2021-2022
Graduate Catalog

DAVENPORT UNIVERSITY

Accreditations and Approvals

Davenport University is accredited by the Higher Learning Commission (HLC), 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; 800-621-7440; www.hlcommission.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 agencies of the state and federal governments for many programs including Rehabilitation Work Incentive, etc.

Davenport University has been approved by the State of Michigan Department of Licensing and Regulatory Affairs (LARA) to participate in the National Council for State Authorization Reciprocity Agreements. NC-SARA is a voluntary, regional approach to state oversight of postsecondary distance education.

The Donald W. Maine College of Business of 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, Master of Management degree programs for its business and accounting programs through the International Accreditation Council for Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas. It has also received special accreditation for its accounting program from the IACBE.

The Master of Business Administration (MBA) with Strategic Human Resources Concentration aligns with the recommended requirements for HR degree programs as outlined in the Society for Human Resource Management (SHRM) HR curriculum guidebook and templates.

The Master of Science in Health Informatics and Information Management master degree program has received full accreditation by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM). Contact information: CAHIIM, 233 N. Michigan Avenue, Suite 2150, Chicago, IL 60601; phone 312-233-1183; www.cahiim.org.

The master's degree program in nursing and post-graduate APRN certificate program at Davenport University is accredited by the Commission on Collegiate Nursing Education (CCNE), 655 K Street NW, Suite 750, Washington, DC 20001; 202-887-6791.

The entry-level occupational therapy master's degree program is accredited 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 301-652-AOTA and its Web address is www.acoteonline.org. Graduates of the program 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 be an Occupational Therapist, Registered (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Davenport University has been designated as a National Center of Academic Excellence in Cyber Defense Education (CAE/CDE). The CAE-Cyber Defense program is jointly sponsored by the National Security Agency (NSA) and the Department of Homeland Security (DHS).

Davenport University has been designated as a National Center of Digital Forensics Academic Excellence (CDFAE) by the Defense Cyber Crime Center Academic Cyber Curriculum Alliance (DACCA).

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.

FROM THE PRESIDENT

Welcome to Davenport University!

Davenport University has a bold vision to provide you with a high quality education 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 campuses or online, receives a high level of 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 launch a successful career.

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

Sincerely,

Richard Pappas, Ed.D.
President

2021–2022

GRADUATE CATALOG

Contents

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.

ABOUT DAVENPORT UNIVERSITY

Our Mission

Davenport University prepares and transforms students to achieve the highest level of academic performance, leading them to excel and advance in their chosen fields in the 21st Century.

Our Vision

Davenport aspires to be renowned as a quality institution of higher education that understands the market better than any other institution. We strive to apply that understanding to our programs and teaching, preparing Davenport and its graduates to exceed employer expectations, transform communities, and change lives by believing that every person can achieve his or her dream.

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 and Inclusion

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, health and urban education.

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, regional 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 began competition in NCAA Division II as a member of the Great Lakes Intercollegiate Athletic Conference (GLIAC) in 2017.

New Vision for Davenport

Under the leadership of President Richard J. Pappas, Ed.D., Davenport University has undergone a quality transformation by aligning the organization around a strategic Vision which serves as a guidepost for the university's future. As a result, the university has set high standards for student achievement and satisfaction. Over the past decade student success continued to improve and graduation rates have more than doubled. In fact, student and graduate satisfaction have reached their highest levels in the University's history.

Over the last decade, the university has achieved several key milestones including:

- Opening a new campus in Lansing and opening the Peter C. Cook Center for graduate studies in downtown Grand Rapids.

- Creating Michigan's first College of Urban Education with the launch of a Master of Urban Education program in 2015.

- Introducing new academic programs, including master's degrees in Nursing, Occupational Therapy, Technology Management and Health Informatics and Information Management.

- Launching the first Employment Guarantee In the nation, which applies to bachelor degree programs for Accounting, Nursing, Computer Information Systems, Cyber Defense and Network Management and Security.

- Opening the Farmers Insurance Athletic Complex to accommodate the university's NCAA Division II programs, featuring a total of 21 NCAA-sponsored men's and women's teams. Its competitive schedule includes the Great Lakes Intercollegiate Athletic Conference (GLIAC).

- Introducing new partnerships, providing access to Davenport classrooms at University Centers located within Kalamazoo Valley Community College, Macomb Community College, Mott Community College, Northwestern Michigan College, Schoolcraft College, and Wayne County Community College District.

- Creating a new campus within the booming midtown area of Detroit opened in 2019, and Davenport's online Global Campus continues to roll out cutting-edge improvements.

- Earning recognition as a 2020 Michigan Performance Excellence Award recipient by Michigan Performance Excellence (MIPEx). This is the highest honor given to organizations in Michigan that demonstrate outstanding performance, leadership and operational excellence. Davenport is the first university to earn this distinction in Michigan.

- Being honored with the Higher Education Excellence in Diversity (HEED) award eight times from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education. The magazine also recognized Davenport president Dr. Richard Pappas with the Giving Back Award in 2016.

Davenport's newest Vision 2025, announced in 2021, calls for accelerated student outcomes and even higher levels of quality in all university operations while keeping tuition among the lowest of all private, non-profit institutions in Michigan. With a focus on preparing students to succeed in growth careers of the 21st century, Davenport eagerly embraces a future of growth and new opportunities while also understanding and honoring the rich legacy of its storied past.

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.

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.

Davenport University 2021-2022 Graduate Academic Year Calendar

FALL 2021 (202210)	15-week semester	10-week session	7-week session 1	7-week session 2
2021-2022 Yearlong Schedule Opened	Mon Feb 8, 2021	Mon Feb 8, 2021	Mon Feb 8, 2021	Mon Feb 8, 2021
Schedules dropped for non-payment	Tues Aug 17	Tues Aug 17	Tues Aug 17	Tues Nov 19
Last day to schedule classes without a late registration fee	Fri Aug 27	Fri Aug 27	Fri Aug 27	Fri Oct 22
Web add/drop closes	Mon Sep 6	Mon Sep 6	Mon Sep 6	Mon Oct 25
Last day for adding to waitlist	Mon Sep 6	Mon Sep 6	Mon Sep 6	Sun Oct 31
Classes begin	**Tues Sep 7**	**Tues Sep 7**	**Tues Sep 7**	**Mon Nov 1**
Last day for drop/add and late payments	Mon Sep 13	Add Tues Sep 7 Drop Mon Sep 13	Add Tues Sep 7 Drop Mon Sep 13	Add Mon Nov 1 Drop Fri Nov 5
1st Census	Mon Sep 13	Mon Sep 13	Mon Sep 13	Fri Nov 5
"Freeze Date" 2nd Census	Mon Sep 20	Mon Sep 20	Mon Sep 20	Fri Nov 12
Last day to use book vouchers	Tues Sep 21	Tues Sep 21	Tues Sep 21	Mon Nov 15
Last day to withdraw with "W" grade	Mon Nov 29	Fri Oct 22	Fri Oct 8	Fri Dec 3
Thanksgiving Break	Wed Nov 24 - Sun Nov 28	—	—	Wed Nov 24 - Sun Nov 28 *No in-seat attendance is required, but assignments for 2nd 7-week must be completed.*
Classes end	**Sat Dec 18**	**Mon Nov 15**	**Mon Oct 25**	**Sat Dec 18**
Final grades due	Tues Dec 21	Wed Nov 17	Wed Oct 27	Tues Dec 21
2022-2023 Yearlong Schedule Opens	Mon Feb 14, 2022	Mon Feb 14, 2022	Mon Feb 14, 2022	Mon Feb 14, 2022

WINTER 2022 (202220)	15-week semester	10-week session	7-week session 1	7-week session 2
Schedules dropped for non-payment	Tues Dec 21	Tues Dec 21	Tues Dec 21	Tues Feb 22
Last day to schedule classes without a late registration fee	Fri Dec 31	Fri Dec 31	Fri Dec 31	Fri Feb 25
Web add/drop closes	Sun Jan 9	Sun Jan 9	Sun Jan 9	Sat Feb 26
Last day for adding to waitlist	Sun Jan 9	Sun Jan 9	Sun Jan 9	Sun Mar 6
Classes begin	**Mon Jan 10**	**Mon Jan 10**	**Mon Jan 10**	**Mon Mar 7**
Last day for drop/add and late payments	Fri Jan 14	Add Mon Jan 10 Drop Fri Jan 14	Add Mon Jan 10 Drop Fri Jan 14	Add Mon Mar 7 Drop Fri Mar 11
1st Census	Fri Jan 14	Fri Jan 14	Fri Jan 14	Fri Mar 11
"Freeze Date" 2nd Census	Fri Jan 21	Fri Jan 21	Fri Jan 21	Fri Mar 18
Last day to use book vouchers	Mon Jan 24	Mon Jan 24	Mon Jan 24	Mon Mar 21
Last day to withdraw with "W" grade	Fri Apr 8	Fri Feb 25	Fri Feb 11	Fri Apr 8
Martin Luther King, Jr. Day	Mon Jan 17	Mon Jan 17	Mon Jan 17	—
Spring Break	Sun Feb 27 - Sat Mar 5	Sun Feb 27 - Sat Mar 5	—	—
Classes end	**Sat Apr 30**	**Mon Mar 28**	**Sat Feb 26**	**Sat Apr 23**
Final grades due	Tues May 3	Wed Mar 30	Tues Mar 1	Tues Apr 26
2022 Commencement Ceremony	**Sun May 1, 2022**			

Davenport University 2021-2022
Graduate Academic Year Calendar (continued)

SPRING/SUMMER 2022 (202230)	12-week semester	10-week session	7-week session 1	7-week session 2
Schedules dropped for non-payment	Tues Apr 26	Tues Apr 26	Tues Apr 26	Tues Jun 21
Last day to schedule classes without a late registration fee	Fri Apr 29	Fri Apr 29	Fri Apr 29	Fri Jun 24
Web add/drop closes	Sun May 8	Sun May 8	Sun May 8	Mon Jun 27
Last day for adding to waitlist	Sun May 8	Sun May 8	Sun May 8	Mon Jul 4
Classes begin	**Mon May 9**	**Mon May 9**	**Mon May 9**	**Tues Jul 5**
Last day for drop/add and late payments	Fri May 13	Add Mon May 9 Drop Fri May 13	Add Mon May 9 Drop Fri May 13	Add Tues Jul 5 Drop Mon Jul 11
1st Census	Fri May 13	Fri May 13	Fri May 13	Mon Jul 11
"Freeze Date" 2nd Census	Fri May 20	Fri May 20	Fri May 20	Mon Jul 18
Last day to use book vouchers	Mon May 23	Mon May 23	Mon May 23	Tues Jul 19
Last day to withdraw with "W" grade	Fri Jul 8	Fri Jun 24	Fri Jun 10	Fri Aug 5
Memorial Day	Sat May 28 - Mon May 30	Sat May 28 - Mon May 30	Sat May 28 - Mon May 30	—
Independence Day	Sun Jul 3 - Mon Jul 4	Sun Jul 3 - Mon Jul 4	—	—
Classes end	**Mon Aug 1**	**Fri Jul 22**	**Mon Jun 27**	**Mon Aug 22**
Final grades due	Wed Aug 3	Tues Jul 26	Wed Jun 29	Wed Aug 24
FALL 2022 (202310)	**15-week semester**	**10-week session**	**7-week session 1**	**7-week session 2**
Fall Semester 2022 classes begin	**Tues Sep 6**	**Tues Sep 6**	**Tues Sep 6**	**Mon Oct 31**

Davenport University Excellence System

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.

COLLEGE OF ARTS AND SCIENCES

Programs

MASTER OF SCIENCE IN DATA ANALYTICS   30 credits

GRADUATE CERTIFICATES
Data Analytics Graduate Certificate   12 credits
Data Mining and Visualization Graduate Certificate   12 credits
Predictive Analytics and Data Visualization Graduate Certificate   12 credits

MASTER OF SCIENCE

MASTER OF SCIENCE IN
DATA ANALYTICS

MASTER OF SCIENCE • 30 CREDITS • DATANLYTC MS

Data Analytics is used to analyze vast databases that must be examined using complex algorithms and artificial intelligence to identify previously unidentified useful sets of relationships and trends. All aspects of the business and medical communities, as well as government agencies and non-profit organizations, rely on data analytics, yet are hampered by a growing shortage of data analysts. Davenport's 30 credit hour Master of Science in Data Analytics responds to this need. The degree is delivered jointly by the College of Arts and Sciences in partnership with the Colleges of Technology, Business and Health Professions. The program is online and prepares individuals to conduct sophisticated analysis of existing data and create new data systems and methodologies. It is also designed to enable these individuals to make recommendations that increase effective use of data to help organizations meet specific goals and respond to new opportunities. The program uses industry standard software in practical applications directly related to current trends and issues that impact organizations across a broad spectrum. Course progression and content is carefully formulated to build competency in data analysis for students from a broad range of disciplines and experiences, including those who are new to the field.

Core Courses		12 credits
DATA610	Essentials of Business Analytics	3
DATA625	Data Mining	3
DATA667	Data Visualization and Communication	3
DATA710	Introduction to R Programming	3

Advanced Courses		15 credits
DATA728	Advanced Data Mining	3
DATA742	Principles of Data Warehousing	3
DATA758	Essentials of Cloud Computing **or**	
DATA790	Data Analytics Internship	3
DATA772	Statistical Analysis for Data Analytics	3
DATA785	Predictive Modeling	3

Capstone Project		3 credits
DATA792	Data Analytics Capstone	3

DATA courses are only offered in a 15-week online format.

GRADUATE CERTIFICATES

DATA ANALYTICS

GRADUATE CERTIFICATE • 12 CREDITS • DATALTIC GRC

Data Analytics is used to analyze vast databases that must be examined using complex algorithms and artificial intelligence to identify previously unidentified useful sets of relationships and trends. All aspects of the business and medical communities, as well as government agencies and non-profit organizations rely on data analytics, yet are hampered by a growing shortage of data analysts. Davenport's 12 credit Graduate Certificate in Data Analytics responds to this need by preparing individuals to conduct data mining projects, generate data visualization products, and build data dashboards and automated reports. Using industry standard software, graduates get hands-on experience in practical applications directly related to current trends and issues that impact organizations across a broad spectrum. Credit from the certificate program can be transferred to the Master of Science in Data Analytics Degree program. Courses are offered online in a 15-week format with two courses completed per semester.

Courses		12 credits
DATA610	Essentials of Business Analytics	3
DATA625	Data Mining	3
DATA667	Data Visualization and Communication	3
DATA710	Introduction to R Programming	3

DATA courses are only offered in a 15-week online format.

DATA MINING AND VISUALIZATION

GRADUATE CERTIFICATE • 12 CREDITS • DATAVIL GRC

Data Analytics analyzes vast databases that must be examined using complex algorithms and artificial intelligence to identify previously unidentified useful sets of relationships and trends. The Data Mining and Visualization Graduate Certificate is offered online and prepares individuals to conduct data mining projects, generate data visualization products, and build data dashboards and automated reports. The concentration uses industry standard software in practical applications directly related to current trends and issues that impact organizations across a broad spectrum. Course progression and content is carefully formulated to build competency in data mining and visualization for students from a broad range of disciplines and experiences, including those who are new to the field. Credit from the certificate program can be transferred to the Master of Science in Data Analytics Degree program.

Courses		12 credits
DATA625	Data Mining	3
DATA667	Data Visualization and Communication	3
DATA710	Introduction to R Programming	3
DATA728	Advanced Data Mining	3

DATA courses are only offered in a 15-week online format.

PREDICTIVE ANALYTICS AND DATA VISUALIZATION

GRADUATE CERTIFICATE • 12 CREDITS • PREDVIL GRC

Data Analytics analyzes vast databases that must be examined using complex algorithms and artificial intelligence to identify previously unidentified useful sets of relationships and trends. The Predictive Analytics and Data Visualization Graduate Certificate is offered online and prepares individuals to build predictive and forecasting models, generate data visualization products, and build data dashboards and automated reports. The Graduate Certificate uses industry standard software in practical applications directly related to current trends and issues that impact organizations across a broad spectrum. Course progression and content is carefully formulated to build competency in predictive modeling, forecasting and data visualization for students from a broad range of disciplines and experiences, including those who are new to the field. Credit from the certificate program can be transferred to the Master of Science in Data Analytics Degree program.

Courses		12 credits
DATA667	Data Visualization and Communication	3
DATA710	Introduction to R Programming	3
DATA772	Statistical Analysis for Data Analytics	3
DATA785	Predictive Modeling	3

DATA courses are only offered in a 15-week online format.

Notes

D.W. MAINE
COLLEGE OF BUSINESS

Programs

MASTER OF ACCOUNTANCY	30 credits
MASTER OF BUSINESS ADMINISTRATION	30 credits
MASTER OF BUSINESS ADMINISTRATION WITH CONCENTRATIONS	39 credits
Data Mining and Visualization Concentration MBA	
Finance Concentration MBA	
Health Care Management Concentration MBA	
Human Resource Management Concentration MBA	
Leadership Strategies Concentration MBA	
Managerial Accounting Concentration MBA	
Marketing Concentration MBA	
Predictive Analytics and Data Visualization Concentration MBA	
Strategic Management Concentration MBA	
MASTER OF MANAGEMENT	30 credits
GRADUATE CERTIFICATES	
Accounting and Financial Analysis Graduate Certificate	18 credits
Business Essentials Graduate Certificate	12 credits
Data Mining and Visualization Graduate Certificate	
(see College of Arts and Sciences)	
Finance Graduate Certificate	12-21 credits
Health Care Management Graduate Certificate	
(see College of Health Professions)	
Human Resource Management Graduate Certificate	12-21 credits
Leadership Strategies Graduate Certificate	12-18 credits
Managerial Accounting Graduate Certificate	12-18 credits
Marketing Graduate Certificate	12-15 credits
Predictive Analytics and Data Visualization Graduate Certificate	
(see College of Arts and Sciences)	
Strategic Management Graduate Certificate	12-18 credits

MASTER OF ACCOUNTANCY

MASTER OF ACCOUNTANCY • 30 CREDITS • ACCTNCY MACC

The Master of Accountancy program at Davenport University is designed for the self-directed, career-minded student to "Get where the world is going" in his/her desired area of concentration in Accounting. Students may customize their curriculum according to their desired outcomes. The Master of Accountancy program offers multiple tracks that either culminates in taking CPA or CMA courses, or focuses more broadly on general financial management.

A hallmark of the DU Master of Accountancy program is learning through practice whether it be through case studies, field projects, internships, presentations or simulations. Students will have many opportunities to exercise critical thinking skills while applying their accounting knowledge to correctly identify and understand real-world challenges. Students will develop their leadership ability as they work with others to develop ethical, effective business solutions.

Prerequisite: The following prerequisite course offers preparation to strengthen analytical and interpretive skills in accounting for business mergers and acquisitions, partnerships and global accounting and is required prior to entering the Master of Accountancy (MAcc):

• ACCT515   Advanced Accounting Topics (3 cr)

Core Courses		18 credits
ACCT625	Accounting Information Systems	3
ACCT630	Accounting Research and Financial Analytics	3
ACCT650	Accountant Responsibilities and Ethics	3
ACCT660	Advanced Auditing and Reporting	3
ACCT670	Strategic Cost Management	3
ACCT794	Accounting Capstone	3

Specialization Areas

General Financial Management Specific

Courses [GFMS]		12 credits
FINC622	Money, Banking, Treasury Management Focus	3
FINC738	Mergers/Acquisitions/Consolidations	3
MGMT653	Leading Organizations	3
MGMT747	Sustainable Business Strategies	3

Managerial Accountant Specific Courses [CMAS]		12 credits
ACCT640	Managerial Accounting	3
ACCT761	CMA Prep Financial Planning/Performance	3
ACCT762	CMA Prep Financial Decision Making	3
FINC750	Advanced Financial Management	3

Professional Accountant Specific Courses [CPAS]		12 credits
ACCT752	CPA Prep - Financial (FAR)	3
ACCT756	CPA Prep - Auditing (AUD)	3
ACCT763	CPA Prep - Regulation (REG)	3
ACCT767	CPA Prep - Business (BEC)	3

Students who currently have the CMA or the CPA may be able to apply that credit to that specific Specialty.

MASTER OF BUSINESS ADMINISTRATION

Foundations of Business Requirements

All students admitted into any Davenport University MBA program are expected to have the necessary business foundations prior to entering the 600-level courses. Students without an earned grade of B 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. These courses are not included in the credits required for degree completion.

ACCT510	Fundamentals of Accounting Principles and Concepts
BUSN520	Management and Marketing
FINC510	Foundations of Financial Management
STAT500	Statistics for Business

Any exceptions or variations must be approved by the MBA/MM exceptions committee.

MASTER OF BUSINESS ADMINISTRATION • 30 CREDITS • BUS MGT MBA

The Master of Business Administration (MBA) program prepares students in the functional areas of business enabling them to develop managerial skills necessary to be effective in a wide variety of business environments. The program is designed for students interested in entering or advancing their careers in business. This 30 credit hour program focuses on the content areas that current research of managerial competencies, as well as nationally recognized graduate business standard evaluations, have identified: management, human capital management, business law, organizational leadership, economics, accounting, quantitative business analysis, operations management, corporate finance, marketing, and strategic management. Students can develop additional expertise in a particular concentration area by completing 12-15 credits in courses that culminate in the award of a graduate certificate, which will be recorded on the student's transcript.

Courses		27 credits
ACCT640	Managerial Accounting	3
BUSN688	Quantitative Business Analysis	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
LEGL710	Ethical and Legal Framework for 21st Century Business	3
MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3
MBA Elective*		3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

*Recommended electives:

BUSN781	Graduate Business Study Abroad Experience
BUSN790	Graduate Business Internship
FINC793 and	Graduate ACG Experience I 2 cr **and**
FINC794	Graduate ACG Experience II 1 cr

Any course from the Graduate Certificates or the Master of Management program

MASTER OF BUSINESS ADMINISTRATION WITH CONCENTRATIONS

Davenport University's 39 credit MBA program is designed for those early in their business careers and entrepreneurial endeavors, and those mid to senior-level managers looking to sharpen their professional skills. The student will complete a set of core requirements prior to proceeding to concentration courses.

Any exceptions or variations must be approved by the MBA/MM exceptions committee.

DATA MINING AND VISUALIZATION CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • BA DMGV MBA

Data Analytics analyzes vast databases that must be examined using complex algorithms and artificial intelligence to identify previously unidentified useful sets of relationships and trends. The Data Mining and Visualization concentration is delivered jointly by the College of Arts and Sciences in partnership with the College of Business. The concentration is online and prepares individuals to conduct data mining projects, generate data visualization products, and build data dashboards and automated reports. The concentration uses industry standard software in practical applications directly related to current trends and issues that impact organizations across a broad spectrum. Course progression and content is carefully formulated to build competency in data mining and visualization for students from a broad range of disciplines and experiences, including those who are new to the field.

Core Courses		24 credits
ACCT640	Managerial Accounting	3
DATA610*	Essentials of Business Analytics	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
LEGL710	Ethical and Legal Framework for 21st Century Business	3
MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3

Concentration Courses		12 credits
DATA625*	Data Mining	3
DATA667*	Data Visualization and Communication	3
DATA710*	Introduction to R Programming	3
DATA728*	Advanced Data Mining	3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

DATA courses are only offered in a 15-week online format.

FINANCE CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • BA FNAC MBA

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		24 credits
ACCT640	Managerial Accounting	3
BUSN688	Quantitative Business Analysis	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
LEGL710	Ethical and Legal Framework for 21st Century Business	3
MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3

Concentration Courses		12 credits
FINC622	Money, Banking, Treasury Management Focus	3
FINC738	Mergers/Acquisitions/Consolidations	3
FINC750	Advanced Financial Management	3
FINC765	Money and Capital Markets	3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

HEALTH CARE MANAGEMENT CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • BA HLTC 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.

Core Courses		24 credits
ACCT640	Managerial Accounting	3
BUSN688	Quantitative Business Analysis	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
HCMG730	Ethical and Legal Perspectives in Health Care	3

MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3

Concentration Courses		12 credits
HCMG630	Health Care Organizations	3
HCMG745	Health Care Practice Management	3
HCMG750	Financial Management for Health Care	3
HCMG770	Strategic Management in Health Care	3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

HUMAN RESOURCE MANAGEMENT CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • BA HMRS MBA

Students in Davenport's Master of Business Administration Human Resource Management Concentration program are exposed to a wide variety of human resource topics that challenge twenty-first century businesses. This program emphasizes systemic and strategic problem-solving skills that are essential to the human resource management professional.

