite(s): ACCT640

TMGT720 Emerging Technologies 3 CR  
This course surveys emerging technologies and their potential applications, including the opportunities and challenges of managing these technologies. Highlighted technologies include nanotechnology, information systems, telemedicine, and robotics.  

Prerequisite(s): CISP600

TMGT727 Technology Entrepreneurship 3 CR  
This course investigates the sequential process of transforming a technology-driven idea into a customer-driven product. This course examines this process both from the perspective of the entrepreneur and from the perspective of the corporation pursuing a model of open innovation to transform new ideas into entrepreneurial ventures. Based largely on case study discussions, the course focuses on intellectual property, high-tech product development, venture finance, high-tech market strategy, strategic alliances, and entrepreneurial leadership skills.  

Prerequisite(s): TMGT685

TMGT750 Special Topics: Think as a CIO 3 CR  
This course explores the thinking processes CIO’s use when solving IT problems, making decisions, formulating IT strategies, and executing IT strategic plan. This course will survey CIO’s best practices and current industry standards.  

Prerequisite(s): TMGT655 and TMGT685

TMGT788 Applied Research Techniques for Technology Management 3 CR  
This course on statistics explores applications for the practitioner in industry. Included are data descriptions, measures of central tendency and variability, probability, tests of hypotheses, regression analysis and analysis of categorical data. Selection of research problems, analysis of literature, individual investigations, preparing reports, and proposal writing are detailed.  

Note: This class is preparatory to beginning the Technology Management Thesis and should be completed, at minimum, the semester prior to registration for CAPS798.  

Prerequisite(s): STAT615

TMGT790 Technology Management Internship 3 CR  
This course is designed for graduate students nearing completion of their MSTM degree, who wish to pursue an internship. Effective internships relate to student’s professional goals, require the student to function within the standard procedures of the setting, and require the student to assume increased specified responsibilities. In general, 150 hours of career related work time shall be required at the employment site and evidenced by weekly reports filed by the student. The Internship requires a written report and oral presentation based on the learning experience. The internship may be either paid or unpaid. An appropriate faculty member and the placement site supervisor will evaluate the student’s performance. Note: A $20.00 insurance fee is charged in this course. A grade of B or better must be earned to pass this course successfully.

Prerequisite(s): TMGT750, completion of the Technology Core Courses, and 30 credit hours completed.

Urban Education (UEDU)

UEDU601 Introduction to the Urban Education Program 0 CR  
This course is usually offered in August and serves as an introduction to the M.Ed. in Urban Education.  

Prerequisite(s): Acceptance to the Urban Education Program

UEDU610 Foundation of Urban Education 3 CR  
This course will introduce candidates to the historical, sociological, and political factors both locally and writ large that have led to today’s urban schools. A particular emphasis will be placed on equity as so far as it pertains to attendance, school funding, pedagogy, assessment, standardized testing, classroom management and family involvement. This module helps fulfill credit hours requirements in the area of Diverse Learners.  

Prerequisite(s): Acceptance to the Urban Education Program

UEDU630 Data Analytics, Assessment and Measurement 3 CR  
This course teaches candidates how to use student, school and community data to draw conclusion about that information. Data Analytics teaches students how to use large-set databases to create predictive models of academic achievement. The course applies concepts provided in the book Driven by Data by Paul Bambrick-Santoyo.  

Prerequisite(s): Acceptance to the Urban Education Program

UEDU656 Education and the Law 3 CR  
Students must master the general principles of American school law with particular emphasis upon Michigan statutes. The course will examine the legal bases of federal, state and local administrative levels. The course will review the salient legal provisions of the Education Code respecting administration of schools, the rights of patrons and employees, torts, contracts, certification, tenure, school planning and the rights and obligations of pupils.  

Prerequisite(s): Acceptance to the Urban Education Program

UEDU682 Family and Community Partnership Practice 2 CR  
This course will examine the importance of community viability as a part of school success. The course teaches how and why it is important to see families and communities as vital to educating the “whole child.” We will examine how to leverage the unique assets in urban communities that can help educate the whole child. This course helps fulfill credit hours requirements in the area of Family and Community Relationships.  

Prerequisite(s): UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class

UEDU701 Literacy Development and Instruction 6 CR  
This course presents an in-depth study in the teaching of literacy for improving reading skills in all students. The course will present characteristics and factors contributing to struggling readers and provide teachers with strategies to remediate Pre-referral guidelines of federal and state laws will be discussed, including RTI, scientifically research-based and evidence-based instruction, and on-going progress monitor of student performance. An emphasis on instructional tools, guidelines for instruction, organizational and teaching strategies, remedial methods and techniques for the child with a disability in preschool through secondary education will be introduced in this course. Instructional activities will be aimed at promoting the subject literacy of their students. Teachers will gain insights into methods of effective communication and interaction with students, utilization of technology for laboratory research and reference, and methods of evaluating student achievement. Process skills as well as content will be strongly emphasized.  