The Human Resource Management Concentration is aligned with the Society of Human Resource Management (SHRM) educational standards for human resource management professionals. Eligible students can prepare for and take the SHRM Certified Professional (CP) exam at the end of their program.

Core Courses		24 credits
ACCT640	Managerial Accounting	3
BUSN688	Quantitative Business Analysis	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
LEGL710	Ethical and Legal Framework for 21st Century Business	3
MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3

Concentration Courses		12 credits
HRMG700	Managing Human Resources	3
HRMG720	Employment Law and Labor Relations	3
HRMG725	Finance of Compensation and Benefits	3
HRMG750	Organizational Development and Training	3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

LEADERSHIP STRATEGIES CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • BA LSSC MBA

Emphasizing skills in project management, human capital structures and change management, this concentration develops leaders who are able to strategically innovate, plan and implement in the ever-changing global environment. Students will build competencies in conceptualizing and planning organizational systems and processes that integrate sustainable business practices for long-term success. The courses in the concentration converge on leadership strategies that complement and augment the core functional MBA competencies.

Core Courses		24 credits
ACCT640	Managerial Accounting	3
BUSN688	Quantitative Business Analysis	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
LEGL710	Ethical and Legal Framework for 21st Century Business	3
MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3

Concentration Courses		12 credits
MGMT735	Managing Projects	3
MGMT747	Sustainable Business Strategies	3
MGMT760	Organizational Design and Development	3
MGMT775	Leading Transformational Change	3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

MANAGERIAL ACCOUNTING CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • BA MCCT MBA

The Managerial Accounting concentration within the MBA provides students with the knowledge needed for the managerial and cost functions within an accounting department. Emphasis is placed on developing knowledge and skills in the five key competency areas of: 1) financial reporting, decisions, 2) planning, budgeting and forecasting, 3) performance management, 4) cost management, and 5) internal controls. Completion of this concentration also prepares students for Part One of the Certified Management Accountant (CMA) exam.

Core Courses		24 credits
ACCT640	Managerial Accounting	3
BUSN688	Quantitative Business Analysis	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
LEGL710	Ethical and Legal Framework for 21st Century Business	3
MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3

Concentration Courses		12 credits
ACCT625	Accounting Information Systems	3
ACCT761*	CMA Prep Financial Planning/Performance	3
ACCT762*	CMA Prep Financial Decision Making	3
FINC750	Advanced Financial Management	3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

ACCT761 and ACCT762 are only offered in a 15-week online format.

MARKETING CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • BA MARK MBA

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

Core Courses		24 credits
ACCT640	Managerial Accounting	3
BUSN688	Quantitative Business Analysis	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
LEGL710	Ethical and Legal Framework for 21st Century Business	3
MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3

Concentration Courses		12 credits
MKTG705	Digital Marketing	3
MKTG723	Consumer Behavior	3
MKTG757	Strategic Brand Development and Management	3
MKTG775	Integrated Marketing Communications Strategy	3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

PREDICTIVE ANALYTICS AND DATA VISUALIZATION CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • BA PADV MBA

Data Analytics analyzes vast databases that must be examined using complex algorithms and artificial intelligence to identify previously unidentified useful sets of relationships and trends. The Predictive Analytics and Data Visualization concentration is delivered jointly by the College of Arts and Sciences in partnership with the College of Business. The concentration is online and prepares individuals to build predictive and forecasting models, generate data visualization products, and build data dashboards and automated reports. The concentration uses industry standard software in practical applications directly related to current trends and issues that impact organizations across a broad spectrum. Course progression and content is carefully formulated to build competency in predictive modeling, forecasting and data visualization for students from a broad range of disciplines and experiences, including those who are new to the field.

Core Courses		24 credits
ACCT640	Managerial Accounting	3
DATA610*	Essentials of Business Analytics	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
LEGL710	Ethical and Legal Framework for 21st Century Business	3
MGMT653	Leading Organizations	3
MGMT757	Operations and Supply Chain Management	3
MKTG610	Marketing Strategies	3

Concentration Courses		12 credits
DATA667*	Data Visualization and Communication	3
DATA710*	Introduction to R Programming	3
DATA772*	Statistical Analysis for Data Analytics	3
DATA785*	Predictive Modeling	3

Capstone		3 credits
CAPS794	Business Integration Capstone	3

DATA courses are only offered in a 15-week online format.

STRATEGIC MANAGEMENT CONCENTRATION

MASTER OF BUSINESS ADMINISTRATION • 39 CREDITS • MGT CON MBA

The Strategic Management Concentration focuses on strategic decision-making skills essential to corporate success in both the private and public sectors. Students examine the analysis and implementation of strategy while integrating key leadership characteristics necessary for success as business leaders.

This program targets individuals who desire an advanced understanding of and expertise in managing strategic processes while integrating the key leadership strategies necessary for individual and corporate growth and development. These skills are integrated through four interdisciplinary approaches — global, ethical, quality, and humanistic — using case analysis and interactive technologies.

Students who want to take the Certified Professional Manager (CM) exams from the Institute of Certified Professional Managers (ICPM) should enroll in MGMT699 as part of DU's MBA Strategic Management Concentration.

In addition, students who want to sit for the Certified Project Management Professional (PMP®) certification exam developed and conducted by the Project Management Institute (PMI®) should complete GPMT699 as one of their course options in this concentration.

Core Courses		18 credits
ACCT640	Managerial Accounting	3
BUSN688	Quantitative Business Analysis	3
ECON625	Managerial Economics	3
FINC620	Corporate Finance	3
MGMT653	Leading Organizations	3
MKTG610	Marketing Strategies	3

Concentration Courses		18 credits
Choose six of the following courses:		
HRMG700	Managing Human Resources	3
GPMT699∗	Certified Project Management Professional (PMP®) Preparation **or**	
MGMT735	Managing Projects	3
MGMT699∗	Certified Manager (CM) Examination	3
MGMT760	Organizational Design and Development	3
MGMT747	Sustainable Business Strategies	3
MGMT757	Operations and Supply Chain Management	3
MGMT775	Leading Transformational Change	3
MGMT780	Global Business Strategies	3

Capstone		3 credits
CAPS794	Business Integration Capstone	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 GPMT699 or MGMT699.

MASTER OF MANAGEMENT

MASTER OF MANAGEMENT • 30 CREDITS • MASTER MGMT

Students seeking the Master 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 30-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.

Any exceptions or variations must be approved by the MBA/MM exceptions committee.

Courses		27 credits
FINC610	Budget and Finance Management	3
HRMG700	Managing Human Resources	3
MGMT610	Management Vision and Decision - Creative & Critical Thinking from a Strategic Perspective	3
MGMT670	Enterprise Growth and Development	3
MGMT732	Project Leadership	3
MGMT760	Organizational Design and Development	3
MGMT775	Leading Transformational Change	3
MGMT784	Data-Driven Design and Analysis	3
MKTG638	Marketing and Communicating in a Multi-Cultural Environment	3

Capstone		3 credits
MGMT795	Strategies for Contemporary Organizations	3

GRADUATE CERTIFICATES

Graduate Certificates provide students with the opportunity to deepen their skills in a particular subject. They may be completed at any time while taking Master of Business Administration courses provided the prerequisites are met, or may be completed as a stand-alone certificate.

The credit for a single course cannot be applied to more than one certificate. Any exceptions or variations must be approved by the MBA/MM exceptions committee.

ACCOUNTING AND FINANCIAL ANALYSIS

GRADUATE CERTIFICATE • 18 CREDITS • ACCT FIN GRC

The Accounting and Financial Analysis Graduate Certificate provides the foundation of financial concepts and the fundamentals of accounting. The certificate introduces the principles of accounting, with an emphasis on applying Generally Accepted Accounting Principles (GAAP) to business situations as compliant journal entries are recorded. In addition, the certificate will allow for the analysis of organizational performance and financial condition evaluation. This certificate helps prepare non-accounting undergraduates for enrollment in the MAcc degree. Additionally, it prepares non-accounting undergraduates for employment in general accounting positions.

Courses		18 credits
ACCT510	Fundamentals of Accounting Principles and Concepts	3
ACCT511	Intermediate Accounting I	3
ACCT512	Intermediate Accounting II	3
ACCT513	Federal Taxation I	3
ACCT515	Advanced Accounting Topics	3
LEGL510	Business Law Foundations	3

BUSINESS ESSENTIALS

GRADUATE CERTIFICATE • 12 CREDITS • BUSN GRC

This Graduate Certificate provides a general study of the contemporary theories and concepts in an organization or business. The certificate provides the general review of the basic concepts of marketing and management. In addition, the certificate will introduce the principles of financial accounting, emphasizing the understanding and interpretation of financial data, as well as the fundamental concept of financial management and the basic statistics necessary for business. Descriptive and inferential statistical methods, including probabilities of random events, are applied in problem-solving and decision-making situations.

Courses		12 credits
ACCT510	Fundamentals of Accounting Principles and Concepts	3
BUSN520	Management and Marketing	3
FINC510	Foundations of Financial Management	3
STAT500	Statistics for Business	3

FINANCE

GRADUATE CERTIFICATE • 12-21 CREDITS • FINANCE GRC

Prerequisites: The following prerequisite courses are required and must be completed before taking the major courses for the Graduate Certificate in Finance:

- ACCT640   Managerial Accounting (3 cr)
- ECON625   Managerial Economics (3 cr)
- FINC620   Corporate Finance (3 cr)

Courses		12 credits
FINC622	Money, Banking, Treasury Management Focus	3
FINC738	Mergers/Acquisitions/Consolidations	3
FINC750	Advanced Financial Management *(required last course)*	3
FINC765	Money and Capital Markets	3

HUMAN RESOURCE MANAGEMENT

GRADUATE CERTIFICATE • 12-21 CREDITS • HR MGMT GRC

Prerequisites: The following prerequisite courses are required and must be completed before taking the major courses for the Graduate Certificate in Human Resource Management:

- ACCT640   Managerial Accounting (3 cr)
- FINC620   Corporate Finance (3 cr)
- LEGL710   Ethical and Legal Framework for 21st Century Business (3 cr)

Courses		12 credits
HRMG700	Managing Human Resources	3
HRMG720	Employment Law and Labor Relations	3
HRMG725	Finance of Compensation and Benefits	3
HRMG750	Organizational Development and Training	3

Please note: Due to the limited course work for the graduate certificate, this program is not considered aligned with SHRM requirements. If you are interested in taking the SHRM Certified Professional examination, please see your advisor to determine eligibility.

LEADERSHIP STRATEGIES

GRADUATE CERTIFICATE • 12-18 CREDITS • LEADST GRC

Prerequisites: The following prerequisite courses are required and must be completed before taking the major courses for the Graduate Certificate in Leadership Strategies:

- ACCT640   Managerial Accounting (3 cr) **or**
  FINC610   Budget and Finance Management (3 cr)
- HRMG700   Managing Human Resources (3 cr) **or**
  MGMT653   Leading Organizations (3 cr)

Courses		12 credits
MGMT735	Managing Projects	3
MGMT747	Sustainable Business Strategies	3
MGMT760	Organizational Design and Development	3
MGMT775	Leading Transformational Change	3

MANAGERIAL ACCOUNTING

GRADUATE CERTIFICATE • 12-18 CREDITS • MAN ACCT GRC

Prerequisites: The following prerequisite courses are required and must be completed before taking the major courses for the Graduate Certificate in Managerial Accounting:

- ACCT640   Managerial Accounting (3 cr)
- FINC620   Corporate Finance (3 cr)

Courses		12 credits
ACCT625	Accounting Information Systems	3
ACCT761*	CMA Prep Financial Planning/Performance	3
ACCT762*	CMA Prep Financial Decision Making	3
FINC750	Advanced Financial Management	3

*ACCT761 and ACCT762 are only offered in a 15-week online format.

MARKETING

GRADUATE CERTIFICATE • 12-15 CREDITS • MARKET GRC

Prerequisite: The following prerequisite course is required and must be completed before taking the major courses for the Graduate Certificate in Marketing:

- MKTG610   Marketing Strategies (3 cr)

Courses		12 credits
MKTG705	Digital Marketing	3
MKTG723	Consumer Behavior	3
MKTG757	Strategic Brand Development and Management	3
MKTG775	Integrated Marketing Communications Strategy	3

STRATEGIC MANAGEMENT

GRADUATE CERTIFICATE • 12-18 CREDITS • STRATMGT GRC

Prerequisites: The following prerequisite courses are required and must be completed before taking the major courses for the Graduate Certificate in Strategic Management:

- BUSN688   Quantitative Business Analysis (3 cr)
- MGMT653   Leading Organizations (3 cr)

Courses		12 credits
MGMT747	Sustainable Business Strategies	3

Select three of the following courses:

HRMG700	Managing Human Resources	3
MGMT735	Managing Projects **or**	
GPMT699*	Certified Project Management Professional (PMP®) Preparation	3
MGMT699*	Certified Manager (CM) Examination	3
MGMT757	Operations and Supply Chain Management	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 GPMT699 or MGMT699.

Notes

COLLEGE OF HEALTH PROFESSIONS

Programs

MASTER OF SCIENCE

Master of Science in Health Informatics and Information Management — 33 credits

Master of Science in Nursing (MSN) — 37 credits

   Nurse Educator Concentration (MSN) — 37 credits

   Family Nurse Practitioner Concentration (MSN) — 45 credits

Master of Science in Occupational Therapy (MSOT) — 78 credits

POST-GRADUATE CERTIFICATES

Nurse Educator Post-Graduate Certificate — 28 credits

Family Nurse Practitioner Post-Graduate Certificate — 36 credits

GRADUATE CERTIFICATES

Health Care Management Graduate Certificate — 12-15 credits

MASTER OF SCIENCE

MASTER OF SCIENCE IN HEALTH INFORMATICS AND INFORMATION MANAGEMENT • 33 CREDITS • HIIM MS

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 multiple perspectives in the development, implementation, and maintenance of information and data systems, data analysis, privacy and security, as well as strategic and operational resource policy and planning. This interdisciplinary program prepares graduates to perform and lead activities related to access, protection, and implementation of systems to analyze and leverage health information into business intelligence for improved decision-making in the information-driven, knowledge-based environment. Students may select from the basic Master's degree at 33 credit hours, or may also obtain a Data Analytics Certificate by taking two additional courses.

Health Informatics and Information Management Foundational Requirements

Students who have not successfully completed equivalent undergraduate courses, outlined in the Admissions Requirements, will be required to complete the following graduate foundational courses or the undergraduate level equivalent courses before taking 600-level courses. A grade of "C" or better must be earned in each foundational course to show proficiency.

Graduate Level Foundational Courses:

CISP547 Database Design

IAAS581 Information Security and Assurance

HINT770 Clinical Vocabulary and Health Records
(or undergraduate equivalent)

STAT500 Statistics for Business

Courses		30 credits
DATA610#	Essentials of Business Analytics	3
DATA667#	Data Visualization and Communication	3
HCMG630	Health Care Organizations	3
HCMG750	Financial Management for Health Care	3
HINT601	HIIM Seminar	0
HINT730	Legal Aspects and Compliance	3
HINT760	Research Methods in HIM	3
HINT775	Heath Information Governance	3
IAAS600	Information Security Planning	3
IAAS675	Health Care Security	3
MGMT653	Leading Organizations	3

Capstone		3 credits
HINT799	Capstone Experience in HIIM	3

#The two Data Analytics courses taken as requirements within the Master of Science in Health Informatics and Information Management may also be used as part of a Graduate Certificate in Data Analytics or a Master of Science in Data Analytics.

MASTER OF SCIENCE IN NURSING

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).

MASTER OF SCIENCE IN NURSING • 37 CREDITS • NURS MSN

The MSN Program is a 28-month program that begins once a year. Courses within the program are delivered entirely online except for the clinical component of NURS765/NURS765C and NURS797/NURS797C. Clinical sites for NURS765C and NURS797C will be arranged for students based on students' geographic locations.

Foundations of Advanced Nursing		9 credits
NURS600	Theoretical Foundation for Advanced Nursing Practice	3
NURS601	MSN Orientation Seminar	0
NURS640	Nursing Research and Evidence-Based Practice	3
NURS670	Transforming Nursing Practice Role through Leadership, Policy, and Advocacy	3

Advanced Nursing Core		9 credits
NURS735	Advanced Pathophysiology	3
NURS738	Advanced Pharmacology	3
NURS740	Advanced Health Assessment	2
NURS740V	Advanced Health Assessment Lab (virtual)	1

Advanced Nursing Role		10 credits
HINT730	Legal Aspects and Compliance	3
NURS765	Concepts of Advanced Nursing Practice	2
NURS765C	Concepts of Advanced Nursing Practice Clinical	2
NURS780	Theoretical Foundations of Teaching and Learning	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

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**		3 credits
NURS797	Advanced Generalist Capstone	1
NURS797C	Advanced Generalist Capstone Clinical	1
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).*

MASTER OF SCIENCE IN NURSING NURSE EDUCATOR CONCENTRATION

MASTER OF SCIENCE IN NURSING • 37 CREDITS • NURS EDU MSN

The Master of Science in Nursing Nurse Educator will prepare individuals for the nurse educator role in academic or staff development settings. The curriculum integrates core master's-level concepts, advanced clinical foundations (assessment, pharmacology, pathophysiology) and education-focused courses. Students develop teaching strategies in the didactic and clinical setting, synthesize teaching/learning theories, and acquire skills in curriculum development. Clinical practicum objectives include the student's ability to provide didactic and clinical instruction within the academic or clinical settings. As a result, graduates of the Nurse Educator concentration are well prepared to assume faculty or clinical instructor positions in schools of nursing or staff development positions in health care institutions.

Upon successful completion of the MSN Nurse Educator Concentration, the graduate will be eligible to seek certification as a Certified Nurse Educator (CNE), offered by the National League for Nursing (NLN).

The MSN Program is a 28-month program that begins once a year. Courses within the program are delivered entirely online except for the clinical component of NURS765/NURS765C and NURS787/NURS787C. Clinical sites for NURS765C and NURS787C will be arranged for students based on students' geographic locations.

Foundations of Advanced Nursing		9 credits
NURS600	Theoretical Foundation for Advanced Nursing Practice	3
NURS601	MSN Orientation Seminar	0
NURS640	Nursing Research and Evidence-Based Practice	3
NURS670	Transforming Nursing Practice Role through Leadership, Policy, and Advocacy	3

Advanced Nursing Core		9 credits
NURS735	Advanced Pathophysiology	3
NURS738	Advanced Pharmacology	3
NURS740	Advanced Health Assessment	2
NURS740V	Advanced Health Assessment Lab (virtual)	1

Nursing Educator Concentration		18 credits
HINT730	Legal Aspects and Compliance	3
NURS765	Concepts of Advanced Nursing Practice	2
NURS765C	Concepts of Advanced Nursing Practice Clinical	2
NURS780	Theoretical Foundations of Teaching and Learning	3
NURS787	Role of the Nurse Educator	1
NURS787C	Role of the Nurse Educator Clinical	1
NURS784	Curriculum Development and Program Evaluation	3
NURS785	Teaching Strategies, Assessment, and Evaluation	3

Thesis/Capstone**		1 credit
NURS795	MSN Special Project **or**	
NURS799	MSN Thesis	1

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

MASTER OF SCIENCE IN NURSING FAMILY NURSE PRACTITIONER CONCENTRATION

MASTER OF SCIENCE IN NURSING • 45 CREDITS • NURS PRC MSN

The Master of Science in Nursing Family Nurse Practitioner (FNP) program prepares the baccalaureate nurse to care for adults and children of all ages with essential focus on family and community. Graduates of this program will be able to provide health promotion and primary health care for families and individuals in the context of their families. The Family Nurse Practitioner program focuses on continual and comprehensive, wellness and illness care for individuals across the lifespan to assist with illness management, health promotion, and health education. Family Nurse Practitioner graduates will be prepared to assume leadership roles for the targeted populations in the primary settings. Family Nurse Practitioners are prepared to provide care to individuals with acute and chronic illnesses in a variety of primary care practice settings such as clinics, outpatient services and more.

Upon successful completion of the Master of Science in Nursing Family Nurse Practitioner Concentration, the graduate will be eligible to seek certification as a Family Nurse Practitioner, offered by American Nurses' Credentialing Center and/or the American Academy of Nurse Practitioners. Following successful certification the graduate applies to the Department of Professional Regulation for licensure as an advanced practice registered nurse (APRN) for practice in their state.

Foundations of Advanced Nursing		9 credits
NURS600	Theoretical Foundation for Advanced Nursing Practice	3
NURS601	MSN Orientation Seminar	0
NURS640	Nursing Research and Evidence-Based Practice	3
NURS670	Transforming Nursing Practice Role through Leadership, Policy, and Advocacy	3

Advanced Nursing Core		9 credits
NURS735	Advanced Pathophysiology	3
NURS738	Advanced Pharmacology	3
NURS740	Advanced Health Assessment	2
NURS740V	Advanced Health Assessment Lab (virtual)	1

Family Nurse Practitioner Concentration		26 credits
NURS768	Health Promotion for the Advanced Practice Nurse	2
NURS768C	Health Promotion for the Advanced Practice Nurse Clinical	1
NURS772	Family Nurse Practitioner Onsite Campus Intensive	1
NURS776	Acute and Episodic Problems Across the Lifespan	2
NURS776C	Acute and Episodic Problems Across the Lifespan Clinical	5
NURS781	Advanced Practice Nursing Care of Woman, Childbearing Family, and Pediatrics	2
NURS781C	Advanced Practice Nursing Care of Woman, Childbearing Family, and Pediatrics Clinical	5
NURS786	Management of Patients and Families with Chronic Conditions	2
NURS786C	Management of Patients and Families with Chronic Conditions Clinical	5
NURS788	Advanced Gerontology	1

Capstone		1 credit
NURS794	Family Nurse Practitioner Capstone	1

POST-GRADUATE CERTIFICATES

NURSE EDUCATOR

POST-GRADUATE CERTIFICATE • 28 CREDITS • NURS EDU PGC

The Nurse Educator Post-Graduate Certificate program will prepare the MSN graduate for the nurse educator role in academic or staff development settings. The curriculum integrates core master's-level concepts, advanced clinical foundations (assessment, pharmacology, pathophysiology) and education-focused courses. Students develop teaching strategies in the didactic and clinical setting, synthesize teaching/learning theories, and acquire skills in curriculum development. Clinical practicum objectives include the student's ability to provide didactic and clinical instruction within the academic or clinical settings. As a result, graduates of the Nurse Educator Post-Graduate Certificate are well prepared to assume faculty or clinical instructor positions in schools of nursing or staff development positions in health care institutions.

Upon successful completion of the Post-Graduate Certificate Nurse Educator, the graduate will be eligible to seek certification as a Certified Nurse Educator (CNE), offered by the National League for Nursing (NLN).

Advanced Nursing Core		9 credits
NURS601	MSN Orientation Seminar	0
NURS735	Advanced Pathophysiology	3
NURS738	Advanced Pharmacology	3
NURS740	Advanced Health Assessment	2
NURS740V	Advanced Health Assessment Lab (virtual)	1

Nursing Educator Concentration		18 credits
HINT730	Legal Aspects and Compliance	3
NURS765	Concepts of Advanced Nursing Practice	2
NURS765C	Concepts of Advanced Nursing Practice Clinical	2
NURS780	Theoretical Foundations of Teaching and Learning	3
NURS787	Role of the Nurse Educator	1
NURS787C	Role of the Nurse Educator Clinical	1
NURS784	Curriculum Development and Program Evaluation	3
NURS785	Teaching Strategies, Assessment, and Evaluation	3

Thesis/Capstone**		1 credit
NURS795	MSN Special Project **or**	
NURS799	MSN Thesis	1

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

FAMILY NURSE PRACTITIONER

POST-GRADUATE CERTIFICATE • 36 CREDITS • NURSPACT PGC

The Family Nurse Practitioner program focuses on continual and comprehensive, wellness and illness care for individuals across the lifespan to assist with illness management, health promotion, and health education. Graduate Family Nurse Practitioner students will be prepared to assume leadership roles for the targeted populations in the primary settings. Family Nurse Practitioners are prepared to provide care to individuals with acute and chronic illnesses in a variety of primary care practice settings such as clinics, outpatient services and more.

Upon successful completion of the Family Nurse Practitioner Post-Graduate Certificate, the graduate will be eligible to seek certification as a Family Nurse Practitioner, offered by American Nurses' Credentialing Center and/or the American Academy of Nurse Practitioners. Following successful certification the graduate applies to the Department of Professional Regulation for licensure as an advanced practice registered nurse (APRN) for practice in their state.

Advanced Nursing Core		9 credits
NURS601	MSN Orientation Seminar	0
NURS735	Advanced Pathophysiology	3
NURS738	Advanced Pharmacology	3
NURS740	Advanced Health Assessment	2
NURS740V	Advanced Health Assessment Lab (virtual)	1

Family Nurse Practitioner Concentration		26 credits
NURS768	Health Promotion for the Advanced Practice Nurse	2
NURS768C	Health Promotion for the Advanced Practice Nurse Clinical	1
NURS772	Family Nurse Practitioner Onsite Campus Intensive	1

NURS776	Acute and Episodic Problems Across the Lifespan	2
NURS776C	Acute and Episodic Problems Across the Lifespan Clinical	5
NURS781	Advanced Practice Nursing Care of Woman, Childbearing Family, and Pediatrics	2
NURS781C	Advanced Practice Nursing Care of Woman, Childbearing Family, and Pediatrics Clinical	5
NURS786	Management of Patients and Families with Chronic Conditions	2
NURS786C	Management of Patients and Families with Chronic Conditions Clinical	5
NURS788	Advanced Gerontology	1

| **Capstone** | | **1 credit** |
| NURS794 | Family Nurse Practitioner Capstone | 1 |

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY

MASTER OF SCIENCE IN OCCUPATIONAL THERAPY
• 78 CREDITS • OCCTHRY MSOT

The Entry-Level Master of Science in Occupational Therapy (MSOT) 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 is knowledge-driven and prepares students for contemporary and emerging areas of practice.

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
OCTH621	Acute and Chronic Conditions - Effect on Occupational Performance	3

Core Courses		**37 credits**
OCTH610	Principles of Human Occupation and 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	2
OCTH751L	Evaluation and Intervention of Upper Limb Injuries Lab	1
OCTH756	Management of Occupational Therapy Services	3
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

Capstone		**4 credits**
OCTH789	Emerging Areas of Practice - Program Development and Assessment	3
OCTH799	Entering the Profession	1

PREPARATION FOR HEALTH PRE-PROFESSIONAL PROGRAM

MSOT 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.

Courses		32 credits
COMM120	Presentation Techniques	3
BIOL221*	Anatomy and Physiology I	3
BIOL221L*	Anatomy and Physiology Lab I	1
BIOL222*	Anatomy and Physiology II	3
BIOL222L*	Anatomy and Physiology Lab II	1
ENGL110	Advanced Composition	3
HLTH110	Medical Terminology	3
PSYC101	Introductory Psychology	3
PSYC201	Abnormal Psychology	3
PSYC303	Psychosocial Health Concerns	3
SOCY101	Introductory Sociology **or**	
SOSC201	Diversity in Society	3
STAT219	Introduction to Biostatistics **or**	
STAT220	Introduction to Statistics	3

Classes must have been completed within 5 years of application to the Occupational Therapy program.

GRADUATE CERTIFICATES

Graduate Certificates provide students with the opportunity to deepen their skills in a particular subject. They may be completed at any time while taking a Master's degree provided the prerequisites are met, or the certificate may be completed as a stand-alone.

HEALTH CARE MANAGEMENT

GRADUATE CERTIFICATE • 12-15 CREDITS • HC MGMT GRC

The Health Care Management Graduate Certificate 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.

Prerequisite: HCMG630 Health Care Organizations (3 cr) is a required prerequisite that must be completed prior to taking the following courses in the Graduate Certificate in Health Care Management.

Courses		12 credits
HCMG730	Ethical and Legal Perspectives in Health Care	3
HCMG745	Health Care Practice Management	3
HCMG750	Financial Management for Health Care	3
HCMG770	Strategic Management in Health Care	3

COLLEGE OF TECHNOLOGY

Programs

MASTER OF SCIENCE IN COMPUTER SCIENCE   30 credits
  Concentrations: Computer Science, Security

MASTER OF SCIENCE IN INFORMATION ASSURANCE AND CYBER SECURITY   34 credits

MASTER OF SCIENCE IN TECHNOLOGY MANAGEMENT   33 credits

MASTER OF SCIENCE IN COMPUTER SCIENCE

PROGRAM DESCRIPTION

The Master Program in computer science emphasizes software development, theoretical foundations of computer science and cyber security. It is designed to prepare students for professional positions in industry, government and business, and to provide preparation for graduate work at the doctoral level.

Students without a BS in Computer Science may need to complete the following courses before beginning 600-level courses:

- CSCI531 Introduction to Programming
- CSCI534 Object Oriented Programming with C#
- CSCI545 Data Structures and Algorithms
- MATH515 Calculus I

MASTER OF SCIENCE IN COMPUTER SCIENCE • 30 CREDITS • COMP SCIE MS

Core Courses		18 credits
CSCI635	Operating Systems	3
CSCI655	Data Communications and Networking	3
CSCI672	Theory of Computation	3
CSCI728	Design and Analysis of Algorithms	3

Thesis/Project		
CSCI794	Master Project **or**	
CSCI798	Master Research Thesis	6

Choose one of the following Concentrations:		12 credits

Computer Science Concentration [CSCC]		(12 credits)
CSCI678	Artificial Intelligence	3
CSCI744	Pattern Recognition and Machine Learning	3
CSCI756	Computer Vision	3
CSCI784	Secure Software Analysis and Design	3

Security Concentration [SCCC]		(12 credits)
CSCI784	Secure Software Analysis and Design	3
IAAS667	Legal and Ethical Security Topics	3
IAAS686	Reverse Engineering Malware	3
IAAS735	Advanced Computer Forensics	3

More details on the Master Research Thesis or Master Project may be found in the Capstone Guidebook available from your faculty advisor.

MASTER OF SCIENCE IN INFORMATION ASSURANCE AND CYBER SECURITY

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 34 credit hour Master of Science in Information Assurance and Cyber Security (MSIA) includes nine core courses, two upper-level electives, and a thesis focused on Information Assurance and Cyber Security.

TECHNOLOGY FOUNDATIONAL REQUIREMENTS

All students admitted into the Davenport University Master of Science in Information Assurance and Cyber Security are expected to have the necessary undergraduate preparation, outlined in the Admissions Requirements, prior to entering the 600-level courses. Students who 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. These courses are not included in the credits required for degree completion.

Graduate Level Foundational Courses:

CSCI531	Introduction to Programming **or**
CISP553	Python Scripting
IAAS581	Information Security and Assurance
IAAS591	Cryptography
NETW520	Data Communications and Networks
STAT500	Statistics for Business

CURRICULUM

The master's degree program in Information Assurance and Cyber Security (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 IN INFORMATION ASSURANCE AND CYBER SECURITY • 34 CREDITS • MSIA

Core Courses		27 credits
IAAS600	Information Security Planning	3
IAAS651	Applied Cryptography	3
IAAS660	Project Management and Risk Mitigation	3
IAAS667	Legal and Ethical Security Topics	3
IAAS710	Application Security	3
IAAS715	Network Security	3
IAAS735	Advanced Computer Forensics	3
IAAS786	Research Techniques for Information Assurance	3
STAT615	Analytical Statistics for Management	3

Elective Courses		3 credits
Select one of the following:		
GPMT699	Certified Project Management Professional (PMP®) Preparation	3
IAAS670	Wireless and Mobile Security	3
IAAS675	Health Care Security	3
IAAS738	IT Business Continuity and Best Practices	3
IAAS740	Comprehensive Issues	3
IAAS790	Information Assurance Internship	3

Capstone		4 credits
CAPS795	Information Assurance Thesis	4

MASTER'S THESIS

A thesis paper forms the capstone of this Master of Science in Information Assurance and Cyber Security 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.

NOTE: PMP®, PgMP®, CAPM®, PMI-SP®, PMI-RMP®, and PMI-ACP® are registered marks of the Project Management Institute, Inc.

MASTER OF SCIENCE IN TECHNOLOGY MANAGEMENT

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 life-long 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, as outlined in the Admissions Requirements, prior to entering the 600-level courses. Students who 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:
IAAS581	Information Security and Assurance
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 OF SCIENCE IN TECHNOLOGY MANAGEMENT
• 33 CREDITS • TECH MGMT MS

Core Courses		24 credits
CISP600	Information Systems Planning	3
FINC610	Budget and Finance Management	3
GPMT630	Project Management in Software Development	3
IAAS600	Information Security Planning	3
IAAS667	Legal and Ethical Security Topics	3
STAT615	Analytical Statistics for Management	3
TMGT685	IT Change Management and Service	3
TMGT788	Applied Research Techniques for Technology Management	3

Elective Courses		6 credits
Select two (2) of the following:		
GPMT699	Certified Project Management Professional (PMP®) Preparation	3
TMGT655	IT Service Management	3
TMGT750	Think as a CIO	3

Capstone		3 credits
CAPS798	Technology Management Thesis	3

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.

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COLLEGE OF URBAN EDUCATION

Programs

MASTER OF EDUCATION IN URBAN EDUCATION   42 credits

MASTER OF EDUCATION IN URBAN EDUCATIONAL LEADERSHIP   36 credits

GRADUATE CERTIFICATES

Business Essentials for Urban School Administrators Graduate Certificate   12 credits

Instructional Core Transformation for School Administrators Graduate Certificate   12 credits

Urban Education Leadership Principles Graduate Certificate   12 credits

Urban Education Graduate Certificate   22 credits

Urban Educational Leadership Graduate Certificate   18 credits

MASTER OF EDUCATION

MASTER OF EDUCATION IN URBAN EDUCATION

MASTER OF EDUCATION • 42 CREDITS • URBNEDU M ED

The Master of Urban Education prepares teachers to meet the educational demands of urban settings. The program emphasizes culturally sound teaching strategies in urban classrooms to foster student success. The coursework is complemented by clinical classroom observation, which allows faculty to provide immediate feedback on the skills that matter most in effective teaching. Davenport's program fosters community partnerships to help teachers develop the relationships conducive for effective teaching in urban environments.

Foundations Module		12 credits
UEDU600	Introduction to Teaching	3
UEDU610	Foundations of Urban Education	3
UEDU630	Data Analytics, Assessment, and Measurement	3
UEDU656	Education and the Law	3

Transformational Module		9 credits
UEDU682	Family and Community Partnership Practice	2
UEDU715	Educational Psychology in Urban Education	2
UEDU730	Classroom Management Strategies	3
UEDU742	Implementing a College and Career Ready Curriculum	2

Apprenticeship Module		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		6 credits
UEDU700*	Clinical Observation	0

Candidates must choose one Core Methods Course sequence (A and B):

UEDU701A and UEDU701B	Literacy Development and Instruction	(3 cr and 3 cr)
UEDU702A and UEDU702B	Teaching Mathematics	(3 cr and 3 cr)
UEDU703A and UEDU703B	Teaching Integrated Science	(3 cr and 3 cr)

Urban Education Elective		3 credits
UEDU797	Leading Change	3

This course is a required practicum every Fall and Winter semester for the Master of Urban Education until completion of the program.

For more information regarding the Master of Education in Urban Education, visit the Davenport University website.

MASTER OF EDUCATION IN URBAN EDUCATIONAL LEADERSHIP

MASTER OF EDUCATION • 36 CREDITS • UR LEAD MED

The Master of Urban Educational Leadership (MUEL) is designed to prepare candidates to serve as high-performing transformative leaders within urban schools and districts. Created primarily for candidates pursuing the principalship and supervisory positions, this 36 credit program is based on best practices, aligned to the national Professional Standards for Educational Leaders (PSEL) as well as the Michigan Standards for the Preparation of Central Office and Building Administrators. The MUEL program will provide an invigorating learning experience that synergistically combines rigorous academic work with ongoing practiced-based learning experiences.

A significant emphasis is placed on real-world case studies and simulations that help candidates develop the skills, competencies, and mindsets necessary for successful educational leadership in an urban environment. Candidates will leverage their lived experience while exploring current research and best practices in the areas of leadership, curriculum, instruction and assessment, entrepreneurship, school law, human capital management, educational policy and related areas of study.

Foundations of Urban Educational Leadership		12 credits
UEDU622	Educational Leadership	3
UEDU656	Education and the Law	3
UEDU710	Race, Culture, and Equity	3
UEDU735	Leading and Managing Urban Schools	3

Business Essentials for Urban School and District Administrators		12 credits
UEDU744	Human Capital Management	3
UEDU753	Strategic Improvement of Urban Schools and Districts	3
UEDU765	Financial Management	3
UEDU774	Performance Management	3

Instructional Core Transformation Strategies		12 credits
UEDU778	Advanced Instructional Strategies	3
UEDU788	Culturally Responsive Instruction	3
UEDU791	Managing Partnership Development	3
UEDU796	Transformation and Management - Instructional Core	3

For more information regarding the Master of Education in Urban Educational Leadership, visit the Davenport University website.

GRADUATE CERTIFICATES

URBAN EDUCATION LEADERSHIP PRINCIPLES

GRADUATE CERTIFICATE • 12 CREDITS • UE LDPRN GRC

This series provides multiple perspectives within urban education to cultivate critically conscious practitioners and explore the challenges faced by urban students, educators, community members, and policymakers. The certificate explores the foundational understanding of urban school leadership that examines the qualities of leadership, decision making, change, and values that an urban school leader needs for success. Faculty and students work together to analyze the beliefs, values, and philosophies that form the underpinnings of urban educational leadership and examine leadership qualities and the shift toward research-based best practices.

Courses		12 credits
UEDU622	Educational Leadership	3
UEDU656	Education and the Law	3
UEDU710	Race, Culture, and Equity	3
UEDU735	Leading and Managing Urban Schools	3

BUSINESS ESSENTIALS FOR URBAN SCHOOL ADMINISTRATORS

GRADUATE CERTIFICATE • 12 CREDITS • UE BUSES GRC

This series provides students with strategies to develop business systems supporting urban environments. The certificate explores constructing systems, recognizing and solving complex school building issues and effectively communicating the solutions to staff and community stakeholders, and analyzing an urban school's performance management process, leadership development plans, and alignment of goals to outcomes for improved business management of urban school building operations, resources, and communications. Faculty and students summarize the essentials of performance management used to assess the performance of an individual school.

Courses		12 credits
UEDU744	Human Capital Management	3
UEDU753	Strategic Improvement of Urban Schools and Districts	3
UEDU765	Financial Management	3
UEDU774	Performance Management	3

INSTRUCTIONAL CORE TRANSFORMATION FOR SCHOOL ADMINISTRATORS

GRADUATE CERTIFICATE • 12 CREDITS • UE INSCR GRC

This series provides students with techniques and strategies to develop an instructional core relevant to the improvement. The certificate explores ways of constructing strategic, curricular, and instructional plans essential for and common among improved performing urban school buildings, designing equitable and culturally responsive practices that lead to student engagement, student achievement, and physical and emotional well-being. Faculty and students summarize deconstructing the components of a standards-based curriculum designed for students to achieve mastery of essential grade-level skills and knowledge while meeting diverse learners' needs.

Courses		12 credits
UEDU778	Advanced Instructional Strategies	3
UEDU788	Culturally Responsive Instruction	3
UEDU791	Managing Partnership Development	3
UEDU796	Transformation and Management - Instructional Core	3

URBAN EDUCATION

GRADUATE CERTIFICATE • 22 CREDITS • URBN ED GRC

The Certificate in Urban Education is an alternate route to the teacher certification program. This program awards candidates with a Certificate in Urban Education and an Interim Teaching Certificate in subject areas corresponding to passage of specific Michigan Teacher Test for Certification content area competency exams. This alternate route to the teacher certification program allows individuals to teach in Michigan schools while fulfilling credential requirements. Candidates are paired with a master teacher within their assigned school. College of Urban Education faculty members provide candidates weekly feedback through assessments evaluating teacher practice. Current teachers can add endorsements to their existing teaching certificate by passing the Michigan Teacher Test for Certification in desired content areas and completion of the Graduate Certificate in Urban Education Program. Credit from the certificate program can be transferred and utilized toward completion of the Master of Urban Education Degree.

Foundations Module		6 credits
UEDU600	Introduction to Teaching	3
UEDU610	Foundations of Urban Education	3

Transformational Module		7 credits
UEDU682	Family and Community Partnership Practice	2
UEDU715	Educational Psychology in Urban Education	2
UEDU730	Classroom Management Strategies	3

Apprenticeship Module		6 credits
UEDU665	Special Education Field Experience	3
UEDU756	Differentiating Instruction in an Urban Setting	3

Core Methods Course		3 credits
UEDU700*	Clinical Observation	0
UEDU701A	Literacy Development and Instruction	3

This course is a required practicum every Fall and Winter semester for the Certificate in Urban Education until all the requirements have been satisfied to be recommended for the State of Michigan Standard Teaching Certificate.

URBAN EDUCATIONAL LEADERSHIP

GRADUATE CERTIFICATE • 18 CREDITS • URED LD GRC

The Certificate in Urban Educational Leadership (CUEL) is designed to prepare candidates to serve as high-performing transformative leaders within urban schools and districts. Created for candidates pursuing the principalship and supervisory positions, this certification is based on best practices, aligned to the national Professional Standards for Educational Leaders (PSEL) as well as the Michigan Standards for the Preparation of Central Office and Building Administrators. The CUEL program will provide an invigorating learning experience that synergistically combines rigorous academic work with ongoing practiced-based learning experiences. A significant emphasis is placed on real-world case studies and simulations that help candidates develop the skills, competencies, and mindsets necessary for successful educational leadership in an urban environment. Candidates will leverage their lived experience while exploring current research and best practices in the areas of leadership, curriculum, instruction and assessment, entrepreneurship, school law, human capital management, educational policy and related areas of study.

Principal Certification is available through the Michigan Elementary and Middle School Principals Association (MEMSPA).

Foundations of Urban Educational Leadership		9 credits
UEDU622	Educational Leadership	3
UEDU710	Race, Culture, and Equity	3
UEDU735	Leading and Managing Urban Schools	3

Business Essentials for Urban School and District Administrators		6 credits
UEDU744	Human Capital Management	3
UEDU753	Strategic Improvement of Urban Schools and Districts	3
UEDU790	Urban Educational Leadership Internship	0

Instructional Core Transformation Strategies		3 credits
UEDU796	Transformation and Management - Instructional Core	3

ACADEMIC LEADERSHIP

PROVOST

Gilda G. Gely, Ph.D.

Executive Vice President for Academics and Provost

Ph.D. University of Illinois at Urbana-Champaign

M.A. Middlebury College

B.A. Kansas State University

VICE PROVOST

Irene Bembenista, D.M., CPA

Vice Provost for Assessment and Graduate Studies

D.M. University of Phoenix

M.M.S., B.A. Purdue University

ASSISTANT VICE PROVOST

Wayne Sneath, Ph.D.

Assistant Vice Provost

Ph.D. Bowling Green State University

M.A. Miami University

B.A. St. John Fisher College

DEANS

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

Susan Gunn, Ph.D.

Dean, College of Urban Education

Ph.D. University of Michigan

B.S. University of Michigan

Amy Mansfield, Ph.D.

Dean, Donald W. Maine College of Business and College of Technology

Ph.D. Western Michigan University

M.A. Western Michigan University

B.S. Ferris State University

Brian Miller

Dean, Global Campus and Academic Systems Operations

M.B.A. Davenport University

B.A. Kalamazoo College

Gerald G. Nyambane, Ph.D.

Interim Dean, College of Arts and Sciences

Program Director - Master of Science in Data Analytics

Ph.D. Michigan State University

M.S. Michigan State University

B.Sc. Egerton University, Kenya

COLLEGES AND FACULTY

Faculty Emeriti

Davenport University values the continuing academic and intellectual engagement of its emeritus faculty. Having emeritus status recognizes faculty who wish to continue contributing to their academic disciplines, resulting in continued benefits to the University and the community.

Jack D. Cichy, Ph.D., C.M.
Professor of Management and Sustainability, Emeritus (2020)
Ph.D. Michigan State University
Ed.S., M.A., B.S. Central Michigan University

Barbara Craft, J.D.
Professor of Legal Studies, Emeritus (2019)
J.D. Thomas M. Cooley Law School
B.A. Western Michigan University

Ronald Draayer, ABCP
Professor of Networking, Security, Information Assurance, Emeritus (2018)
M.S. Ferris State University
M.M. Aquinas College
B.A. Calvin College

Frank Novakowski, Ph.D.
Professor of Business, Emeritus (2018)
Ph.D. Capella University
M.B.A. University of Phoenix
M.Ed. University of Maryland
B.S. Virginia Military Institute

Therese Tomaszek, Ph.D.
Professor of Humanities and Social Sciences, Emeritus (2018)
Ph.D. Florida State University
M.A. Michigan State University
B.A. Aquinas College

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 and behavioral 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
Gerald G. Nyambane, Ph.D.
Interim Dean, College of Arts and Sciences
Program Director - Master of Science in Data Analytics
Ph.D. Michigan State University
M.S. Michigan State University
B.Sc. Egerton University, Kenya

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B.S. Cleveland State University

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.

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College of Health Professions

The purpose of the College of Health Professions is to provide students with skills necessary for success in health-related careers, including skills related to the competencies required by the accrediting bodies that license or certify graduates of the programs. Students are able to synthesize the clinical and/or managerial skills of their selected programs in an ethical and legal manner. Students are prepared with the competencies necessary to work with diverse populations of clients and are eligible to apply for the appropriate licensure and/or certification examinations.

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B.S.N. Oakland University

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B.A. Michigan State University

College of Technology

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.

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B.A. Emerson College

Alan Wright
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B.B.A. Eastern Michigan University

College of Urban Education

Davenport University's Master of Education in Urban Education and Master of Urban Educational Leadership programs prepare and develop teachers and leaders in real world settings to meet the education demands of urban environments. These innovative programs focus on facilitating student learning, preparing content experts in clinical settings and using data to measure progress. Candidates will also use the latest technological tools to advance student learning, teaching and educational leadership practice.

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B.S. University of Michigan

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 Great Lakes Bay Campus
B.A. Alma College

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B.A. Olivet College

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M.H.A. Grand Valley State University
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M.A. Wheaton College
B.R.E. William Tyndale College

ADMISSION REQUIREMENTS

College of Arts and Sciences

Master of Science in Data Analytics

Applicants are eligible for admission to the Master of Science 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 undergraduate GPA of 2.75 or higher, or a graduate GPA of 3.00 or better (on a 4.00 scale). Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- Strong analytical skills with interest in applying sophisticated analytical methods using cutting-edge software

- 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 the purpose in pursuing a graduate degree in the specifically chosen program, past experiences and future expectations.

- The Admission Committee may request a candidate interview before a final admission decision is made.

All students applying to Davenport University's MS in Data Analytics are expected to have a completed bachelor's degree from a regionally accredited university, and possess strong analytical skills and interest in applying sophisticated analytical methods using cutting-edge software.

Graduate Certificate in Data Analytics, Data Mining and Visualization or Predictive Analytics and Data Visualization

Applicants are eligible for admission to the Graduate Certificate program, at Davenport University if they meet the following requirements:

- A bachelor's degree from a regionally accredited institution or approved international institution with an undergraduate GPA of 2.75 or higher or a graduate GPA of 3.00 or better (on a 4.00 scale). Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- Strong analytical skills with interest in applying sophisticated analytical methods using cutting-edge software

- 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 the purpose in pursuing a graduate degree in the specifically chosen program, past experiences and future expectations.

- The Admission Committee may request a candidate interview before a final admission decision is made.

All students applying to Davenport University's Graduate Certificates in the College of Arts and Sciences are expected to have a completed bachelor's degree from a regionally accredited university, and possess strong analytical skills and interest in applying sophisticated analytical methods using cutting-edge software. Foundational courses are not included in the credits required for graduation.

Credit from these certificate programs can be transferred to the Master of Science in Data Analytics Degree.