Prerequisite(s): Acceptance to the Urban Education Program

UEDU702 Teaching High School Mathematics 6 CR  
This course prepares secondary teaching certificate candidates to become effective mathematics educators. Current issues, approaches and materials in school mathematics teaching are addressed. This is an applied course in that students will come away from the course with specific activities, lessons, and teaching techniques that can be used in secondary school mathematics classrooms. Teachers will gain insights into methods of effective communication and interaction with students, utilization of technology for laboratory research and reference, and methods of evaluating student achievement. Process skills as well as content will be strongly emphasized.  

Prerequisite(s): Acceptance to the Urban Education Program

UEDU703 Teaching High School Integrated Science 6 CR  
Designed for individuals planning to teach middle or high school science, students will become proficient in science germane to effective teaching in science classrooms including: assessing students’ knowledge before instruction, designing curriculum, planning lessons, determining and adapting appropriate teaching methods, promoting inquiry, fostering dialogue, meeting district and national standards, using technology to promote learning, and assessing students’ learning. This course explores both the teacher’s and the students’ role in middle/secondary science classrooms. Prospective teachers will focus on the role of the teacher, but always with reference to the ways in which teachers interact with students to create positive environments that foster inquiry and promote meaningful learning. Teachers will gain insights into methods of effective communication and interaction with students, utilization of technology for laboratory research and reference, and methods of evaluating student achievement. Process skills as well as content will be strongly emphasized.  

Prerequisite(s): Acceptance to the Urban Education Program
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<tr>
<th>Course Code</th>
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<tr>
<td>UEDU715</td>
<td>Strategy Development of Task Performance Optimization</td>
<td>2 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
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<tr>
<td>UEDU730</td>
<td>Culturally Competent Classroom Management</td>
<td>3 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
</tr>
<tr>
<td>UEDU742</td>
<td>Implementing a College and Career Ready Curriculum</td>
<td>2 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
</tr>
<tr>
<td>UEDU756</td>
<td>Differentiating Instruction in an Urban Setting</td>
<td>3 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
</tr>
<tr>
<td>UEDU770</td>
<td>Building an Effective Lesson Plan</td>
<td>3 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
</tr>
<tr>
<td>UEDU786</td>
<td>Using Technology to Enhance Learning</td>
<td>3 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
</tr>
<tr>
<td>UEDU792</td>
<td>School Improvement Planning</td>
<td>3 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
</tr>
<tr>
<td>UEDU795</td>
<td>Teaching Apprenticeship</td>
<td>3 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
</tr>
<tr>
<td>UEDU797</td>
<td>Leading Change</td>
<td>3 CR</td>
<td>UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class</td>
</tr>
</tbody>
</table>

This course will develop and facilitate service teachers’ abilities to map what their students need to know and the pacing required to meet their learning objectives. It will also provide real-time feedback of the strategies employed to help students meet their individual learning goals. Specifically, the course will help teachers identify grade-level objectives, student’s individual goals, learning activities, and strategies to gauge student’s progress towards the goal. This course helps fulfill credit hours requirements in the area of Instructional Strategies.

Prerequisite(s): UEDU715, UEDU730, UEDU742 and the successful completion of the second 3 credits of the Core Methods class.

This course is designed for educators to explore the integration of current and emerging technologies into classroom practice. It will teach candidates how to use technologies to assess course content, organizational structure, and student performance. It will emphasize the critical role of assessment in the instructional process and the importance of using valid assessments to guide and influence curricular decisions. This course helps fulfill credit hours requirements in the area of Instructional Strategies.

Prerequisite(s): UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class.

This course will prepare teachers to be educational leaders who effectively manage urban classrooms and interact effectively with people of different cultures and socio-economic backgrounds. This course helps fulfill credit hours requirements in the area of Diverse Learners.

Prerequisite(s): UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class.

This course will teach candidates how to lead the development of a school improvement plan that addresses student achievement needs. The course also teaches candidates how to monitor the implementation of an improvement plan and revise it when appropriate. Specifically, it will give candidates the skills to analyze data, clarify the problem, create an action plan, monitor progress, and act on needed changes. This course helps fulfill credit hours requirements in the area of Instructional Strategies.

Prerequisite(s): UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class.

This course will develop and facilitate service teachers’ abilities to map what their students need to know and the pacing required to meet their learning objectives. It will also provide real-time feedback of the strategies employed to help students meet their individual learning goals. Specifically, the course will help teachers identify grade-level objectives, student’s individual goals, learning activities, and strategies to gauge student’s progress towards the goal. This course helps fulfill credit hours requirements in the area of Instructional Strategies.

Prerequisite(s): UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class.

This course teaches candidates how to introduce change in a school, advocate for students and best practices, positively influence key stakeholders and ensure achievement of the best possible outcomes. Leading Change draws from education and business literature on change theory. It also identifies the habits of effective leaders in urban school settings.