D.W. Maine College of Business

Master of Accountancy (MAcc)

Applicants are eligible for admission to the Master of Accountancy 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 2.8 or better (on a 4.00 scale) is required, along with a minimum of 2.0 or higher from all of the prerequisite courses for the chosen specialization area.

- The earned bachelor's degree (BBA, BA, BS) must be in Accounting or Finance.

- A Statement of Purpose - A comprehensive, 500 word minimum statement that focuses on your purpose in pursuing a Master of Accountancy.

- Two (2) signed professional letters of recommendation on Davenport approved forms.

- A current resume/CV inclusive of education, work experience, and community service.

- Must satisfy the following prerequisites based on the chosen MAcc degree track. Any previously completed prerequisite courses must have been taken in the last eight years.

Foundational classes are determined by the Specialty area chosen and are verified on the undergraduate transcript at time of admission.

Prerequisite		CPA	CMA	GFMS
ACCT213	Cost Accounting	X	X	X
ACCT302	Intermediate Accounting II	X	X	X
ACCT320	Auditing and Assurance Services	X	X	X
BITS211	Microcomputer Applications: Spreadsheet	X	X	X
ACCT315	Federal Taxation I	X		
ACCT415	Advanced Accounting Topics	X		
ACCT420	Governmental and Not-for-Profit Accounting	X		
LEGL210	Business Law Foundations	X		
FINC211	Corporate Finance		X	X

Master of Business Administration (MBA)

Applicants are eligible for admission to the 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 higher (on a 4.00 scale). Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- Two (2) signed professional letters of recommendation on Davenport approved forms.

- 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.

Foundations of Business Requirements

All students admitted into any Davenport University MBA program are expected to have the necessary business foundations prior to entering the 600-level courses. Students without an earned grade of B 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. These courses are not included in the credits required for degree completion.

- Students with a 2.75 CGPA or higher in a bachelor's degree in business will not be required to complete the Foundations of Business courses.

- Students with a 2.75 CGPA or higher in a business-related degree may be required to take a limited number of foundations courses based on transcript review.

- Non-business undergraduate majors, as well as students with a CGPA under 2.75 regardless of undergraduate major, will be required to take foundation courses.

Foundation courses for non-business undergraduate majors:

- ACCT510 Fundamentals of Accounting Principles and Concepts
- BUSN520 Management and Marketing
- FINC510 Foundations of Financial Management
- STAT500 Statistics for Business

Any exceptions or variations to the minimum admission requirements must be approved by the MBA/MM exceptions committee.

Master of Management (MM)

Applicants are eligible for admission to the Master of Management 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). Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- Two (2) signed professional letters of recommendation on Davenport approved forms.

- 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.

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 seek assistance from tutors in the Davenport University Libraries.

Any exceptions or variations to the minimum admission requirements must be approved by the MBA/MM exceptions committee.

Graduate Certificates

Applicants are eligible for admission to the Graduate Certificate programs at Davenport University if they meet the following minimum requirements:

A graduate admission application is required to admit new students to the graduate programs.

- 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. Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- Two (2) signed professional letters of recommendation on Davenport approved forms.

- 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 certificate in your specifically chosen program, past experiences and future expectations.

- The Admission Committee may request a candidate interview before a final admission decision.

All students seeking admission to Davenport University's Graduate Certificate programs are expected to have adequate business foundations as determined by the specific program prerequisites before entering the 600-level (or higher) classes. Students not properly prepared in the specific areas needed for their program (may include accounting, finance, management, marketing, and statistics) are required to take business foundational (500-level) courses. Refer to prerequisite courses for each of the Graduate Certificates for relevant foundational course work. Foundational course hours are not included in the credits required for graduation.

The following conditions apply to Graduate Certificate Programs:

- Courses taken to complete a Graduate Certificate can be applied to a degree program if specifically stated in the certificate or degree description.

- Courses taken in a Davenport University MBA or MM program can be used to fulfill prerequisite course(s) for a Graduate Certificate.

- 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.

- Graduate tuition applies.

- 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.

Any exceptions or variations to the minimum admission requirements must be approved by the MBA/MM exceptions committee.

College of Health Professions

Master of Science (MS) in Health Informatics and 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 or approved international institution with an overall grade point average (GPA) of 2.75 or better (on a 4.00 scale). Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- Submission of current Registered Health Information Administrator (RHIA) or Registered Health Information Technician (RHIT) credentials may help determine appropriate course choices.

- A comprehensive 500 word minimum Statement of Purpose 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 (2) signed professional letters of recommendation on Davenport approved forms.

- The Admission Committee may request a candidate interview before a final admission decision.

Health Informatics and Information Management Foundational Requirements

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, data communication systems, networks, and statistics typically found in a health, technology, or business discipline.

All students are required to have the equivalent of the following courses at the undergraduate level prior to admission to the program. These courses may be taken in conjunction with the Masters courses, but must be completed prior to the student's final semester:

- Medical Terminology
- Anatomy & Physiology
- Pathophysiology & Pharmacology

Students not properly prepared may be required to complete the following foundation courses below, before taking 600-level courses. A grade of "C" or better must be earned in each foundational course to show proficiency.

Foundational course hours are not included in the credits required for graduation.

Graduate Level Foundational Courses:

- CISP547   Database Design
- HINT770   Clinical Vocabulary and Health Records (or equivalent undergraduate course)
- IAAS581   Information Security and Assurance
- STAT500   Statistics for Business

Master of Science in Nursing (MSN)

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 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.

Applicants are eligible for admission to the online Master of Science in Nursing, Master of Science in Nursing - Family Nurse Practitioner Concentration, and Master of Science in Nursing - Nurse Educator Concentration 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). Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- Current, unrestricted, registered nursing license, in a U.S. jurisdiction. You must have a current RN license from any state in which you perform clinical coursework.

Complete the nursing program application:

Students must apply through NursingCAS.org. Frequently asked questions and instructions for using the NursingCAS system are available at https://www.nursingcas.org/need-help/.

MSN: Generalist/Family Nurse Practitioner/Nurse Educator Program Online

- Items needed for NursingCAS:
  - Current, valid, and unrestricted license as a Registered Nurse (RN) in a U.S. jurisdiction or province of Canada
  - Contact information for two professional references (forms will be emailed)
  - Resume
  - Statement of Purpose
  - Official Transcripts
    - Must be sent to NursingCAS directly from previous college or university

The Admission Committee may request a candidate interview before a final admission decision.

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.

Post-Graduate Certificate Family Nurse Practitioner and Nurse Educator

Applicants are eligible for admission to the Post-Graduate Certificates in Family Nurse Practitioner or Nurse Educator at Davenport University if they meet the following minimum requirements:

- A Master of Science in Nursing from a regionally accredited institution with an overall grade point average (GPA) of 3.00 or better (on a 4.00 scale). Official transcripts indicating completion of a master's degree will be required upon admission.

- Current, unrestricted, registered nursing license, in a U.S. jurisdiction. You must have a current RN license from any state in which you perform clinical coursework.

Students must apply through NursingCAS.org. Frequently asked questions and instructions for using the NursingCAS system are available at https://www.nursingcas.org/need-help/.

Master of Science in Occupational Therapy (MSOT)

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. A competitive cumulative grade point average of 3.0 or better is strongly recommended.

- Completed all specific prerequisite courses (listed below) or provide documentation that the prerequisite classes will be completed with a grade of "C" or better ("C" = grade point of 2.00 on a 4.00 scale) 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)

The competitive admission application must be completed in OTCAS at https://portal.otcas.org, and requires the following:

- A minimum of 40 hours of documented volunteer or shadow experience in at least two different areas of occupational therapy practice

- Personal essay

- Two professional letters of recommendation
- Official college transcripts sent directly to OTCAS

Frequently asked questions and instructions for using the OTCAS system are available at https://portal.otcas.org/otcasHelpPages/.

The following will also be considered as part of the application process:

- History of human service
- Awards and recognitions
- Relevant work experience

Graduate Certificate in Health Care Management

Applicants are eligible for admission to the Graduate Certificate programs at Davenport University if they meet the following minimum requirements:

A graduate admission application is required to admit new students to the graduate programs.

- 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). Official transcripts indicating completion of a bachelor's degree will be required upon admission.
- Two (2) signed professional letters of recommendation on Davenport approved forms.
- 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 certificate in your specifically chosen program, past experiences and future expectations.

The Admission Committee may request a candidate interview before a final admission decision.

Applicants must demonstrate knowledge of financial concepts determined by the CoHP through review of resume, Statement of Purpose, and transcripts that would typically be attained in an undergraduate accounting-related course or through professional budgetary responsibility.

Students need to complete all prerequisite courses for the particular graduate certificate and its courses. Applicants who are not prepared in these areas are required to take appropriate undergraduate equivalents or graduate (500-level) foundational courses.

For applicants needing preparation in financial foundations, coursework such as FINC510 may be required. HCMG630 Health Care Organizations or its equivalent may be taken as part of a graduate degree at Davenport University or on its own as a required prerequisite that must be completed prior to taking courses in the Graduate Certificate in Health Care Management. These courses are not included in the credit hours for the certificate.

College of Technology

Master of Science (MS) in Computer Science, Master of Science in Information Assurance and Cyber Security (MSIA) and Master of Science (MS) in Technology Management

Applicants are eligible for admission to the Master of Science in Computer Science, Master of Science in Information Assurance and Master of Science in Technology 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). Official transcripts indicating completion of a bachelor's degree will be required upon admission.
- A Statement of Purpose - A comprehensive, 500 word minimum statement that focuses on the purpose in pursuing a graduate degree in the specifically chosen program, past experiences and future expectations.
- A current resume/CV inclusive of education, work experience, and community service.
- Two (2) signed professional letters of recommendation on Davenport approved forms.
- The Admission Committee may request a candidate interview before a final admission decision is made.

Master of Science in Computer Science applicants must also provide:

- Proof of successful completion of undergraduate degree in Computer Science and undergraduate courses in calculus, data structures and algorithms, and a second level programming language. Students who have not completed these undergraduate courses will need to complete undergraduate equivalent courses or graduate (500-level) foundational courses below with a grade of at least a "B" before taking 600-level courses. These foundational courses are not included in the credits required for graduation.

Graduate Level Foundational Courses:

- CSCI531   Introduction to Programming
- CSCI534   Object Oriented Programming with C#
- CSCI545   Data Structures and Algorithms
- MATH515 Calculus I

Master of Science in Information Assurance and Cyber Security applicants must also provide:

- Proof of successful completion of undergraduate courses in technology, information assurance, networking, network security, statistics, and computer programming must be provided. Students who do not have a baccalaureate degree in technology or specified

Security certifications (CompTIA Security+, EC-Council CEH, (ISC)² CISSP, SANS GIAC or equivalent) will need to complete undergraduate equivalents or graduate (500-level) foundational courses below with a grade of at least "B" before taking 600-level courses. These foundational courses are not included in the credits required for graduation.

Graduate Level Foundational Courses:

- CISP553   Python Scripting **or**
- CSCI531   Introduction to Programming
- IAAS581   Information Security and Assurance
- IAAS591   Cryptography
- NETW520 Data Communications and Networks
- STAT500   Statistics for Business

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 below with a grade of at least a "B" before taking 600-level courses. These foundational courses are not included in the credits required for graduation.

Graduate Level Foundational Courses:

- IAAS581   Information Security and Assurance
- STAT500   Statistics for Business

College of Urban Education

Master of Education in Urban Education and Master of Education in Urban Educational Leadership

Applicants are eligible for admission to the Master of Education in Urban Education if they meet the following requirements:

- 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). Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- A completed Master of Urban Education/Educational Leadership Packet including a curriculum vitae, statement of purpose, and two (2) letters of recommendation on required forms.

- Participate in an interview with the College of Urban Education (CUE) Admission Committee – to be scheduled by Davenport upon submission of the completed application.

Graduate Certificate in Urban Education

Applicants are eligible for admission to the Certificate in Urban Education if they meet the following requirements:

- 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)*. Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- An official copy of the Score Report indicating passing scores for the MTTC Subject Area Exam.

- A Criminal History Authorization form and Fingerprinting done at a GRPS Authorized Fingerprinting Location (see your admission representative for details).

- A completed Certificate in Urban Education Packet including a curriculum vitae, statement of purpose, and two (2) letters of recommendation on required forms.

- Participate in an interview with the College of Urban Education (CUE) Admission Committee – to be scheduled by Davenport upon submission of the completed application.

Participants have a cohort grade point average of at least 3.0 on a 4.0 scale or the equivalent on another scale, as determined by the Michigan Superintendent of Public Instruction, upon earning the degree required under MCL 380.1531i(2)(b). If a cohort member has earned more than 1 degree, the highest grade point average earned by the cohort member must be used in calculating the cohort grade point average under this subparagraph.

Graduate Certificate in Urban Educational Leadership

Applicants are eligible for admission to the Certificate in Urban Educational Leadership if they meet the following requirements:

- 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). Official transcripts indicating completion of a bachelor's degree will be required upon admission.

- A completed Certificate in Urban Education Packet including a curriculum vitae, statement of purpose, and two (2) letters of recommendation on required forms.

- Participate in an interview with the College of Urban Education (CUE) Admission Committee – to be scheduled by Davenport upon submission of the completed application.

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 should be submitted at least two weeks before the start of that session to provide time for review. Visit the Graduate Admission Page for specifics on each program: https://www.davenport.edu/graduate-student.

1. Submit a complete graduate application to Davenport University. Apply online at www.davenport.edu.
2. Request official transcripts from all accredited institutions attended.

Transcripts are to be sent directly from the institution(s) attended to:

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

For schools able to email official transcripts, use ElectronicTranscripts@Davenport.edu when ordering.

Students applying to the MS Occupational Therapy or Master of Science in Nursing programs will submit official transcripts and all other required documents through the Centralized Application Service for Occupational Therapy (OTCAS) or for MSN to NursingCAS.

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.

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

For schools able to email official transcripts, use ElectronicTranscripts@Davenport.edu when ordering.

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

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 the 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 Non-collegiate 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 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, Master of Science in Computer Science, Master of Science in Information Assurance and the Master of Science in Data Analytics.

- 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. The Master of Science in Nursing Family Nurse Practitioner and Nurse Educator Concentrations may allow transfer credit but requires specific course approval from the Department Chair.

- No transfer credit is accepted for the Master of Science in Occupational Therapy, the Graduate Certificates, Post-Graduate Certificate, or the Master of Education in Urban Education.

Non-collegiate Credit Options

ACCOUNTING PROFESSIONAL CERTIFICATIONS
Licensed from the State Board of Accountancy of the state in which the individual intends to practice.
Certified Public Accountant (CPA) =
ACCT752 CPA Prep - Financial (FAR)
ACCT756 CPA Prep - Auditing (AUD)
ACCT763 CPA Prep - Regulation (REG)
ACCT767 CPA Prep - Business (BEC)

Institute of Management Accountants (IMA)
Certified Management Accountant Certificate (CMA) =
ACCT640 Managerial Accounting
ACCT761 CMA Prep Financial Planning/Performance
ACCT762 CMA Prep Financial Decision Making
FINC750 Advanced Financial Management

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 (PMP®) Certification =
MGMT735 Managing Projects

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

SIX SIGMA
Black Belt Certification =
BUSN688   Quantitative Business Analysis
DATA610   Essentials of Business Analytics
MGMT732   Project Leadership
          or
MGMT735   Managing Projects
STAT500   Statistics for Business

PRIOR LEARNING ASSESSMENT
Students may earn credit based on previous professional experience by submitting a Prior Learning Assessment petition, Contact your advisor or visit the website for more information.

International Applications

International Applications deadlines are viewable on the website at davenport.edu/international.

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 MBA, MSIA and MS in Technology. 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 US 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 Master of Science in Occupational Therapy, reference the requirements stated under the College of Health Professions at the beginning of the Admission Requirements section.
■ For application to the MSIA 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 6.5
   b. TOEFL 79
   c. Pearson Test of English (PTE) 53
   d. Accredited U.S. Bachelor's or Master's Degree
   e. Successful completion of ELS Language Centers Level 112
2. Submit original financial support documents
   a. Financial Support Form
   b. Bank letter/statement issued within 9 months of intended enrollment date
   c. Scholarship/financial aid letters
3. Submit a copy of passport photo
4. 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 Student Exchange Visitor Program (SEVP) requirements. The International Office provides students specific guidelines regarding SEVP 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 SEVP documents or a student visa since they can take all classes without physically entering the United States. Find additional information and requirements for Davenport University online students at davenport.edu/global.

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 DU'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.
- Will 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. Any student seeking graduate level Special Student Status must have a bachelor degree on file from an accredited college or university. To be granted Special Student Status for the MAcc, MBA, MM, MSIA, the MS in Computer Science, Data Analytics, Technology Management or the MS in Health Informatics and Information Management, the student must meet with the appropriate academic Program Director/Department Chair. Special Student Status in the MSN requires official transcripts showing a completed bachelor's degree in nursing (BSN) with a minimum 3.0 cumulative GPA and a current unrestricted license as a registered nurse and a meeting with the Department Chair of Nursing. Students seeking Special Student Status into the Master of Science 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 will be required to have the necessary foundational requirements for course(s) they wish to take. Prerequisite courses will be required if a student is 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 https://www.davenport.edu/veterans for more information.

Those eligible to receive educational benefits through the Veterans Administration must complete the VA Application (for students who have already established their benefits and for those who are applying for the first time). These forms are available at the GI Bill® website, https://www.benefits.va.gov/gibill/handouts_forms.asp and https://www.va.gov/education/how-to-apply/. 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 Representatives at 1 (855) 382-3446. Speaking with a Military & Veteran Admission Representative is especially important for those who will be using any chapter of the GI Bill® or military Tuition Assistance (TA).

Current Service Members and Veterans should have their Joint Service Transcripts, C.C.A.F. 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

Electronic transcripts can be submitted to this email: ElectronicTranscripts@Davenport.edu.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill

Institute for Professional Excellence (IPEx)

In today's work landscape, employees of all levels benefit from targeted professional development. That is where Davenport's Institute for Professional Excellence (IPEx) comes in. We cut through the noise, offering tailored training programs for the busy working professional of today. Why choose Davenport University's IPEx? That's simple.

- IPEx offers job-specific training for busy working professionals.
- Several courses offer the dual benefit of skill development and credit toward a degree.
- IPEx courses and workshops develop talented employees, managers, and leaders, who in turn have a holistic impact on their organization.

Courses include:

Certificate of Management

The 12-week, 6-session course focuses on the core competencies needed to build collaboration, promote trust, and empower your employees to achieve results.

Certificate of Integrated Operations Management

This 12-week program integrates operations, quality, and project management and concludes with the development of a comprehensive process improvement plan.

Strategic Leadership

Strategic leaders adapt, innovate and succeed. In this 6-week, 3-session program, you will improve your ability to think critically, create a strategic vision, and empower others to deliver results.

Certificate of Project Management

This 3-day program provides you with the skills and tools to ensure successful project planning from start to finish.

Visit davenport.edu/ipex to learn more.

University Fees and Expenses 2021-2022

Note: All fees and rates are subject to change. *Current fees, including course fees, can be found on the website: https://my.davenport.edu/financial-aid/how-much-does-du-cost/tuition-and-fees.*

Admission Fees:

Counseling No Show Fee	20.00
Credit Card Convenience Fee (Tuition payments)	3.00%
Deferred Payment Fee	60.00
DU Competency Exams	105.00
Exams for Credit Fee	Actual Test Cost
Exam Proctoring Fee (DU Student)	25.00
Exam Proctoring Fee (Non-DU Student)	40.00
Judicial Fee: Alcohol or other Drug Education	100.00
Judicial Fee: Alcohol or other Drug Counseling	300.00
Judicial Fee: Non-Compliance	75.00
Late Registration Fee	85.00
Parking Pass Replacement Fee	25.00
Prior Learning Assessment (PLA) Fees:	
PLA Application Fee (per course)	130.00
Registration Fee (per semester)	215.00
Returned Check Fee	65.00
Student Accident Plan Fee	20.00
Student Activity Fee (per semester) (W.A. Lettinga Campus only)	115.00
Student Activity Fee (per semester) (Campuses other than W.A. Lettinga)	30.00
Technology Fee (per semester)	120.00
Transcript Fee (per copy)	15.00

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 Master of Science in Occupational Therapy, the Master of Science in Nursing, and the Master of Education in Urban Education.

Tuition must be paid before the start of each semester via the Student Payment Center or by mail with a money order or personal check. Payment Plan details are available in the Student Payment Center or can be obtained from your campus advisor.

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. Fees, room, board, and books are non-refundable.

Tuition Charges and Refund Policy

Official notice of all withdrawal, failure to attend, or schedule changes (including no attendance in any courses) must be made in writing, or verbally to the student's advisor. Failure to do so will result in full charges. The date of official notice is used to calculate all adjustments to charges. Students may not re-enroll for a subsequent semester or receive official transcripts or a diploma unless all balances owed have been paid in full.

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.

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.

Student Insurance (Fall, Winter, and Spring/Summer)

See details on Student Insurance at http://my.davenport.edu/risk-management/student-insurance.

Residence Hall Fees:

Residence Hall Application Fee
(non-refundable)   25.00

Residence Hall Security Deposit   150.00

See details on fees for Residential Life at:
http://housing.davenport.edu

FINANCIAL AID

FAFSA: An Important First Step

Students wishing to participate in the Federal Direct Student Loan program must 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 for many Davenport University aid programs. 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 12 semester credits and 30 weeks (two semesters) in length. 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 federal aid 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 by calling 1-866-774-0004 or sending an email to financialaid@davenport.edu.

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 federal government continually reviews the "fairness" of the formula and alterations may occur from one year to the next 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:

Total College Expenses		Expected Family Contribution		Financial Need
(Direct and Indirect Costs)	−	*(Formula Mandated by Congress Called Federal Methodology)*	=	*(Aid Eligibility Maximum)*

(See the Davenport website for current tuition, fees and Financial Aid information.)

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 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 certificate in order to receive 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 or 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 to the Federal Government
- Understand that at the end of every semester/session, 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)
- Read, understand, and keep copies of all forms for which the student supplies a signature
- Comply with the terms of all agreements that are signed
- Register for all classes that the student will be attempting during any one semester, before the final date to register for classes

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 *Handshake*. 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 *Handshake*. 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 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 Student Loan program.

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 half-time enrollment for a given semester, 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. All first-time borrowers must complete online entrance counseling. 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 who 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. Interest rates for loans change annually each July 1. Please refer to "Loan Fees & Interest Rate" section of the financial aid section of the DU website for current rates. 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 BBA/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 graduate and professional students include:

- A determination that you (the applicant) do not have an adverse credit history; and

- A fixed interest rate and loan fee, which is applied to the loan at the time of disbursement. Please refer to "Loan Fees & Interest Rate" section of the financial aid section of the DU website for current rates.

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. 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 or the Elm Select website at elmselect.com/#/.

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 heading "Additional Financial Aid Options and Resources," 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 and do not affect the cumulative grade point average. 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 satisfactory 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 who 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 to meet the SAP standards AND
3. Supporting documentation.

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.

The materially complete appeal must be submitted by the start of session two in order to be considered for the current semester. All appeals received after that date will be considered for the subsequent semester. The appeal should be submitted at least two weeks prior to the start of session two, to allow the appeals committee time to review the appeal and request additional documents if necessary. Please refer to the academic calendar for semester and session start dates.

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 and can appeal. If an appeal is approved and the student resumes their education on an academic plan

status and fails again, a third appeal may be permitted for students who have stopped out for a minimum of three years.

If an appeal is denied, the student may re-submit an appeal to be considered for the subsequent semester.

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 disbursed until all 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, 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, 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 aid eligibility for federal, state, and institutional aid.

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 pretenses. 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 during 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. Students can receive only one DU institutional scholarship within the award year. If a student qualifies for multiple scholarships, the student will receive the most beneficial scholarship. Students who are eligible for both a DU institutional scholarship and a tuition grant due to a Davenport partnership agreement will receive the more beneficial program.
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.

Required Annual Notification of Authorization Provisions

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 any time, 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.

Course Program of Study (CPOS)

Course Program of Study (CPOS) is a federal requirement that only courses that count toward a student's program of study are counted in the student's enrollment status when determining Title IV aid eligibility. At Davenport University, CPOS applies to federal and state aid. CPOS does not impact institutional or athletic aid.

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 graduate 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 prorated. No refunds will be given without submitting written or in-person notice, except for Administrative Withdrawals in accordance with the Graduate Attendance Policy.

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 Calculation?

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

Complete the Charge Appeal Form and provide supporting documentation explaining any extenuating circumstances on which the appeal is based.
- Students have up to 30 calendar days following the end of the semester in question.
- Students also receive a written decision on their appeal within 45 business days, based on the Appeals Committee review schedule.
- Students are allowed two (2) appeals for their lifetime at Davenport University.

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 at least half-time or have graduated.

Refund Policy

15 week and 12 week Semesters

Monday class starts:
- 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

Other than Monday class starts:
- 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 and 7 week sessions

Monday class starts:
- 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

Other than Monday class starts:
- 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 course and then withdraw from, are administratively withdrawn from, or drop 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 amount of the semester completed by the student determines the earned and unearned amounts of aid. If the amount of federal aid already disbursed to the student is greater than the amount the student earned, the unearned funds must be returned by the University or the student or both. If the amount disbursed to the student is less than the amount the student earned, he or she may be eligible to receive a post-withdrawal disbursement of the earned aid that was not previously received. Students and/or parents will be notified of any post-withdrawal disbursement eligibility for student loan funds.

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.

All Return to Title IV calculations are completed within 30 calendar days of the date of determination of withdrawal. Funds are returned to the US Department of Education within 45 calendar days of the date of determination. If a student is required to return funds to the US Department of Education (an overpayment), the student will be notified within 45 days of the date of determination. The student must repay the amount of the overpayment to the university in full within 45 calendar days of the date of the notice, or the debt will be referred to the US Department of Education for collection. In all overpayment situations, the student's overpayment status will be reported to the National Student Loan Data System (NSLDS). Students in overpayment are not eligible for federal financial aid at any institution.

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 student's 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 re-register, receive a diploma or order an official transcript until all financial obligations are settled. However, a transcript may be sent directly to a potential/current employer. A transcript order may be processed when employment is listed as the order reason, a comment is entered explaining the order is for employment and the recipient is neither the student nor another school. The Registrar's Office has the discretion to question or reject orders based on history or collaboration with the Bursar's Office.

Davenport University Scholarships

To be eligible for institutional scholarships, applicants must file the FAFSA, must not be in default on any education loan and must maintain financial aid standards of academic progress. International students are not required to complete the FAFSA or FAFSA waiver. 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 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) or a FAFSA waiver.
- 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 be enrolled at least half-time (minimum 3 credit hours), except for the Study Abroad Grants.
- 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 Global Campus students are considered for all Davenport University institutional scholarships.

- Students can receive only one DU institutional scholarship within the award year. If a student qualifies for multiple scholarships, the student will receive the most beneficial scholarship. Students who are eligible for both a DU institutional scholarship and a tuition grant due to a Davenport partnership agreement will receive the more beneficial program.
- Most institutional scholarships have both per semester and annual limits (details available on the Davenport website) and can be used to pay 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).

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 meet standards of academic progress.
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.

NOTE: Information about current Davenport University Scholarships and Grants, as well as the qualifications and criteria for each scholarship, can be found at davenport.edu/financial-aid/scholarships.

STUDENT SERVICES AND AFFAIRS

Advising

Davenport offers students the support of an academic advisor to aid in their academic pursuits. Davenport strongly believes in a developmental advising model which guides students through their academic plans to support their career objectives. Academic advising is available at every campus and online to assist students in selecting courses, discussing curriculum change implications, answering questions related to academic programs and policies, or reviewing progress towards graduation. Students are responsible for being aware of and meeting all curriculum and degree 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 are made online through the Student Payment Center. Address questions regarding these payments to the 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 website or contact their advisor. Refer to the graduate academic calendar to ascertain the last day for schedule changes.

Adjusting Course Schedule (Add/Drop)

Students may add and/or drop a course prior to the first day of the session/semester. Students should contact their advisor 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 his or her campus financial aid counselor or 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. See the Academic Policies and Procedures section for more detailed information.

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

MISSION:

Career Services is committed to cultivating and connecting Davenport University's talent with employers in today's global marketplace.

At Davenport University, student professional and career development begins the moment you arrive. Students are expected to schedule their first interactions with Career Services within the first 2 semesters of attendance and continue through and past graduation.

Students should expect to meet with Career Services on the following topics:

- Career and Professional Development Planning including:
  - Understanding and acknowledgment of the **Employment Guarantee**
  - Introductions to strategic career planning in the classroom, at events designed for all students and through 1:1 career advising

- Career Research and Career Skills Development including:
  - Interest assessment for Major selection and career option planning
  - Soft skills development, professional networking and **Excellence System** expertise
  - Creating dynamic, adaptable resumes, cover letters, professional portfolios, and effective online and social media profiles
  - Strategic job search strategies, utilizing groups, clubs, associations, and volunteerism, career fairs and other effective career access tools

- Experiential Learning and Internship Opportunities through:
  - *Handshake*, DU's Automated internship application, online job board and employer access system
  - Career Fairs, forums and recruitment events
  - DU's internship seminars and meeting with your Career Services Coach and Academic Internship or Practicum Manager

All new DU students, current students and soon-to-be graduated students should contact career services once each semester for a career development checkup. Scheduling an appointment is easy through *Handshake* at davenport.joinhandshake.com.

Counseling and Wellness Services

Davenport University has partnered with Pine Rest to offer counseling services, free of charge, for all campuses. Students will be seen in-person at the W.A. Lettinga Campus and via TeleTherapy for other campus locations. Appointments can be scheduled by calling (616) 891-8770.

In addition to counseling appointments, an on-call licensed clinician will be available 24 hours a day, 365 days a year for Davenport students needing same day support. Please call the following numbers and within one hour, a clinician will connect with you directly:

9am - 8pm (EST) (616) 258-7500
8pm - 9am (EST) (616) 455-9200

Students who would like information about counseling services should contact their advisor or the Center for Campus Life.

Housing and Residence Life

On-campus housing is available at the 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, and athletic events sponsored by the University. We offer residence halls, apartments 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 post higher grades and graduate from the University. Visit the website for more information: davenport.edu/housing.

Student Life

Davenport University offers students many opportunities to get involved. Student Life 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. Student Life 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 Engage@DU, an online involvement platform for the DU community. It can be accessed through your Student Connection tab on the Davenport website or at https://davenport.campuslabs.com/engage/. Click the "sign in" button and log-in with your DU credentials. Engage@DU has an events calendar, volunteer opportunities, student organization information and more. For more information, please visit the Center for Campus Life, call 616.554.5095 or email student.life@davenport.edu. Students can find out what is going on by visiting Engage@DU, the Student Life website (https://www.davenport.edu/student-life) or on multiple social media platforms.

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 http://my.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, as well as other certain internships in other Colleges.

Intercollegiate Athletics

Davenport University's Intercollegiate Athletic Program is a member of the NCAA (National Collegiate Athletics Association), ACHA (American Collegiate Hockey Association) at the Division I, Division II, and Division III levels, USBC Collegiate (U.S. Bowling Congress), NCA (National Cheerleaders Association), NDA (National Dance Alliance), NCVF (National Collegiate Volleyball Federation) and USA Rugby.

All participants must be eligible based on their team's national affiliation. 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.dupanthers.com) or contact the Athletic Department at (616) 871-6182. All of Davenport University's intercollegiate programs are based out of the Grand Rapids W.A. Lettinga campus.

The programs currently offered are:

Men's
- Baseball
- Basketball
- Bowling
- Cross-Country
- Football
- Golf
- Ice Hockey
- Indoor Track & Field
- Lacrosse
- Outdoor Track & Field
- Rugby
- Soccer
- Swimming and Diving
- Tennis
- Volleyball
- Water Polo
- Wrestling

Co-ed
- Pep Band and Marching Band
- Esports

Women's
- Basketball
- Bowling
- Competitive Cheer
- Competitive Dance
- Cross-Country
- Golf
- Ice Hockey
- Indoor Track & Field
- Lacrosse
- Outdoor Track & Field
- PomPon
- Rugby
- Sideline Cheer
- Soccer
- Softball
- STUNT
- Swimming and Diving
- Tennis
- Volleyball
- Water Polo
- Wrestling

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 and 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, and 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.

Student Access

Accommodations for Students with Disabilities

Students may request reasonable accommodation as a result of a qualifying disability as defined by Federal legislation within the Americans with Disabilities Act (1990), the Americans with Disabilities Amendments Act (2008), or Section 504 of the Vocational Rehabilitation Act (1973). 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. It is the students' responsibility to contact a Student Access Coordinator at their campus to initiate and fulfill the accommodation process. The process is not retroactive.

Accommodations are intended to provide equal access to education for students, not fundamentally alter the course or program. Davenport University seeks to accommodate students with disabilities on an individual basis based on assessments documented by a qualified professional and approved through the Center for Campus Life.

Any information provided on a voluntary basis shall be used for the sole purpose of assessing accommodation requests and minimizing 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, nor the number of accommodations granted.

- Students should request accommodations as early as possible in order to have proper documentation ready for their faculty at the start of the semester. Students can complete the electronic Accommodation Request Form found on the Student Access website, or email the Accommodation Request Form & Medical Documentation to their Student Access Coordinator.

Forms, contact information, and other accommodation information are located on the Student Access page of the Davenport website (http://www.davenport.edu/campus-life/student-access).

Davenport University Alumni Association

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

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 Davenport.edu/Alumni 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 to the Alumni Association. Your membership entitles you to free services, including networking opportunities, benefits, events, discounts and so much more:

- Lifetime career services including access to Davenport's online career portal.
- Career networking, professional development and fun social events.
- Free lifetime brush-up classes—Alumni are eligible for free brush-up classes on a space-available basis. This applies only to courses successfully completed at Davenport. The courses must be either still active or have current equivalencies and they must have been 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 that you can request at Davenport.edu/Alumni).
- In addition, a variety of insurance, shopping, travel and service discounts are available at Davenport.edu/Alumni.
- For more information on alumni benefits and services, please email alumni@davenport.edu or visit our website at Davenport.edu/Alumni.

ACADEMIC POLICIES & PROCEDURES

Educational Options

AUDITING COURSES

Students may audit any course provided they have the approval of the Director of Academic Operations. 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, nor 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.

CAPSTONE EXPERIENCE

These summative capstone courses are typically completed as the last course in each graduate program but refer to the recommended program sequence or the program's Student Handbook or department website for specific program details, timing and approvals. The following programs require special approval.

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 Associate Department Chair MSN Online and Davenport's Institutional Review Board (IRB) before initiating the research thesis. Refer to the College of Health Professions website for additional information on NURS794, NURS795 and NURS799.

Master of Science in Information Assurance Capstone

For the Master of Science in Information Assurance (MSIA) capstone experience (CAPS795) and the Master of Science (MS) in Technology Management (CAPS798), students are required to submit a Capstone Intent Form 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 the session before taking the capstone experience.

Master of Science in 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://my.davenport.edu/college-technology/center-academic-excellence-isaac/links-resources.

Master of Science in Technology Management Capstone

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 Technology Management Capstone Guidebook and Capstone Intent Form are available on the College of Technology website.

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 2-3 hours of online participation per week.

Online

Online learning provides students with asynchronous learning using state-of-the-art technology. This course format requires logging in and student engagement with course material and/or participation to meet assignment deadlines for a total of approximately 18-20 hours per week. 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. Technology requirements for Online classes can be found at http://my.davenport.edu/global-campus/technology.

Independent Study

In this format, students work independently, following a detailed syllabus. They meet with faculty a specified number of times, individually or in small groups, for review and assessment. Class requirements will be outlined in the syllabus.

Flexible Delivery Classes

The Flexible Course Delivery (Flex) format is a fusion of the Real-Time Virtual (RTV), the Traditional In-Seat, and the Online course delivery formats. In this format, all course activity is synchronized around the in-seat or RTV course meeting date(s) and time where the instructor provides weekly instruction that may be accessed through any of the formats. Students may freely switch between the delivery formats during the course. Note that the traditional in-seat option may be available at the location where the course is scheduled.

Real Time Virtual (RTV)

The Real Time Virtual option provides students with a synchronous learning opportunity where students interact with each other and the instructor during specific meeting days and times using desktop video conferencing. Students may participate in the class session from their home computer or other workstation as long as technology specifications are met. For those students who do not have their own computer access, a computer workstation will be available on a Davenport campus. Technology requirements for RTV classes can be found at http://my.davenport.edu/global-campus/technology.

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 before enrolling in the course. In addition to the 50 hours of work experience per one credit hour, students will meet with their instructor at least three times over the semester. 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. Refer to the Davenport University website for updated Internship Policies and Procedures and necessary forms at my.davenport.edu/internships.

CREDIT DESIGNATION

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

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 per week over a 15 week semester.

Real Time Virtual (RTV) Classes: Each credit hour requires a minimum of 1 hour of instructional time and 2 hours of student work outside of class time per week 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.

Independent Study 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 or small group 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 per week over a 15 week semester with an additional 1 hour per week 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 per week 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, Fieldwork, Clinical Education, and Experiential Classes: Davenport University has determined that one semester credit hour for all practicums, internships, fieldwork, clinical education, and experiential learning courses will require a minimum of 50 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.

CREDIT THROUGH PRIOR LEARNING ASSESSMENT (PLA)

Academic credit for a course may be awarded to those students who produce a completed petition detailing college-level learning gained through experience. Consideration will be given to learning gained through career and personal experience in job-related activities and community participation, as well as that based on training from specialized schools or testing programs. To support student success and effective course registration, students must submit their portfolio petition at least one month prior to the beginning of any new 7, 10, 12, or 15-week session/semester. The petitions are assessed by faculty evaluators, and credit is assigned based on merit. Students must use the University's format.

A maximum of 9 semester hours may be obtained through prior learning assessment. Students should contact their advisor to receive additional information on this option. Credits earned through PLA count toward the DU residency requirement.

DOUBLE DEGREE

Students who wish to complete two master's degrees at Davenport University may utilize up to nine graduate credit hours in common between the two DU master's degrees provided such does not reduce either graduate degree below 30 unique credits. Double-counted courses may be taken within five years of the first date of enrollment of the current graduate degree program. A graduate program may overlap with only one other program for the purpose of double-counting credit hours. All residency requirements must be fulfilled.

TWO GRADUATE CERTIFICATES

Two Graduate Certificates may be completed but the credit for a single course cannot be applied to more than one certificate; a course substitution must be approved by the Department Chair.

GRADUATE CONCENTRATION AND CERTIFICATE

Courses in a concentration in one area of study within a graduate program may not count toward a graduate certificate in the same area.

GRADUATE GUIDELINES FOR MULTIPLE DEGREES AND CERTIFICATES

While acquiring multiple degrees/certificates is advantageous when gaining new knowledge, graduate students seeking these multiple degrees need to understand the prospective advancement in career opportunities and/or salaries. Therefore, Davenport University has established the following guidelines to be followed when a student already possesses a graduate degree and one graduate/post-graduate certificate or has a graduate degree from Davenport University and seeks another similar graduate degree or certificate:

- The advisor will inform the appropriate graduate academic representative (a list will be provided by each college along with the representative's contact information) prior to the submission of a Change of Curriculum Form.

- The graduate academic representative will meet with the student (in person or virtually) to provide guidance on the benefit (or lack thereof) of the additional credential before the student is admitted to the program.

- The graduate academic representative will document the discussion and then notify the student's advisor of the decision. It is possible to be denied admission to the requested program.

- Upon approval, advisor submits an Update Curriculum Form to the Registrar's Office.

Requirements and Limitations

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(s) 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.

GRADUATE POLICY ON EXTRA CREDIT

Extra credit may not be awarded to students in graduate level courses.

At the graduate level, extra credit is defined as those points that are given in addition to the total points for work that was not assigned as part of the original course syllabus.

In trying to help graduate students be successful, instructors may choose to offer the entire class the opportunity to redo the original assignment or to do an assignment similar in nature and worth the same points as the original assignment. If a different assignment is used, then the grade from the revised assignment must replace the grade given for the original assignment. The assignment cannot constitute additional points toward the grade for the original assignment or for the final class grade.

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 website 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 show the degree level awarded and graduation honors. The major or concentration will be reflected on the official 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.

COMMENCEMENT CEREMONY

A formal graduation ceremony is held near 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. All eligible students are encouraged to take part in the ceremony. Students planning to participate in the Commencement Ceremony must purchase their cap and gown online (cost will be approximately $50 - $60 depending on degree level). Go to the Graduation Information website at http://www.davenport.edu/central-records-office/graduation-information and there is additional information on the Commencement Ceremony at https://my.davenport.edu/registrars-office/graduation-information/commencement-ceremony-information.

GRADUATION HONORS

Students with a cumulative GPA of 4.0 are recognized as graduating With Distinction. Only master's degree candidates are eligible for this honor recognition. Prospective winter or spring/summer semester graduates' cumulative GPA at the end of the last completed session/semester will be used to determine honor eligibility for the commencement ceremony. The appropriate designation will be indicated on the diploma and final transcript.

GRADUATION REQUIREMENTS AND LIMITATIONS

Students are responsible for completing the requirements within the chosen curriculum as outlined in the catalog or student handbook or on the appropriate college website 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.

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.

PROGRAM GRADUATION REQUIREMENTS

All graduate programs require a cumulative GPA of 3.0 or higher to graduate.

All Master of Business Administration students are required to have a minimum 3.0 (a grade of B or better) in the capstone experience (CAPS) course, CAPS794; if applicable, a 3.0 GPA is also required in the specialty or concentration.

All Master of Management students are required to have 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 minimum 3.0 (a grade of B or better) in HINT799.

Master of Science in Nursing (MSN): The MSN and MSN Nurse Educator Concentration courses, Special Project (NURS795) and the MSN Thesis (NURS799) are graded on a Pass/Fail basis. The Family Nurse Practitioner capstone course, NURS794, requires a minimum 3.0 (a grade of B or better).

The Post Graduate Certificate Family Nurse Practitioner capstone course, NURS794, requires a minimum 3.0 (a grade of B or better).

Master of Science in Occupational Therapy (MSOT) required fieldwork courses are graded on a Pass/Fail basis. OCTH789 and OCTH799 require a minimum 3.0 (a grade of B or better) for successful completion.

The Master of Science in Computer Science, Master of Science in Information Assurance and Master of Science in Technology Management students are required to have a minimum 3.0 (a grade of B or better) in the capstone experience courses appropriate for each degree program.

Master of Science in Data Analytics students are required to have a minimum 3.0 (a grade of B or better) in the capstone course.

GROUNDS FOR FAILURE OF DU INTERNSHIP, PRACTICUM, CLINICAL, OR FIELDWORK EXPERIENCES

Many degree programs require internships, practicums, clinicals, or fieldwork experiences as graduation requirements. Failing any of these experiences will affect a student's ability to graduate and may impact his/her continued enrollment at the University. Any problem a student encounters with an internship, practicum, clinical or fieldwork site should be immediately reported to the student's internship, practicum, clinical or fieldwork manager/coordinator and the course faculty member.

While every effort is made to ensure student success, the following constitute grounds for failure of an internship, practicum, clinical or fieldwork course at Davenport University:

- Failure to meet specific academic and performance requirements for the internship, practicum, clinical or fieldwork course, including not attending, or stopping attendance, at the organizational site

- An agency's or facility's request for removal of student from the experience

- Unsatisfactory evaluation by a site supervisor or preceptor

- Repeated unsatisfactory performance or a significant behavioral incident which jeopardizes the agency or facility and/or the liability and reputation of Davenport University

- Other student issues beyond the control of Davenport University

Students may appeal failure of an internship, practicum, clinical or fieldwork course through the process outlined by the particular college. However, no internship, practicum, clinical or fieldwork course may be repeated due to failure without explicit written permission from the Dean (or his/her designee) of the appropriate college.

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 must also earn a C or better grade on the final assessment in the capstone experience (CAPS) course (CAPS794) for successful completion.

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 HINT799 and it 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.

RESIDENCY REQUIREMENTS

The University policy for residency is as follows:

College of Arts and Sciences Programs:

Master of Science in Data Analytics – Requires that all courses be completed at Davenport University.

Graduate Certificates – Requires that all courses be completed at Davenport University.

D.W. Maine College of Business Programs:

Master of Accountancy (MAcc) – A minimum of 24 semester credits, including the experiential core course, must be completed at Davenport University; no transfer courses may be brought in after graduate credits have been earned at Davenport University. However, any student presenting a current CPA, CMA, CIA, or CFE certification at time of admission, or who can prove that exam certification is in process, may be awarded 12 graduate level credits that apply to the Master of Accountancy, and will meet residency requirements.

Master of Business Administration (MBA) – A minimum of 21 semester credits for the 30 credit MBA program or 30 semester credits for the 39 credit MBA 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 unless approved by the Department Chair.

Master of Management (MM) – A minimum of 24 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.

Graduate Certificates – Requires that all courses be completed at Davenport University.

College of Health Professions Programs:

Master of Science in Health Informatics and Information Management (MS) – 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) – A minimum of 30 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 Nursing (MSN) Family Nurse Practitioner or Nurse Educator – Requires that all courses be completed at Davenport University.

Master of Science in Occupational Therapy (MSOT) – Requires that all courses be completed at Davenport University.

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

Graduate Certificates – Requires that all courses be completed at Davenport University.

College of Technology Programs:

Master of Science in Computer Science (MS) – A minimum of 24 semester credits, including CSCI794 or CSCI798, 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 Information Assurance (MSIA) – A minimum of 28 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 Davenport University.

Master of Science in Technology Management (MS) – A minimum of 27 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 Programs:

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

Master of Education (MEd) in Urban Educational Leadership – Requires that all courses be completed at Davenport University.

Graduate Certificate in Urban Education – Requires that all courses be completed at Davenport University.

Graduate Certificate in Urban Educational Leadership – Requires that all courses be completed at Davenport University.

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 administrator. 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 found in the College or Program Student Handbook.

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:

Superior	4.00	A
	3.70	A-
Above Average	3.30	B+
3.0 (acceptable level of attainment)	3.00	B
	2.70	B-
Average	2.30	C+
2.0 (lowest acceptable level of attainment)	2.00	C
Deferred Grade		Z
Failure	0.00	F
No Show Failure	0.00	NF
Audit		AU
Credit earned/ Completed Requirements		CR
Incomplete		I
Late Grade		LATE
No Credit/Not Completed		NC
Withdrawal		W
Withdrawal–Military		WM

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 Director of Academic Operations.

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.

WITHDRAWALS

It is the student's responsibility to initiate all withdrawals at any time throughout the semester, and students are responsible for being aware of the last date to withdraw without academic penalty. All students wishing to withdraw from a course at any time after the start of the semester or session should contact their Academic Advisor.

Please note the following:

- Last day to withdraw without failing the course is indicated on the Academic Calendar.

- Absence from class is not a withdrawal. Students will receive an "NF" if they never attend and never officially withdraw.

- Students will be administratively withdrawn for non-attendance following the Attendance Practice unless previous arrangements have been made with their instructor. The instructor should be notified of a planned absence a minimum of 24 hours prior to the course meeting time. Refer to the Attendance Practice in the catalog for more information.

- 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, he or she should go through the appeal process. The appeal process allows the student to explain the extenuating circumstance and request consideration regarding grade, 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://my.davenport.edu/office-accounting-services/bursar/billing-information/charge-appeal-form.

GRADE REPORTS

Grades may be viewed and printed from the Student Connection on the University website at the end of every session/semester.

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 Department Chair or Associate Dean.

FINAL GRADE APPEAL

The Final Grade Appeal process should be used only when the student believes that the final course grade assigned is unfair. A Final Grade Appeal is not applicable if one of the following applies:

- Challenging a grade on an individual assignment unless it directly affects the final grade

- The student disagrees with the faculty member's determination of mastery

- A grade penalty was assigned due to an Academic Integrity violation

If any of the above apply, the submitted appeal will not be moved to Step 1 of the Final Grade Appeal process.

Grade appeals must be based on problems of process and not on differences in judgment or opinion concerning academic performance. The burden of proof rests on the student to demonstrate that one or more of the following occurred:

- The grade was 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 was made 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.

NOTE: Grade appeals or other complaints based on charges of discrimination or sexual harassment should be submitted to a Title IX Coordinator or other office, pursuant to other University policies and procedures.

To see the steps to follow for this process, go to: **https://my.davenport.edu/global-campus/current-students/university-academic-policies/final-grade-appeal**.