Prerequisite(s): All previous UEDU courses successfully completed.

Prerequisite(s): All previous UEDU courses successfully completed.
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Accreditations and Approvals

Davenport University is accredited by the Higher Learning Commission — North Central Association of Colleges and Schools (NCA), 30 North LaSalle Street, Suite #2400, Chicago, IL 60602; phone (800) 621-7440; www.ncahighlearningcommission.org. The HLC is nationally recognized by the U.S. Department of Education and by the Council of Higher Education Accreditation (CHEA).

Davenport University, an independent, nonprofit institution, is charted by the State of Michigan and is empowered to grant degrees; it is also certified by the State Approval Agency of the Department of Education.

Davenport University is recognized for veterans’ training under the G.I. Bill for Veterans Educational Assistance.

The University is approved by the United States Department of Justice, Immigration and Naturalization Service as an institution of higher education for training foreign students.

The University is approved by the states and the federal governments for many programs including Rehabilitation Work Incentive, etc.

Davenport University has received specialized accreditation for its Associate of Business Administration, Associate of Science, Bachelor of Business Administration, Bachelor of Science, and Masters of Business Administration degree programs in business through the International Assembly for Collegiate Business Education (IACBE), Olathe, Kansas.

The Master of Science in Nursing (MSN) online program is approved by the Michigan Board of Nursing and has been granted candidacy status with the Accreditation Commission for Education in Nursing (ACEN).

Contact information: Commission for Education in Nursing, 3343 Peachtree Road NE, Suite 850 Atlanta, Georgia, 30326; (404) 975-5000; www.acenursing.org

The entry-level Master of Science in Occupational Therapy program has applied for accreditation by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA); located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is (202) 651-6078 and its Web address is www.acoteonline.org. Once accreditation of the program has been obtained, its graduates will be eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBOT). After successful completion of this exam, the individual will be eligible to be listed as a Registered Occupational Therapist (OTR). In addition, state boards of therapy require licensure in order to practice; however, state licenses are usually based on the results of the NBOT Certification Examination.

Davenport University is designated as a Center of Academic Excellence (CAE) for Its Information Assurance coursework. CAEs are designated by the National Centers of Academic Excellence in Information Assurance Education (CAE/IAE) and are jointly sponsored by the National Security Agency (NSA) and the Department of Homeland Security (DHS).

The master’s degree program in Information Assurance (MSIA) has been certified by the National Security Agency (NSA) and Committee on National Security Systems (CNSS) as meeting the requirements of NSTISSI-4011, Training Standard for Information Systems Security (INFOSEC) Professionals, and CNSS-4012, Training Standard for System Security Managers.

Accreditation credentials are available for review from University officials upon request.

NON-DISCRIMINATION and EQUAL EMPLOYMENT OPPORTUNITY POLICY

Davenport University provides equal employment opportunities to all employees, applicants and students without unlawful discrimination based on age, color, disability, height, marital status, national origin, race, religion, sex/gender, sexual orientation, veteran status and weight in accordance with applicable laws. This policy applies to all terms and conditions of employment and educational services.

In addition, the University will provide reasonable accommodation to qualified persons who have protected disabilities that are unrelated to their ability to do the job to the extent that the University receives a timely request of the need for accommodation in accordance with the University ADA policy.

All employees and students are expected to comply with both the letter and spirit of this policy. Employees and students who believe that they may be subject to unlawful discrimination in employment or educational services are encouraged to address their concerns in accordance with the University Anti-Harassment policy.

W.A. Lettinga Campus
Grand Rapids
616-698-7111
866-925-3844
6191 Kraft Avenue SE
Grand Rapids MI 49512

Peter C. Cook Center
Grand Rapids
616-233-2588
866-925-3844
45 Ottawa NW
Grand Rapids MI 49503

Battle Creek
269-968-8105
800-762-4173
200 West Van Buren Street
Battle Creek MI 49017

Fint
810-733-9977
800-727-1443
4316 Miller Road
Fint MI 48070

Holland
616-396-4600
800-643-4630
643 S. Waverly Road
Holland MI 49423

Kalamazoo
269-382-2835
800-632-8928
4123 West Main Street
Kalamazoo MI 49006

Lansing
517-484-2600
866-800-5515
200 S. Grand Avenue
Lansing MI 49833

Livonia
734-943-2800
800-585-0575
19499 Victor Parkway
Livonia MI 48152

Midland
989-835-5588
800-968-4860
3555 E. Patrick Road
Midland MI 48642

Saginaw
989-799-7800
800-968-8133
5300 Bay Road
Saginaw MI 48604

Traverse City
231-995-1740
800-894-0883
2200 Dandridge Dr., Suite 104
Traverse City MI 49684

Warren
586-558-8700
800-724-7708
27650 Dequindre Road
Warren MI 48091

ADMISSIONS 800-686-1600