Academic Integrity

Academic 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:** A student may neither use, attempt to use, nor give or attempt to give unauthorized assistance, materials, information, or study aids in any academic exercise, including but not limited to the following:
   a. 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, or analytical tools.
   b. A student must not use another person as a substitute in the taking of an examination or quiz.
   c. A student must not steal, acquire, purchase or obtain from the internet or any other source, academic papers, examinations, examination keys, or other course materials.
   d. A student must not conduct research or prepare assigned work for another student unless explicitly authorized by the course instructor in cases such as a group-based project.
   e. A student must not allow any other person to conduct research or to prepare assigned work for a class unless explicitly authorized by the course instructor in cases such as a group-based project.
   f. 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.

   g. A student must not use or give any unauthorized assistance in a laboratory, on technical equipment (including computers, smartphones, or any other such device), or in fieldwork.
   h. 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.
   i. A student must not alter a grade or score in any way.

2. **Fabrication:** A student must not falsify or invent any information or data in an academic setting or pertaining to his/her academic status including, but not limited to, records or reports, resumes, transcripts, laboratory results, research findings, and citations of the sources of information.

3. **Facilitating Academic Dishonesty:**
   a. A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic dishonesty.
   b. 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.
   c. A student shall not upload or otherwise share papers or assignments to websites that list or collect old materials, even under the guise of study assistance.

4. **Interference:**
   a. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, theft, removal (deleting electronically), defacement, or mutilation of resources so as to deprive others of the information contained within those resources.
   b. A student must not give or offer payment, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

5. **Plagiarism:** *American Standards of Plagiarism* refer to the intentional or unintentional use of previously created works, 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. Plagiarism includes, but is not limited to, the following:
   a. Purchasing any portion of a paper.
   b. Copying print or electronic text without proper citation.
   c. Having someone else write any portion of a paper.
   d. Rephrasing/paraphrasing text to avoid detection.
   e. Rephrasing/paraphrasing text without proper citation.
   f. Copying diagrams, illustrations, charts, pictures, or other visual materials without proper citation.
   g. Using information from audio, visual, or other media without proper citation.

h. Using information from personal communication (interviews, group discussions, telephone conversations, email, blogs, social media, etc.) without proper citation.

i. Using information from an employer's Intranet without proper citation and without permission.

6. **Self-Plagiarism:**
   a. Using an entire paper written for one class in another class.
   b. Submitting any previously created materials or course work from previous classes including discussion boards, projects, or presentations without discussion with and written authorization from the instructor for whom the work is being submitted.

7. **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.

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, the instructor 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 of 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 (or designee) in which the course resides 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.

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 whose semester GPA is below 3.0 but whose cumulative GPA is at 3.0 or better will go to Good Standing Post-Probation.) Students on probation will have 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 Academic Warning whose semester GPA is below 3.0 but whose cumulative GPA is at 3.0 or better will go to Good Standing Post-Probation.) Students on warning will have 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 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 unless the cumulative GPA is 3.0 or above.

Graduate Academic Dismissal

A graduate student who has had one or more semesters on any probationary status that fails to maintain a semester GPA of 3.0 or better faces Academic Dismissal unless 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, explaining the reasons for the poor academic performance and providing a plan for improvement, should be submitted to the Department Chair overseeing the program 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 unless the cumulative GPA is 3.0 or above. The student will sign a Re-Entry Following Academic Dismissal Statement acknowledging these conditions.

- 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 who receives a failing grade (F or NF) in a graduate level course.

A Failing Grade is Received

The University Registrar will send an email notification to all students who have received a failing grade at the end of the semester. Students 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 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.

Attendance Practice

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.

For these reasons attendance will be reported for each class session for students in all 500 through 700 level courses during the first two weeks of each semester and session.

Students will be administratively withdrawn for non-attendance, following the process below, unless previous arrangements have been made with their instructor. The instructor should be notified of a planned absence a minimum of 24 hours prior to the course meeting time.

Students must provide a valid excuse for any and all absences, and when possible, provide an official and documented excuse. Consult your instructor regarding what will be considered acceptable. The student whose absence was excused may not be penalized and may be allowed to complete an assignment, turn in a paper, and/or make up an examination in accordance with the instructor's stated procedures and deadlines.

- Instructors will consider a student's verified illness or death of a student's immediate family member as an excused absence.

- An absence based on a required military duty will be excused if certified by the student's commanding officer.

- In cases of religious observances, legal obligations (such as jury duty), or attendance at official University sanctioned activities, the student must inform the instructor a minimum of 24 hours in advance for the absence to be excused.

- Student athletes should review their academic and athletic schedules at the beginning of each semester and session to determine if conflicts exist. It is the responsibility of the student athlete to communicate directly with his/her instructor(s), and make the necessary arrangements to complete the required work. The Athletic Department can provide a written notification that can be submitted to the instructor for each absence. Failure to notify the instructor at least 24 hours in advance will be treated as an unexcused class absence and the student may incur academic consequences. No class time can be missed for athletic practice or activities, including on-field practice, training room time, team meetings, and conditioning (weight training/running).

- In rare and compelling circumstances not listed above, the student should make every effort to discuss reasonable accommodations with the instructor in advance, if feasible, or immediately upon return to class.

Administrative Withdrawal Schedule

For in-seat and RTV courses:

1) Any absence during the first week of the course – The student will be considered a no-show and administratively removed from the course. All tuition and fees associated with that course will be deleted from the student's record.

2) Any absence during the second week of the course – The student will be administratively withdrawn based on the last date of attendance. A grade of "W" will be given for the course and tuition charges will be assessed based on that last reported date of attendance. Associated semester and course fees will not be refunded.

For online courses:

1) During the first week (7 days) of course – Students must participate in the online course at least once a week (7 days) by submitting an assignment for grading. Attendance will be defined as participating in an academic activity within the classroom, which includes posting in a graded discussion board or submitting a written assignment or Voiceboard for grading. Posting any items not related to the graded assignments will be reviewed but may be disqualified for attendance purposes. This includes emails, discussion topics or other forms of communication with students or the instructor. Students should be aware that more frequent and regular participation may be required to master course material and pass a course. Any student who does not meet this minimum participation during the first 7 days will be considered a no-show and administratively removed from the course. All tuition and fees associated with that course will be deleted from the student's record.

2) During the second week (7 days) of course – Students must participate in the online course a minimum of once a week (7 days) following the detailed definition of attendance above. Any student who does not meet this minimum will be administratively withdrawn based on the last date of attendance. A grade of "W" will be given for the course and tuition charges will be assessed based on the last reported date of attendance. Associated semester and course fees will not be refunded.

In the event of an Administrative Withdrawal the student will receive a DU email notification from the Registrar's Office. The email will be deemed to have been received by the student upon delivery. Students may appeal to be reinstated in the course. Depending on the course, this appeal, whenever possible, should be initiated at least one business day prior to the next class meeting or, at minimum, the beginning of the subsequent week for online. The Appeal form is available on the DU website at: http://my.davenport.edu/central-records-office/student-forms-procedures. Students must contact their instructor for reinstatement.

While Administrative Withdrawals are done in accordance with the Attendance Practice detailed above, it remains the student's responsibility to initiate an official withdrawal in all courses. Once the session/semester starts the student must contact their advisor to initiate an official withdrawal.

In the case of absences during or after the mandatory attendance period, class assignments, projects, and class participation may be used as part of the final grade and the instructor may choose not to allow make-ups on these. The

instructor is responsible for stating in the syllabus the class policies regarding pop quizzes or makeup exams that may be influenced by class attendance.

In the College of Health Professions, the course descriptions and/or syllabi will note the attendance expectations. Students may also reference the College of Health Professions Handbook for additional details.

Nursing students should reference the Nursing Handbook for additional attendance policy regulations in the Nursing program.

Davenport University Institutional Review Board

Protecting the rights of human research subjects

The role of the Davenport University Institutional Review Board is to review and approve, when in compliance, all proposed academic research at DU or by DU faculty, staff or students to ensure that the research meets federal standards for the safety and protection of any human subjects involved in the research.

The Institutional Review Board (IRB) for an institution is a committee mandated by federal laws to protect the rights and welfare of the human subjects participating in research activities. Compliance is monitored by the Office of Human Research Protection (OHRP) of the U.S. Department of Health and Human Services. The law is specific to research conducted or supported by a federal department or agency. However, a majority of research institutions voluntarily apply this regulation (45CFR46) to all academic research conducted at their site, regardless of status or source of funding.

Visit http://my.davenport.edu/academics/institutional-review-board-irb for additional information on the DU Institutional Review Board, frequently asked questions, forms and procedures.

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 educational 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 are 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 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 of this catalog under Academic Standards of Progress.
6. Students who request certification for veterans' benefits are informed in writing of the Davenport University 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 Administration System (VAOnce) a graduate student scheduled for three (3) credit hours in a 7-Week Session is considered at full time status.

Veterans Benefits and Transition Act Compliance

As part of the Veterans Benefits and Transition Act of 2018, section 3679 of title 38, United States Code (Public Law 115-407) was amended and effective August 1, 2019, the State approving agency, or the Secretary when acting in the role of the State approving agency, shall disapprove a course of education provided by an educational institution that has in effect a policy that is inconsistent with the areas below.

Davenport University will permit any covered individual* to attend or participate in the course of education during the period beginning on the date on which the individual provides to the educational institution a certificate of eligibility for entitlement to educational assistance under chapter 31 or 33 (a "certificate of eligibility" can also include a "Statement of Benefits" obtained from the U.S. Department of Veterans Affairs (VA) website – eBenefits, or a VAF 28-1905 form for chapter 31 authorization purposes) and ending on the earlier of the following dates:

1. The date on which payment from VA is made to the institution.
2. 90 days after the date the institution certified tuition and fees following the receipt of the certificate of eligibility.

Davenport University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

In addition, Davenport University may require the covered individual to take the following additional actions:

1. Submit a certificate of eligibility for entitlement to educational assistance no later than the first day of a course of education.
2. Submit a written request to use such entitlement.
3. Provide additional information necessary to the proper certification of enrollment by the educational institution.
4. Davenport University requires additional payment or imposes a fee for the amount that is the difference between the amount of the student's financial obligation and the amount of the VA education benefit disbursement.

*A Covered Individual is any individual who is entitled to educational assistance under chapter 31, Vocational Rehabilitation and Employment, or chapter 33, Post-9/11 GI Bill® benefits.

GI Bill® is a registered trademark of the U.S. Department of Veterans Affairs (VA). More information about education benefits offered by VA is available at the official U.S. government website at https://www.benefits.va.gov/gibill.

Transcript Request Procedure

Official academic transcripts can be ordered online through the National Student Clearinghouse www.davenport.edu/registrar/transcript. This service allows secure ordering online 24/7 with the ability to track the order online. The current fee is between $11.00 - $15.25 per transcript, depending on which delivery option is chosen. This cost 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.

Students who are indebted to the University will not be permitted to order an official transcript until all financial obligations are settled. However, a transcript can be sent directly to a potential/current employer. A transcript order may be processed when employment is listed as the order reason, a comment is entered explaining the order is for employment and the recipient is neither the student nor another school. The Registrar's Office has the discretion to question or reject orders based on history or collaboration with the Bursar's Office.

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.

Davenport University Libraries

The Davenport University Libraries' print and electronic resources are carefully selected to support the University's curriculum. The wifi enabled libraries provide computers, copiers and some study rooms at four of Davenport's campuses, while supporting the learning and research for all of Davenport's students, faculty and staff, whether online or on campus. The University's Archives are housed at the Margaret D. Sneden Library at the W.A. Lettinga Campus in Grand Rapids.

Through the search box on the library homepage and databases, students can find articles from scholarly journals, magazines and newspapers, along with annual reports, company information, market research, demographic data and open access material. The library also provides access to Noodletools for APA help.

The library catalog and the search box can help students locate over 265,000 books, e-Books, DVDs, and other resources. Using the library catalog provides DU students and alumni with access to the materials from all four campus libraries, allowing them to check due dates and fines or renew materials. Students and faculty can also request materials from non-DU libraries through the library's Inter-library loan service.

Research help or quick answers to questions are available in person, by telephone, email, online chat and text message. When students need more extensive research help, they can schedule a one-on-one session with a DU librarian. The librarians provide Library Guides to the best material supporting specific classes and subject areas. Students can also follow the library on Facebook, Twitter, Instagram and Pinterest for library news and tips. For more information on the DU Libraries, visit my.davenport.edu/library.

Davenport University Testing

Testing is offered at many of the Davenport campuses. Students may take CLEP, Competency and DSST tests for course credit, Certiport Microsoft Office Specialist (MOS) exams for certification and course credit, and Pearson VUE IT certification exams. Please check the Testing Web pages (my.davenport.edu/testing-services) 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 several graduate programs. There is content tutoring at the 500 level and writing assistance is available through the entire graduate program. 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 (http://my.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 the 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 2014 and graduated by the end of the 2019/2020 academic year is 52%.

NONACADEMIC POLICIES & PROCEDURES

Public Safety

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 Risk Management and Public Safety, (586) 620-4050.

Anti-Harassment Policy and Complaint Procedure

Objective:
Davenport University strives to create and maintain a positive work and learning environment in which people are treated with dignity, decency and respect. The policy of Davenport University is to provide an environment free from harassment and unlawful discrimination on the basis of national origin, race, color, religion, age, sex, sexual orientation, disability, gender identity, veteran or other protected status. Such harassment or discrimination does harm to those to experience it, is a violation of this policy, interferes with the fulfillment of our mission and therefore, will not be tolerated.

All employees, regardless of their positions, are covered by and are expected to comply with this policy and to take appropriate measures to ensure that prohibited conduct does not occur. Appropriate disciplinary action will be taken against any employee who violates this policy. Based on the seriousness of the offense, disciplinary action may include verbal or written reprimand, suspension or termination of employment.

Prohibited Conduct
Discrimination
It is a violation of Davenport's policy to unlawfully discriminate in the provision of employment opportunities, benefits or privileges; to create discriminatory work conditions; or to use discriminatory evaluative standards in employment if the basis of that discriminatory treatment is, in whole or in part, based on that person's national origin, race, color, religion, age, sex, sexual orientation, disability, gender identity, veteran or other protected status.

Discrimination in violation of this policy will be subject to disciplinary measures up to and including termination.

Harassment
Harassment is unprofessional conduct that could reasonably be understood as (1) having the purpose or effect of creating an intimidating, hostile, or offensive environment, (2) having the purpose or effect of unreasonably interfering with an individual's work performance or access to educational activities and programs, (3) otherwise adversely affecting an individual's employment opportunities or access to educational activities and programs.

Such prohibited harassment includes, but is not limited to, epithets, slurs, negative stereotyping, or threatening or intimidating acts that relate to a person's protected characteristics or are directed toward a person because of his or her protected characteristics. Written or graphic material that denigrates or shows hostility toward an individual or group because of these characteristics is prohibited in our workplace.

Sexual Harassment
Specifically, prohibited sexual harassment refers to behavior or comments which are not welcome, are personally offensive, undermine morale, and interfere with the work performance and effectiveness of its victims. Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature can become unlawful harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or access to educational activities and programs, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions 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.

Prohibited behavior or comments do not have to be of a sexual nature; behavior or comments directed at an individual because of his or her sex with the intention to harass are prohibited. Sexually-based and "same sex" sexually-based behavior or comments are also prohibited.

Examples of conduct which are prohibited under this policy include, but are not limited to, sexual innuendo, suggestive comments, insults, humor or jokes about sex or gender-specific traits, sexual propositions, threats, repeated unwanted social invitations, suggestive or insulting sounds, leering, suggestive whistling, obscene gestures, pin-ups, touching, pinching, brushing the body, and assault.

Retaliation

No adverse action may be imposed on an employee or student in response to:

- Filing or responding to a bona fide complaint of discrimination or harassment.
- Participating in the investigation of a complaint.
- Serving as an investigator of a complaint.

Taking adverse action against someone who makes a complaint or participates in the investigation process is a violation of this policy. Any person who is found to have violated this aspect of the policy will be subject to sanctions up to and including termination of employment.

Consensual Romantic or Sexual Relationships

Davenport strongly discourages romantic or sexual relationships between a manager or other supervisory employee and his/her staff (a direct or indirect report), and between faculty or coaches and his/her student or student athlete because of the inherent differences in professional authority and the risk of perceived favoritism or lack of mutual consent. Given the uneven balance of authority between a staff member and student, any such relationship is a particular concern.

If any employee of Davenport University enters into a consensual relationship that is romantic or sexual in nature with a member of his or her staff (a direct or indirect report) or a current student or student athlete, the parties must notify human resources (HR) or other appropriate University officer for evaluation.

Filing a Complaint

Employees and students have a responsibility to inform the University of any concern regarding behavior directed toward them of harassment, discrimination, or retaliation.

Davenport University will address all complaints professionally and promptly. Confidentiality will be maintained to the extent possible in light of the need to investigate and take appropriate corrective action. Lodging a good faith complaint, even if ultimately not sustained, will not result in any adverse action against the employee or student.

The following reporting venues are available.

a. An employee may contact Human Resources at (616) 732-1151 or via hr@davenport.edu.
b. A student may contact Campus Life by calling (616) 554-5095.
c. An employee may report the concern to their manager.
d. A manager who becomes aware of an employee's or a student's concern, either through personal observation or as a result of an employee complaint shall immediately report it to the location leader and/or Human Resources.
e. An employee may submit a complaint through our EthicsPoint Hotline at (855) 271-2823 or online by searching the DU Intraweb for the key words: EthicsPoint.
f. A student or employee may communicate through the online incident reporting form found on the DU Intraweb by searching for the keywords: Incident Report.

g. A student or employee may contact a Title IX Coordinator for any sex or gender based discrimination concern. Contact information can be found on the DU Intraweb by searching for the keywords: Title IX Coordinator.

Confidentiality

The University will be as discreet as possible regarding the privacy of the individuals involved and the confidentiality of the information received, consistent with its need to investigate and resolve the complaint. The expressed wishes of the complaining person for confidentiality will be considered in the context of the University's legal obligation to act on the complaint and the right of the accused to obtain information and respond.

The employee assistance program (EAP) provides confidential counseling services to full time employees through EmployeeConnect Plus at (855) 327-4463. Individuals wishing to discuss an incident confidentially or seeking information and advice of a personal nature are encouraged to contact the EAP. The role of the EAP in such cases will be limited to personal counseling and treatment for the person who is then an EAP client. Contacting the EAP will not qualify as notification to Davenport University of a potential harassment or discrimination issue.

Students: Davenport provides a 24/7 confidential and voluntary student assistance program or counseling service for students through WellConnect at (866) 640-4777. Individuals wishing to discuss an incident confidentially or seeking information and advice of a personal nature are encouraged to reach out. Contacting WellConnect will not qualify as notification to Davenport University of a potential harassment or discrimination issue.

Complaint Investigation

Upon receiving a complaint, HR or other appropriate University personnel will initiate an investigation to determine whether there is a reasonable basis for determining that a violation of this policy occurred. The University expects complete candor and truth from all persons involved in the investigation. Only the parties involved, witnesses and other persons with a need to know, as determined by the University, will be made aware of the report. The University will take appropriate action as warranted by such investigation within a reasonable time frame.

Awareness

Members of the University community are responsible for knowing and understanding the University's policy prohibiting discrimination, harassment, and retaliation. Managers, faculty, or staff who need assistance in interpreting or applying the policy should contact Human Resources (HR) for clarification; students should contact Campus Life.

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, contract and temporary faculty/staff, and anyone else on University property. 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/campus-life/health-wellness for available treatment options.

Reporting Accidents or Injuries

Injuries and illness, regardless of severity, should be reported immediately to Public Safety, the Center for Campus Life, 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, Public Safety, Campus Director, and/or any witnesses to the injury, and is maintained by Human Resources and the Center for Campus Life.

Safety is everyone's responsibility. To prevent accidents, please report any unsafe conditions or circumstances to the Campus Director, Center for Campus Life or Public Safety.

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 Public Safety, the Center for Campus Life, and/or 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 the Center for Campus Life.

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. Probation for a specified period of time
3. Suspension for a specified period of time, with definitive standards for re-admission or return to work, or
4. 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.

Title IX Policy

Davenport University is committed to maintaining an education and work environment that is free from sexual harassment. The University does not discriminate on the basis of sex in its education programs or activities. Pursuant to its obligations under Title IX of the Education Amendments Act of 1972, and its implementing regulations, the University is committed to eliminating sexual harassment and will take appropriate action when an individual is determined responsible for violating this policy.

This policy applies to student and employee complaints alleging sexual harassment that is a violation of Title IX and its implementing regulations. All administrators, faculty, staff, and all other University employees share responsibility for avoiding, discouraging, and reporting acts of sexual harassment as a matter of their employment. All members of the Davenport community are further encouraged to avoid, discourage and report violations of this policy of which they may become aware.

Any inquiries about the application of Title IX and its implementing regulations to the University may be referred to the University's Title IX Coordinator(s), the Assistant Secretary for the U.S. Department of Education's Office for Civil Rights, or both.

The University has adopted grievance procedures that provide for the prompt and equitable resolution of student and employee complaints alleging any action that is prohibited by Title IX and/or its implementing regulations. The grievance procedures are included in the Davenport University Title IX Policy. The grievance procedures and grievance process specifically address how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how the University will respond.

The University will prominently display the Title IX Coordinator's contact information and this Policy on the University's website and in each handbook or catalog that the University makes available to applicants for employment, students and employees.

For your reference, you may download the entire policy from this link davenport.edu/campus-life/title-ix.

If you or someone you know has been the victim of one of the offenses defined above while at Davenport, please contact a University staff member or the designated Title IX coordinator.

Matt Miller
Executive Director of Risk Management and Public Safety
Phone: (586) 620-4050
Email: matthew.miller@davenport.edu

Campus Use Guidelines

Bookstore

W.A. Lettinga Campus Students Taking Classes on Campus: The W.A. Lettinga campus bookstore offers textbooks and course materials for all in-seat W.A. 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 may purchase online and in-seat 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) 887-6459 for more information.

Students should order their books at least 10 days before the start of the course.

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 W.A. Lettinga Bookstore, and the online bookstore: http://davenport.textbookx.com.

Students interested in purchasing supplies using their financial aid/book voucher may do so via the Davenport University Bookstore website, www.voucher.duspirit.com.

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, 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 voicemail 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, copyright infringing, or destructive materials (i.e., viruses, worms, or other malicious content)
  - To send harassing, abusive, intimidating, discriminatory, or other offensive messages

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 at 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 providers 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.

Additional regulations associated with driving and parking on campus are noted below:

- Motor vehicles shall be parked only in lot(s) as designated by the parking permit issued by Security Services.
- Parking on driveways, roadways, sidewalks, lawns and within yellow zones, whether posted or not, is strictly prohibited. Parking in zones designated for University personnel including maintenance, Residence Life Staff, or Security is also strictly prohibited.
- Motorcycles and mopeds shall be parked only in designated parking lots. Motorcycles and mopeds may not park at bike racks.
- Tailgating: while support of our Athletic teams is highly encouraged, any form of tailgating that is disruptive, disorderly and/or that detrimentally impacts the University community or causes a danger is strictly prohibited. Consistent with University policy, the use, possession or distribution of alcohol is strictly prohibited while tailgating.
- For general maintenance or snow removal, all members of the University community may be asked to remove a vehicle from a lot and/or be provided notice of a lot closure and vehicle displacement for a temporary period of time. Compliance with any request of this nature is expected.

Service Animals
Service animals are defined by the Americans with Disabilities Act (ADA) as a dog, or in limited circumstances, miniature horse, that is individually trained to do work or perform tasks for the benefit of and to accommodate the functional needs of an individual with a disability. The work or task a service animal performs must be directly related to the person's disability.

Emotional Support Animals
Often called assistance animals. These animals are not specifically trained to perform tasks related to a student's disability. Emotional Support Animals do provide emotional support and comfort to a student with a disability-related need for assistance within the student's place of dwelling. Students seeking an emotional support animal need to officially request this accommodation through Student Access in order for approval.

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 and the DU Alert system. The DU Alert system is a manual process, so please review the Davenport website on how to receive DU alerts. 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 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.

Posting Policy
Bulletin boards are located at campuses for the purpose of sharing information regarding University sponsored or sanctioned events. Poster content should meet established standards and include relevant information. In order to post on any designated bulletin board at the W.A. Lettinga Campus, posters should be submitted for approval online through Engage@DU. At other campuses, those interested in posting information should contact Student Services at their respective campus regarding the approval process. The entire policy is available online at https://www.davenport.edu/facilities/policies-and-procedures/bulletin-board-posting-policy.

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 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 photocopiers, 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, except as noted in paragraph 6 below. Both the University and the student will be obligated to pursue exclusively through arbitration any and all claims which they might otherwise bring in a court of law or before an administrative agency.

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. Arbitration Proceedings. Any and all disputes or disagreements between the student and the University relating to any Covered Claim (as defined below) shall be resolved by arbitration conducted pursuant to the Commercial Arbitration Rules of the American Arbitration Association (the "AAA"). The arbitration process shall be administered by the AAA. The arbitrator shall issue a written decision that shall include a rationale supporting the decision, findings of fact, and conclusions of law. The decision shall be final and binding on the parties, and judgment may be entered on the arbitrator's decision in a court of competent jurisdiction. The arbitration proceedings shall be conducted in a confidential manner. Arbitration shall constitute the sole and exclusive forum for resolution of any and all disputes relating to Covered Claims.

3. 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.

4. Time for Filing Claims. 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. A student's demand for arbitration must be directed to the University's Provost. The University's demand will be directed to the Student's last known address. A party's 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.

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, except as noted in paragraph 6 below.
   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, not 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. Federal Direct Loans. The University agrees that neither it nor anyone else will use this policy to stop you from bringing a lawsuit concerning the University's acts or omissions regarding the making of a Federal Direct Loan or the provision by the University of educational services for which the Federal Direct Loan was obtained. A student may file a lawsuit for such a claim or be a member of a class action lawsuit for such a claim even if the student did not file it. This provision does not apply to lawsuits concerning other claims. The

University agrees that only the court is to decide whether a claim asserted in the lawsuit is a claim regarding the making of the Federal Direct Loan for the provision of educational services for which the loan was obtained.

7. 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/campus-life/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 can be answered by the Center for Campus Life.

The following is the official policy of the University regarding student rights and responsibilities. The Student Code outlines the disciplinary procedures, the hearing process, appeal process, the application of sanctions, and provides details regarding Title IX.

The disciplinary procedures used by the University are considered part of its educational process and support its philosophy to produce graduates who are ethically and professionally oriented. Hearings conducted as part of this process are not courts of law and are not subject to many of the rules of civil or criminal proceedings. 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 Campus Life and/or appropriate directors, 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. Such changes will be published accordingly.

Definitions

1. "Business day" shall be defined as Monday through Friday excluding official University holidays or University closures.
2. "Campus designee" refers to a University appointee who is responsible for initiating the Student Code process at the local level.
3. "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.
4. "Hearing Officer" refers to the person or persons selected to administer the 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.
5. "Hearing" refers to the scheduled meeting wherein the respondent is provided the opportunity to present all relevant information and evidence regarding the alleged misconduct.
6. "Member of the University community" includes any person who is a student, faculty member, University official, or other person employed by the University.
7. "Respondent" refers to a student organization or student charged with a violation of University policy, not the University itself.
8. "Student" shall be defined as any person admitted, enrolled or registered for study at 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 Davenport University.
9. "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 website, and any other official publications of the University.
10. "Student Organization" includes all athletic teams, club teams, student based organizations registered with the University through the local campus office.
11. "University" is defined as Davenport University, and includes all campuses.
12. "University official" and/or "appropriate director" includes any person employed by the University who performs assigned administrative or professional responsibilities.
13. "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 property also, where applicable, includes all tangible personal property owned, used, or leased by the University, such as supplies, materials, equipment, technology and furnishings.
14. "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, gender, 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 herein.

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 measures 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 and civility. This encompasses all conduct while on campus, off campus, and during all University-related or University sponsored 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. Students are expected to regularly check their Davenport email and respond to University notices appropriately.
7. Students are expected to comply with all University handbooks applicable to their student status, including but not limited to the Athletic Handbook, the College of Health Handbook, and the Student Code of Conduct.

Misconduct

Any student, group of students or student organization accused of having violated any of the following policies while on University premises, including virtual communications, or during University-related or sponsored endeavors including, but not limited to: internships, practicums, clinicals, or other University-related experiences whether on or off University premises, is subject to disciplinary action by the University. The University reserves the right to investigate and take action for any off-campus student behavior violating the Student Code of Conduct if such behavior is criminal and/or 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 may have been violated, or at which participation has negatively impacted the reputation of the University, may also be investigated. The student's or student organization's continued suitability for enrollment or continued registration may also be examined.

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.

ACADEMIC DISHONESTY.

The University may discipline a student for academic dishonesty, meaning any activity that violates the University standard of academic integrity. Davenport University defines academic integrity as: the expectation that each person's academic work is responsibly and honorably acquired, developed and presented. Davenport University Academics outlines the specifics of the following policy violations on our website, in our handbook, as well as below. Violations of academic integrity include, but are not limited to:

1) **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:
a) 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, calculators, and analytical tools.
b) A student must not use another person as a substitute in the taking of an examination or quiz.
c) A student must not steal, acquire, purchase or obtain from the internet or any other source, academic papers, examinations, examination keys, or other course materials.
d) A student must not allow others to conduct research or to prepare work for him or her without explicit 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.
e) A student must not offer to conduct research or to prepare work for others without advance written authorization from the instructor for whom the work is being submitted.
f) 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.
g) A student must not use or give any unauthorized assistance in a laboratory, at a computer terminal, or on fieldwork.
h) 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.
i) A student must not log into another student's or staff member's electronic classroom (i.e., Blackboard, MyITLab, MyMathLab, etc.) to obtain, alter, or destroy materials housed therein.
j) A student must not procure or purchase academic work from the internet, another student, or a third

party whether by payment, bribe, or promised favors.

2) **Fabrication**
A student must not falsify or invent any information or data in an academic setting or pertaining to his/her academic status, including, but not limited to: records or reports, resumes, transcripts, laboratory results, research findings, and citations of the sources of information.

3) **Facilitating Academic Dishonesty**
   a) A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic dishonesty.
   b) 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.
   c) A student shall not upload or otherwise share papers or assignments to websites that list or collect old materials, even under the guise of study assistance.

4) **Interference**
   a) 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, removal (deleting electronically), defacement, or mutilation of resources so as to deprive others of the information contained within those resources.
   b) 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.
   c) A student must not alter a grade or academic score in any way, whether theirs or others.

5) **Plagiarism**
   American standards of plagiarism refer to the intentional or unintentional use of previously created works, 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.

   Plagiarism includes, but is not limited to, the following:
   a) Purchasing any portion a paper.
   b) Copying print or electronic text.
   c) Having someone else write any portion of a paper.
   d) Rephrasing/paraphrasing text to avoid detection.
   e) Rephrasing/paraphrasing text without proper citation.
   f) Copying diagrams, illustrations, charts, pictures, or other visual materials without proper citation.
   g) Using information from audio, visual, or other media without proper citation.
   h) Using information from personal communication (interviews, group discussions, telephone conversations, email, blogs, etc.) without proper citation.
   i) Using information from an employer Intranet without proper citation and without permission.

6) **Self-Plagiarism**
Self-plagiarism is submitting previously created material or course work from previous classes, including discussion boards, projects, or presentations, without discussion with and written authorization from the instructor to whom the work is being submitted. It is also impermissible to use an entire paper written for one class in another.

7) **Violation of Course Rules**
   a) A student must not violate course rules as contained in a course syllabus, College handbook, or University catalog. This also includes documents related to the content of the course or to the enhancement of the learning process, including course rules in classrooms, labs, clinicals, and off-site internships.
   b) A student must maintain expected levels of civility and professionalism, as laid out in course syllabi, College handbook, University catalog, and other documents as it pertains to any academic setting, whether on campus or off-site.

ALCOHOL.
The use, possession, or sale of alcoholic beverages by students is prohibited by Davenport University on all University property including on-campus residential communities, all academic buildings, and all athletic facilities and outdoor spaces, regardless of age, except as expressly outlined below. The following misuses of alcohol are prohibited, and include but are not limited to:

1) In Panther Woods and Panther Ridge apartments, only students and guests who are 21 years of age or older may consume and/or store alcohol in the privacy of their apartment, with the door closed and with no minors present with the exception of the roommate(s) assigned to the occupied apartment. Students not assigned to the apartment and/or guests under the age of 21 are not to be present when alcohol is being consumed. Kegs, bongs, and mass quantities of alcohol are prohibited.
2) Open containers of alcohol are not permitted in any public areas in or outside of the residence halls or apartments, including elevators, hallways, breezeways, lobbies, balconies, entryways, parking lots, lounges, etc.
3) Possession or use of alcohol that creates a danger to self or others including, but not limited to, excessive intoxication is prohibited. The abuse of alcohol and high risk drinking activities are prohibited. High risk drinking activities include, but are not limited to, drinking large quantities of alcohol, consuming alcohol at an accelerated pace, participation in drinking games, use of beer bongs, and/or any activity that promotes irresponsible drinking.

4) The sale, gift, or transfer of alcohol to minors is prohibited.
5) 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 is prohibited.
6) The possession of alcoholic beverage containers is prohibited on campus, except in Panther Woods and Panther Ridge by students who are 21 years of age or older as described above. This includes collectable empty or full alcohol containers and dispensing paraphernalia.
7) Alcohol is prohibited at all University activities or student organization activities, excepting University functions or events at which the presence and use of alcoholic beverages has received presidential approval.
8) The use of University or organizational monies to purchase alcoholic beverages is prohibited.
9) Driving while under the influence of alcohol is prohibited.

DISHONESTY.

Acts of dishonesty are prohibited, including but not limited to the following:

1) Furnishing intentionally 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 or on the University's behalf.
2) Forgery, alteration, or misuse of any University document, record, or instrument of identification.
3) Tampering with the election of any University-recognized student leader or student organization.
4) Falsification of University records; each student is expected to complete any University record accurately and honestly.
5) Providing false or misleading statements 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.
6) Representing or acting on behalf of the University or another individual when not authorized to do so.

DISORDERLY CONDUCT.

Engaging in intentional expressions or conduct that substantially disrupts or interferes with the University's normal functions, the rights of others or causes substantial disorder. Disorderly conduct is prohibited, and includes but is not limited to the following:

1) **Threaten or Endanger:** taking an action that threatens or endangers the safety, health, or life of self or others, or behavior that creates the impression of such endangerment.

2) **Obscene Conduct:** behavior that the student knows or should know is reasonably likely to be considered obscene under the standards of the local community, including, but not limited to: public exposure of one's own sexual organs, voyeurism, or video or photographed voyeurism, meaning the recording, use, or 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.
3) **Abusive or Offensive Language:** 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.
4) **Aiding an Unlawful Act:** aiding any unlawful act or the violation of any University policy.
5) **Guest Behavior:** the inappropriate behavior of a student's guests and/or visitors on University premises or at University sponsored functions.
6) **Damage:** damage to University property or the property of another.
7) **Unsuitable Conduct:** behavior that is considered disrespectful, inappropriate, unprofessional, or falling outside the Davenport University standard of civility.

FAILURE TO COMPLY.

Failure to comply with University sanctions or reasonable directives of University officials is prohibited.

FIRE AND SAFETY EQUIPMENT.

1) Possession and/or use of fireworks, incendiary devices, or other dangerous explosives or chemicals is prohibited.
2) Arson, meaning the ignition of a fire or attempt to ignite a fire is prohibited.
   a) Grills and contained fires are prohibited on University property, which includes residential communities. University-owned grills and/or the fire pit may only be used with the express written permission of the Department of Public Safety or the Center for Campus Life, and only in designated areas.
3) Due to Davenport University's proximity to an airport, the use of laser pointers and drones is strictly prohibited.
4) Improper use or disablement of safety equipment or firefighting equipment such as fire extinguishers, fire alarms, exit signs, smoke alarms, and defibrillators.
   a) Emergency Call Boxes: activating the call box as a prank or pushing a call button when there is no emergency is considered a breach of the Student Code of Conduct. An automatic fine of $100 will be assessed.

HAZING.

Hazing is defined as any action or situation imposed on another that can be presumed as forced, or with the intent to create embarrassment, harassment, ridicule, and induce physical, mental, or emotional harm. Hazing in all forms is prohibited, and includes, but is not limited to the following:

1) The destruction or removal of any public or private property.
2) Any initiation which may inhibit a person's physical health, well-being, or personal safety.
3) Any forced activity or action imposed on a person as a condition for membership in a student organization, athletic team, or other organization.
4) Any brutality of a physical nature including, but not limited: whipping, beating, forced calisthenics, exposure to the elements, forced consumption of food, alcohol or drugs, sleep deprivation, or any forced activity that would cause distress, the willingness of an individual to participate in such an activity notwithstanding.

HARASSMENT AND/OR THREAT.

Harassment and/or threat is defined as any aggressive or intimidating behavior, or statement therein, intended to cause fear, discomfort, or that display bigotry or hate speech, whether overt or perceived. Harassment and/or threat is prohibited in all forms, and includes, but is not limited to the following:

1) Having the purpose or effect of creating an intimidating, hostile or offensive environment.
2) Having the purpose or effect of unreasonably interfering with an individual's participation in or access to educational activities, learning opportunities, and/or educational programs.
3) Adversely affecting an individual's living space or access to extra-curricular activities and programs, including athletics.
4) Harassment and/or threat carried out on the basis of sex, age, race, ability, familial status, height/weight, marital status, national origin, political affiliation, religion, gender, sexual orientation, and/or veteran status.

ILLEGAL DRUGS/PRESCRIPTION DRUGS.

Under the *Controlled Substances Act* establishing federal U.S. drug policy, the following substances are impermissible at Davenport University. The list includes, but is not limited to: substances such as marijuana, cocaine, narcotics, certain stimulants and depressants, misuse of prescription medication (whether prescribed to the student in question or another), and hallucinogens. Illegal drugs are prohibited in all forms, and includes but is not limited to:

1) The possession and/or use of controlled substances, illicit drugs, or any substance used as a drug, the inhalation or ingestion of such substances that may alter a person's mental state.
2) The production, distribution, sale, transfer, or gift of controlled substances, illicit drugs, or any substance used as a drug that will alter a person's mental state.
3) Use of or unauthorized possession 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 a prescription drug which violates local, state, or federal law.
4) Possession, use, sale, or manufacturing of drug paraphernalia, including, but not limited to: bongs, scales, glass or plastic pipes, syringes, needles, and/or any handmade or common household items being misused for the purpose of drug paraphernalia.
5) Misuse of any household product for the intent of altering one's mental state.
6) The use or unauthorized possession of marijuana or cannabis products in all forms, as outlined in federal law.

INAPPROPRIATE USE OF TECHNOLOGY/ UNIVERSITY INTERNET SERVICES.

Theft or other abuse of computers, related computing network, websites, equipment, data, or internet services, and/or the use of University technology resources to interfere with normal operation of the University computing system is prohibited, including, but not limited to:

1) Unauthorized entry into, use of, transfer, or deletion of a file or class assignment.
2) Unauthorized use of another individual's identification and/or password, or unauthorized provision of a student's identification and password to another.
3) Use of University technology resources to interfere with the work of another student, faculty member, University official or other entity.
4) Use of University technology resources for personal gain or profit.
5) Use of University technology resources to send or obtain obscene or abusive messaging, or to send, share, or sell pornographic material.
6) Use of University technology resources to threaten, intimidate, or otherwise violate University anti-harassment or anti-violence policies.
7) Copyright Infringement, meaning the use of works protected by copyright law without proper permission. This includes reproduction, distribution, display of copyrighted work, and up to the derivation of a copyrighted work.

OBSTRUCTION OR DISRUPTION.

Acts of obstruction or disruption are prohibited, including but not limited to:

1) Obstructing or disrupting teaching, research, disciplinary procedures, and/or other normal University activities or functions.
2) Leading or inciting others to disrupt scheduled and/or normal activities within any building or area.

PARKING POLICY.

Students are responsible for all Davenport University parking policy as published on the University website. Violations of these policies may result in disciplinary action.

PROXIMAL COMPLICITY.

Students who enter an area where a violation of policy is occurring, or a violation is initiated in an area that they are in, should leave immediately. In choosing to remain, the student assumes responsibility for all behavior and/or items in that vicinity, regardless of their participation, unless it can be clearly demonstrated that the student had no knowledge of the incident.

PUBLIC DEMONSTRATIONS AND PROTESTS.

Davenport University supports students' right to free speech. As such, all lawful, peaceful and organized demonstrations or protests that take place on Davenport University's property are permitted, while simultaneously required to adhere to the following:

1) Must be led by current, enrolled students. Outside organizations are not permitted to lead demonstrations or protests on private property.

2) Must follow all guidelines laid out in the Student Code of Conduct including but not limited to: maintaining a spirit of civility and respect, refraining from obstruction or disruption, abstaining from abusive or offensive language, and it must not insight or illicit violence.

3) No defacement or destruction of Davenport University property.

4) May not perpetuate hate speech, intimidation, harassment, discrimination, or create an unsafe environment for those participating or not participating in the demonstration or protest.

   Should any student or student group wish to reserve a space for a protest or demonstration, inquire at your applicable campus welcome desk or contact Student Life.

RETALIATION.

No student, group of students or registered student organization may intimidate, threaten, coerce, or take adverse action against any other student or Davenport University employee or affiliate to interfere with any right or privilege they hold as a student or employee, or to repay injury or insult of any kind related to a person's good faith participation in an official University proceeding or process. Acts of retaliation are prohibited, including, but not limited to:

1) Retaliation against a reporting party or witness in a University process, whether through the Office of Student Affairs, Athletics, Title IX, Human Resources, or elsewhere.

2) Retaliation against a University employee and/or DU affiliate conducting their routine responsibilities in the context of an investigation, hearing, or appeals proceeding.

   Persons who believe retaliation is occurring or has occurred toward them as a result of their good faith participation in a University process are invited to report that allegation to our Incident Report link available on the Davenport University website.

SEXUAL MISCONDUCT.

Sexual misconduct defined, is a broad term which encompasses any behavior of a sexual nature which is unwelcomed. Sexual misconduct is prohibited, and includes, but is not limited to:

1) 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, ability, the influence of alcohol or other controlled substances, or other impairment, to give verbal consent.

2) 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, ability, or alcohol/chemical or other impairment, to give consent.

SEXUAL HARASSMENT.

Sexual 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, is strictly prohibited, and includes but is not limited to:

1) **Sexual Exploitation/Intimidation:** taking advantage of the sexuality or attractiveness of a person for personal profit or gain, an abuse of power of position, trust or differential power for one's own personal interest or purpose.

2) **Sexual Harassment - Quid Pro Quo:** harassing 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.

3) **Sexual Harassment - Hostile Environment:** sexually harassing conduct that has the purpose or effect of unreasonably interfering with or creating an intimidating, hostile, or offensive working, living, or educational environment.

4) **Sexual Harassment - Unwanted Advances:** harassing conduct made either physically, sexually, in the form of sexual statements, whether verbal or written, or overt personal attention related to one's sex, which is unwanted.

STALKING.

Stalking is defined at Davenport University as repeatedly pursuing or approaching a person in an aggressive or threatening manner, which is against the expressed wishes of that individual. As such, it is strictly prohibited.

TOBACCO USE.

All buildings on all Davenport University properties are designated as tobacco free. Tobacco products include any product or device intended to simulate smoking: cigarettes, cigars, pipe tobacco, electronic cigarettes, vapes, and/or smokeless tobacco including snuff, chewing tobacco, smokeless pouches, or loose leaf tobacco. Designated areas are clearly marked on each campus for the use of tobacco products, and all use is limited to these spaces.

THEFT.

The unauthorized possession or use of University property or the property of another is prohibited in all forms and includes, but is not limited to:

1) Larceny: the theft of personal property which belongs to another.
2) Burglary: unauthorized entry into a space or building in order to commit a crime, specifically theft.

UNAUTHORIZED ENTRY.

The unauthorized entry, occupancy, or use of physical or virtual University premises or property is prohibited.

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 is prohibited. Such conduct includes, but is not limited to, unauthorized recording of personal conversations, phone calls, images including screenshots, meetings, or activities.

UNAUTHORIZED USE OF UNIVERSITY PROPERTY, INCLUDING ONLINE PROPERTY.

Students are authorized to use University property only as consistent with their coursework, student housing, or related educational activities as provided for under this Student Code. The misuse of University property, including online property is prohibited, and includes but is not limited to:

1) Online materials, including syllabi, lectures, discussion threads, and other course and University-related materials found online, are the property of the University and should 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.
2) University physical property such as desks, chairs, tables, or any other University owned items.
3) Electronic or tech related items such as computers, printers, scanners, or any other University owned items.

VIOLATIONS OF CAMPUS POLICIES AND OTHER UNIVERSITY POLICIES.

Violations of University publications, including but not limited to: those found in the Residence Hall Handbook, Student Athletic Handbook, publications in the School of Health and Sciences, the College of Health Professions Handbook, those related to Student Employment, Anti-Violence, Anti-Harassment, the Student Employee Handbook, the Student Academic Integrity publication, and all Title IX policies are prohibited and may result in disciplinary proceedings and sanctions under this policy. Guests and visitors to the University will also be held to University policies as outlined in these documents.

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.

VIOLATION OF UNIVERSITY SANCTIONS AND PROCESSES.

Students who violate the terms of sanctions which they are currently under through the University Student Conduct process may be held responsible and receive additional sanctioning on the part of the University.

Students who do not cooperate appropriately throughout a conduct process, by either withholding information, evading professional staff, or obstructing a conduct process, may be held responsible and receive additional charges and/or sanctioning on the part of the University.

WEAPONS.

Possession, use, control, or distribution of any weapons is prohibited on all University premises across all campuses in both indoor and outdoor spaces, as well as at any University sponsored event, activity, educational experience, or athletic function. The following items are prohibited without limitation to the University's ability to prohibit additional items, as appropriate:

1) Firearms, rifles, shotguns, tasers and handguns, with or without a concealed carry permit.
2) BB and pellet pistols, rifles that are spring, gas, or air powered, facsimile weapons, paint guns, and airsoft guns.
3) Sharp objects such as: hunting knives, throwing stars, swords, and bows and arrows.
4) Explosives, fireworks, dangerous chemicals, bombs, or household items manipulated with the intent to create a bomb.
5) Ornamental weaponry used for decorative purposes.
6) Self-made weapons or the use of any item with the intent of threatening or causing harm to another. Possession or use of any of the above items, even if legally possessed, that harms, threatens, causes fear, or raises the concern of members of the University is strictly prohibited.

Student Illness Statement

As permitted by law, the University reserves the right to require students who contract a contagious disease to remain quarantined, or away from the University until they present a doctor's statement that they are no longer infectious to others.

Title IX Statement

In accordance with federal law, Davenport University complies with all Title IX mandates. Please see the Davenport University Title IX website for details on process: https://www.davenport.edu/campus-life/title-ix.

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 Conduct personnel, and other applicable University Officials. Following review of the incident report (which may include, without limitation, any and all investigation 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 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 may use this procedure to appeal the decision and/or sanction.

Interim Suspensions and No-Contact Orders

In certain circumstances, the Executive Director of Campus Life, Director of Student Conduct and Care, Director of Housing 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 or interference with the normal operations of the University or, in order to ensure the safety and well-being of members of the University community; to preserve University property; to ensure the student's own physical or emotional safety or the well-being and physical or emotional safety and well-being of others. The affected person will be notified of the interim suspension through electronic mail sent via Maxient or any other electronic messaging system utilized by the University in addition to the possible verbal notification or printed written notice.

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, privileges, or team happenings for which the student might be otherwise eligible, as specified by the Executive Director of Campus Life or campus designee. A student may request a meeting regarding an interim suspension 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 made in this meeting by University officials 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 University officials. This order may be issued when the University determines it necessary to protect safety or 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 Public Safety or the Center for Campus Life. Violation of a "ban" or "no contact" order is considered misconduct and will result in disciplinary action that could include immediate suspension or expulsion 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. Formal notice of Student Code of Conduct proceedings will be sent to the student via the student's University email account to inform the student that a hearing date has been set and charges are pending. The notice shall inform the student of the following:

1. The misconduct alleged to have been committed.
2. The date, time, and place of the alleged misconduct and other relevant circumstances.
3. The date, time, and location of the hearing, most often three business days after the date of notice, dependent on the timing of the occurrence in light of the University calendar.
4. 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 applicable University officials prior to the hearing.

Overview of Hearings

The purpose of a hearing is to provide the opportunity for the University official 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 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 is expected to find a student or student organization responsible for violations of University policies only if the preponderance of evidence supports a finding of a violation. Students may have no more than one advocate attend their hearing. The purpose of this individual's presence is to provide support for the student in question. They may be asked to leave should their presence prove an impediment to the hearing. All hearings are closed to the public.

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 one hearing officer or Campus designee. A second University official may be present if deemed appropriate. 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 in response to the charges. If appropriate, the respondent may present witnesses or provide witness statements for review. If appropriate, the respondent may have one support person present at the hearing. The hearing officer, after reviewing all information presented, will determine responsibility and, as appropriate, any sanctioning. A written decision will be generated within five business days of the meeting and will be delivered through electronic mail sent via Maxient or any other electronic messaging system utilized by the University. The decision shall be considered received on the date and time that it arrives in the recipient's inbox.

Appeal Process

Decisions of the hearing officer may be appealed to the appropriate director. Appeals must be filed in writing within three business days of receipt of the written decision. The complainant or the respondent may appeal the decision based on one or more of the following:

1. New relevant material evidence or information has been provided that could not have been discovered at the time of the hearing.
2. Procedural error can be shown to have had a detrimental impact on the hearing outcome.
3. Errors in the interpretation of University policy or the sanction(s) imposed were not appropriate for the violation.

Appropriate University directors will decide whether or not there is a basis for an appeal and, if there is, may alter any determination and/or sanction levied by the hearing officer should the above criteria be proven applicable. This decision is final.

Re-Admittance Process for Suspended Students

Individuals seeking re-admittance into Davenport University, and/or a specific program, and/or Davenport University Housing after a suspension are required to contact the Director of Student Conduct and Care before re-enrolling in courses or applying to Davenport University Housing.

An interview will be conducted by the head of Student Conduct, and an appeals committee of applicable staff or faculty. The appeals committee will conduct a review of the terms of the student's suspension and will evaluate the student's responses in their re-entry interview. The appeals committee will then provide a decision to the individual in writing within five business days, subject to holidays, as to whether or not their request for reinstatement is approved.

Re-admittance approval will be subject to the following criteria: full compliance with the sanctions, conduct process and re-admittance process in addition to a review by the committee of a student's written statement of response to the full incident.

Sanctions

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 exclusive, but 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 the probationary period, the student may be immediately suspended from the University, housing and/or its events.
3. Suspension: results in a mandatory and immediate dismissal from classes, and/or the residence halls, and/or athletics, and/or activities at the University. A suspension may last for 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 the period of suspension may result in expulsion. During a full suspension, the student is not permitted to visit the University premises or attend any University functions without prior written permission from the Center for Campus Life, and may not utilize University resources until the time allotted has passed. 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. Readmission conditions may be specified.
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:
1. University property restrictions: restriction from certain University facilities or property, either physical or virtual, for a defined period of time.
2. Residence Hall suspension: separation of the student from the University housing unit for a defined period of time, after which the student is eligible to return. Conditions for readmission may be specified.

3. Residence Hall expulsion: permanent separation of the student from University housing.
4. Fine: a monetary penalty for property damage, theft, or other violations that result in inconvenience or cost to others and/or the University.
5. 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 controlled substance violation if the student is under the age of 21. Appropriate directors will determine the circumstances under which parental notification takes place.
6. Restitution: compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
7. Educational sanctions: require a student to write a paper, plan and present a program, attend a class or seminar, or complete other educational requirements, such as community service.
8. Loss of privileges: denial of specified privileges for a designated period of time.
9. 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 suspended due to misconduct will not be entitled to any refund of member dues or other fees. Readmission conditions may be specified.
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:
1. University property restrictions: restriction from certain University facilities or property, either physical or virtual, for a definite period of time.
2. Residence Hall suspension: separation of the student organization 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.
3. Residence Hall expulsion: permanent separation of the student organization from University housing.
4. Fine: a monetary penalty for property damage, theft, or other violations that result in inconvenience or cost to others.
5. Restitution: compensation for loss, damage, or injury. This may take the form of appropriate service and/or monetary or material replacement.
6. 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.
7. Loss of privileges: denial of specified privileges for a designated period of time.
8. Disqualification of 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
Honors Projects = HNRS
Human Resource Management = HRMG
Information Assurance and Security = IAAS
Interdisciplinary Studies = INTD
Legal Issues/Law = LEGL
Management = MGMT
Marketing = MKTG
Mathematics = MATH
Networks = NETW
Nursing = NURS
Occupational Therapy = OCTH
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 Fundamentals of 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.

ACCT511 Intermediate Accounting I   3 CR
This course builds upon the fundamental accounting process studied in ACCT510 and focuses on significant processes of the major categories of the balance sheet and statement of cash flow and income statements. Students will apply applicable APB and FASB pronouncements and related topics for specific accounting situations.
Prerequisite(s): ACCT510

ACCT512 Intermediate Accounting II   3 CR
This course is a continuation of ACCT511 Intermediate Accounting I with a comprehensive study of the major categories of the balance sheet and statement of cash flow and income. In addition, students will be introduced to the accounting, analysis and reporting of special topics such as pension/retirement, leases, inflation, income taxes, earning per share and revenue recognition.
Prerequisite(s): ACCT511

ACCT513 Federal Taxation I   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. The course provides an introduction to taxation for businesses, federal tax laws and regulations, taxation theory, and tax research and planning techniques.
Prerequisite(s): ACCT510

ACCT515 Advanced Accounting Topics   3 CR
This course is designed to further develop the student's analytical and interpretive skills in accounting for business mergers and acquisitions, partnerships and global accounting. This course offers preparation for the Master of Accountancy program.
Prerequisite(s): ACCT302

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.

ACCT630 Accounting Research and Financial Analytics   3 CR
This course is designed to build upon prior research assignments, challenging students to identify accounting, auditing, and finance issues and understand the various types of research that are undertaken by accounting, auditing, and finance professionals. One area of research is financial analytics, which is the analysis of financial data to answer specific business questions, identify anomalies, and forecast future financial scenarios. This course is designed to develop a more efficient and effective approach by preparing and researching financial statements. This course is for students who possess a bachelor's degree that is part of the core requirements for the Masters in Accountancy program. *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. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

ACCT660 Advanced Auditing and Reporting   3 CR
Students in this course will examine auditing concepts and issues, such as audit evidence and how auditors make decisions. Additional topic areas will include fraud, the role of technology, ethics and analytical review. Financial reporting is performed to provide insights on every financially related activity of a company, from balance sheet to income statement, to asset valuation and cash flow projections. Financial statement presentations are analyzed from an accounting perspective with heavy emphasis on footnote analysis and the impact on the financial statements.

ACCT670 Strategic Cost Management   3 CR
Students in this course will examine strategic issues in management accounting. Students learn how cost information supports corporate strategies through case studies. Specific topics covered include customer profitability analysis, value chain and activity based management, costs of quality, environmental cost management and evaluating performance via the balanced scorecard. Additional topics include budgeting, costing systems and variance analysis.

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.

ACCT752 CPA Prep - Financial (FAR)   3 CR
This course is designed to prepare the student for the Financial Accounting and Reporting section of the four part CPA exam. Topics include understanding of the financial reporting framework used by business enterprises, not-for-profit organizations, and governmental entities; comparisons between GAAP and IFRS; account classification; GL entries; reconciliation of GL to subsidiary ledgers; account reconciliation and analysis; consolidating and eliminating entries; financial statement preparation and analysis; financial calculations, ratios. The student will gain practice in while applying judgment in evaluating assumptions and methods underlying estimates, and produce required financial statement filings in order to meet regulatory or SEC 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.

ACCT756 CPA Prep - Auditing (AUD)   3 CR
This course is designed to prepare the student for the Auditing and Attestation section of the four part CPA exam. Topics include understanding and differentiating between the professional auditing standards (ISAs and US) set for public, private, governmental, not-for-profit entities as well as understanding the standards related to attestation and assurance engagements, and applying those standards in performing audits, attestations, and assurance services, compilations and reviews. Students will also review professional responsibilities of certified public accountants, including ethics and independence, identifying unethical situations and client behaviors, violations of professional standards while maintaining independence and determining appropriate actions. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

ACCT761 CMA Prep Financial Planning/Performance   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 cost 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, a completed bachelor's degree in accounting or ACCT640

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, a completed bachelor's degree in accounting or ACCT640

ACCT763 CPA Prep - Regulation (REG)   3 CR
Prepares the student for the Regulation section of the four part CPA Exam. Topics include ethical and legal knowledge of appropriate professional conduct and responsibilities, business law, and federal taxation. Student will expand their knowledge and understanding of CPA's professional and legal responsibilities; matters of agency, creditor-debtor interactions, uniform commercial code and contract law in which the student will apply business law concepts in evaluating the economic substance of client transactions and in evaluating the legal structure of an entity to determine the implications of applicable laws and regulations on how a business is organized, governed, and operates. On the tax side students will build upon their understanding and skills in federal tax process, procedures, accounting, and planning, as well as federal taxation of property transactions, individuals, and entities (which include sole proprietorships, partnerships, limited liability entities, C corporations, S corporations, joint ventures, trusts, estates, and tax-exempt organizations). *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

ACCT767 CPA Prep - Business (BEC)   **3 CR**

This course is designed to prepare the student for the Business Environment and Concepts section of the four part CPA Exam. Topics include knowledge of corporate governance; economic concepts essential to understanding the global business environment and its impact on an entity's business strategy; financial risk management; financial management processes and information systems; operations management and strategic planning. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

ACCT776 Case Studies in Internal Audit   **3 CR**

Through case studies, students will apply their knowledge of internal controls and internal auditing to assess the efficiency and effectiveness of an entity's operations and then develop appropriate recommendations. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

ACCT789 Graduate Accounting Experiential Learning   3 CR

This course provides students the opportunity to apply accounting/finance-related knowledge through live, field-based projects with organizational clients. Students with the support of faculty, provide data, analysis and recommendations designed to help clients achieve new insights on organizational challenges and to impact growth. This course is for students who possess a Bachelor's degree and is one option for the experiential part of the core requirements for the Masters in Accountancy program. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

ACCT790 Accounting MBA Internship   **3 CR**

Contact Regional Internship Manager at least 1 semester prior to enrolling.

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. 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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. 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. Additional course fee(s) apply.‡

Prerequisite(s): ACCT625

ACCT794 Capstone Course   **3 CR**

This course provides the summative and integrative experience that serves as the capstone of the MAcc program. It provides a structure for students to synthesize and apply knowledge, critical thinking, and business communication skills in the accounting field. The course provides opportunities to demonstrate mastery of the subject matter and an understanding of the relation of a specialized topic (CPA, CMA and General Financial Management) to the broader discipline of accounting. *Note:* A grade of B or better must be earned to pass this course successfully.

Prerequisite(s): This class must be taken as the last class in the MAcc program.

Biology (BIOL)

BIOL621 Functional Human Anatomy I   **4 CR**

This course provides an in-depth study of regional human gross anatomy, and the function and integration of the neuro-musculoskeletal systems. This course is designed for students enrolled in health profession graduate programs. Emphasis is placed on structures of the upper limb, trunk, pelvis and lower limb. Course content will be delivered by lecture and virtual study of the human body. *Note:* A grade of C or better is required to successfully complete this course. Additional course fee(s) apply.‡

Co-requisite(s): 1st semester MSOT courses

BIOL622 Functional Human Anatomy II   **4 CR**

This course is a continuation of an in-depth study of regional human gross anatomy, and the function and integration of the neuro-musculoskeletal systems. Emphasis is placed on structures and functions of the head and neck and the central and peripheral nervous systems. At the end of this course, students will integrate content from both semesters to analyze common musculoskeletal and neurological conditions. Course content will be delivered by lecture and virtual study of the human body. *Note:* A grade of C or better is required to successfully complete this course.

Co-requisite(s): 2nd semester MSOT courses
Prerequisite(s): BIOL621 with a grade of C or better

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): STAT500

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

BUSN688 Quantitative Business Analysis   **3 CR**
This course provides the student with an understanding of quantitative analysis methods used in contemporary business to effectively determine business situations, prescribe needed data and develop decision-support data. Students apply regression and time-series analysis to develop business forecasts and develop probability assessments related to decision-making in a variety of business disciplines including marketing, finance, production, and human resources 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): BUSN520 and STAT500

BUSN781 Graduate Business Study Abroad Experience 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:* A grade of B or better is required to earn a passing grade in this course.
Prerequisite(s): MGMT653 and acceptance to the study abroad program

BUSN790 Graduate Business Internship   **3 CR**
Contact Regional Internship Manager at least 1 semester prior to enrolling.
This graduate level Business Internship is the integration of appropriate graduate classroom instruction with new learning acquired through on-the-job work experience. The employment experience should be related as closely as possible to the student's field of study and individual interest. 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. Contact Career Services at least one semester prior to enrolling. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. A grade of B or better is required in order to earn a passing grade in this course. A criminal background check and drug screening may be required by the internship site. Additional course fee(s) apply.‡
Prerequisite(s): MGMT653, minimum of 9 credits completed in residency at DU

Capstone (CAPS)

CAPS794 Business Integration Capstone   **3 CR**
This course provides the summative and integrative experience that serves as the capstone of the MBA program. Conducted in the form of an interactive business simulation, the student applies their knowledge of business principles and practices as they analyze conditions, develop appropriate strategies and make implementation decisions. In addition, comprehensive case studies are used to apply the strategic management process to a variety of business settings. Finally, this course serves as the student's final assessment of overall program learning. *Note:* 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. Additional course fee(s) apply.‡
Prerequisite(s): This class must be taken as the last class in the MBA program

CAPS795 Information Assurance Thesis   **4 CR**
A thesis project forms the capstone of this Master of Science in 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): IAAS786, last semester, and Information Assurance core courses completed.

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.

Computer Information Systems and Programming (CISP)

CISP547 Database Design   **3 CR**
This course will examine the major types or data models of Database Management Systems (DBMS): hierarchical, network, relational, and object-oriented. The principles and problems of database design, operation, and maintenance for each data model will be discussed and compared. Topics that will be covered include design theory, query language, relational expressions, SQL, stored procedures, client-server interfaces, entity relationship diagrams, normalization, and database security.

CISP553 Python Scripting   **3 CR**
The Python programming language is cross platform in nature and can be used on Windows, Linux/Unix and Mac OS systems. This broad-based capability makes the Python Scripting language highly useful in the field of technology. The language is highly capable in stream editing of data, data manipulation and parsing, which are required in IT and Forensics.

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.

‡For current course fees go to https://my.davenport.edu/financial-aid/how-much-does-du-cost/tuition-and-fees.

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.

CSCI534 Object Oriented Programming with C# 3 CR
This continuing course in object-oriented programming exposes students to C# programming and object-oriented analysis and design techniques. Students will design, develop, and test applications used to solve practical problems. Topics explored include classes, inheritance, polymorphism, interfaces, database access, extensible markup language, and network programming.
Prerequisite(s): CSCI531 or an equivalent course

CSCI545 Data Structures and Algorithms 3 CR
A continuation of object-oriented programming, this course investigates advanced topics in technically-oriented programming. Data structures, trees, linked lists, abstract data types, and object-oriented programming are introduced.
Prerequisite(s): CSCI534

CSCI635 Operating Systems 3 CR
General topics in computer architecture, memory systems design and evaluation, pipeline design techniques, RISC architectures, vector computers, VLSI systems architecture, bootloader, device drivers and I/O. Advanced topics may include: processes and threads, CPU scheduling; process synchronization; deadlock, threads, memory management; cache; main memory; virtual memory; virtual machine; shared-memory and message-passing based parallelism; clusters; database concepts; security and protection; authentication; and cloud computing.

CSCI655 Data Communications and Networking 3 CR
The study of the principles, designs, implementations, performance and security issues and areas of current research in computer networks. This may include various types of computer buses, local area networks, long haul networks and layered network models.

CSCI672 Theory of Computation 3 CR
This course covers the theory of computer science emphasizing automata, grammars computation and their applications in the specification of languages and computer systems, models of computation and complexity. Finite-state machines, pushdown automata, Turing machines, regular expressions, decidability, computational complexity, including classes P, NP, NP-complete, NP-hard, and PSPACE will be explored.

CSCI678 Artificial Intelligence 3 CR
This course will look at algorithms and concepts that are popular in the artificial intelligence field. Topics covered may include knowledge representation, constraint satisfaction problems, classical search, adversarial search, probabilistic reasoning, reinforcement learning, and robotics.

CSCI728 Design and Analysis of Algorithms 3 CR
This course will study the design and analysis of algorithms, their correctness, their limitations and their relationship to other algorithms. Students will learn how to analyze a problem and determine its reducibility to a common problem with a current solution. Topics covered may also include Computational Geometry, NP-Completeness, Approximation Algorithms, Dynamic Programming, Greedy Algorithms and Reductions.

CSCI744 Pattern Recognition and Machine Learning 3 CR
This course will look at the algorithms and concepts that are popular in the fields of data mining and machine learning. Topics covered may include deep learning, convolutional neural networks, linear and nonlinear models for classification, kernel methods, support vector machines and dimensionality reduction techniques.

CSCI756 Computer Vision 3 CR
This course will look at current research progress and trends in the Computer Vision field. Topics covered may include scene analysis, object detection and tracking, segmentation, texture and texture based recognition, 2D and 3D object description, and biologically inspired recognition schemes.

CSCI784 Secure Software Analysis and Design 3 CR
This course takes a close look at software as a mechanism for attack, as a tool for protecting resources, and as a resource to be defended. Topics covered include the software design process; choices of programming languages, operating systems, databases and distributed object platforms for building secure systems; common software vulnerabilities, such as buffer overflows and race conditions; auditing software; proving properties of software; software and data watermarking; code obfuscation; tamper resistant software; and the benefits of open and closed source development. Students will demonstrate their ability to produce defect free code from well-known classes of vulnerabilities, including but not limited to design errors, implementation errors, timing errors, and trust.

CSCI794 Master Project 6 CR
Research and design a project approved by advisor that furthers the knowledge of or has a practical application to the computer science field. This is a two-semester course sequence. The student will register for this course for 2 consecutive semesters (3 credits each semester).

CSCI798 Master Research Thesis 6 CR
Research topic in computer science selected by the student and approved by thesis advisor. Students will learn methods for reading technical papers, selecting research topics, devising research questions, reviewing current literature and proposal writings. This is a two-semester course sequence. The student will register for this course for 2 consecutive semesters (3 credits each semester).

Data Analytics (DATA)

DATA610 Essentials of Business Analytics 3 CR
Essentials of big data and data analytics are introduced and include descriptive, predictive and prescriptive statistics, regression analysis, optimization techniques and data visualization. The instructional approach in this course focuses on application-based reinforcement of concepts to include the use of simulations. A key component of instruction is an emphasis on analytical report writing and other ways to effectively present data analytic results. Techniques examined emphasize applicability in multiple organizational sectors to include business, finance, human resources, healthcare, manufacturing, sport management, social services, education, non-profit, and government entities.

DATA625 Data Mining 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.

DATA667 Data Visualization and Communication   3 CR
Data visualization and communication skills are taught using industry standard software. The instructional approach in this course focuses on application using hands-on projects to create reports and dashboards with high-impact visualizations of common data analyses to help in decision making. A key element of instruction is an emphasis on communicating the practical implications of data analytics results to a non-technical audience in a timely manner.

DATA710 Introduction to R Programming   3 CR
The basics of R programming are introduced including software installation and configuration necessary for effective data analysis. Generic programming language concepts are introduced and covered within the context of how they are implemented in practice when conducting high-level statistical analysis. The instructional approach in this course focuses on application-based introduction of programming concepts such as reading data into R, accessing analysis tool boxes in R, writing R functions, debugging, and organizing and commenting in R code. Data mining and analysis projects will be used to provide working examples.

DATA728 Advanced Data Mining   3 CR
This course will be a more advanced treatment of data mining and predictive analytics concepts introduced in DATA625 with a focus on customer relationship management (CRM). Using customized variations of the industry-standard CRISP-DM methodology, it will provide an experiential learning opportunity to explore all six phases of the model. This includes business understanding, data understanding, data preparation, modeling, evaluation, and deployment. Industry standard tools and techniques are utilized to prepare students with the knowledge to be successful in current organizations.
Prerequisite(s): DATA625

DATA742 Principles of Data Warehousing   3 CR
Students will be introduced to the concept of the data warehouse and the role it plays in an organization's overall business intelligence and analytics strategy. This course will cover the two predominate warehouse design strategies, as well as hybrid designs that combine best practices from both areas, including the requirements of a data warehouse, selecting the proper design strategy, choosing the proper tools to support that design, selecting metrics for monitoring performance, data quality, and planning future enhancements. Students will be able to build a high-level plan for implementing a data warehouse in their organization or planning future changes to an existing warehouse if present.

DATA758 Essentials of Cloud Computing   3 CR
This course introduces the essentials of cloud computing and various service models including Software as a Service (SaaS), Platform as a Service (PaaS), and Infrastructure as a Service (IaaS). These cloud service models are also reviewed in terms of their role in delivering on-demand computing resources to customers. The risks and benefits of cloud deployment models as public, private, hybrid, and community, are discussed together with the underlying infrastructure and operational considerations related to security and privacy. In addition, various cloud vendor platforms are explored to learn how cloud computing is implemented in practice.

DATA772 Statistical Analysis for Data Analytics   3 CR
This course covers statistical procedures used in data analytics with emphasis on hands-on practice. Industry standard software is used to import and prepare data for model development as well as for developing various types of regression models. Assessment of model performance and methods for model selection are also covered. Emphasis is also placed on parameter estimation, variable selection, and diagnostic checking of these models and their use for statistical inference and prediction. Both numerical and graphical techniques are used for diagnostics and reporting.
Prerequisite(s): DATA710

DATA785 Predictive Modeling   3 CR
This course covers statistical modeling in the use of statistical methods to develop models that can be used for predicting future numerical or categorical outcomes in processes for disciplines ranging from business to science. The philosophy of modeling as well as common modeling methods and model adequacy assessment procedures are covered. Industry standard software is used to prepare data, develop and assess models, obtain predictions, and present results. The main thrust of the course is on the application of predictive modeling rather than the theory behind it. Selected projects will be used to provide hands-on experience with the various steps involved in modeling and predicting.
Prerequisite(s): DATA772

DATA790 Data Analytics Internship   3 CR
Contact Regional Internship Manager at least 1 semester prior to enrolling.
In this course, the student integrates data analytics skills acquired through classroom instruction with on-the-job learning via work experience. Emphasis is placed on extensive hands-on experience in one or more of the following focus areas: organizing and exploring data, building dashboards, mining data, or conducting predictive analysis using industry standard software. Further, to ensure adequate practice, a minimum of 150 hours of career related work are required at the internship site as well as weekly progress reports, a written internship report and an oral presentation. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. A grade of B or better is required in order to earn a passing grade in this course. A criminal background check and drug screening may be required by the internship site. Additional course fee(s) apply.‡
Prerequisite(s): DATA610, DATA667, DATA710, DATA728

DATA792 Data Analytics Capstone   3 CR
Students will apply all of their theoretical and practical experience to design and execute an analytics project on a chosen topic as a culmination of their analytics program, thereby demonstrating competency of program learning outcomes. Students will select the techniques to be used in the study, collect and analyze data for the purpose of drawing conclusions and making recommendations to the decision makers of an organization. *Note:* A grade of B or better must be earned to pass this course successfully.
Prerequisite(s): Course may only be elected in the final semester of the program.

Economics (ECON)

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

    ‡For current course fees go to https://my.davenport.edu/financial-aid/how-much-does-du-cost/tuition-and-fees.

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 Corporate Finance   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

FINC622 Money, Banking, Treasury Management Focus 3 CR
This course will introduce students to the financial system to include financial markets, financial institutions, and central banking. Students garner an understanding of the unique role of banks in the financial system. Also deliberated within the course is the relevance of the United States central bank (a.k.a. the Federal Reserve System) and related central banking topics. Money, Banking, & Treasury Management includes the problems of money and prices, proper organization and functioning of commercial banking and Federal Reserve systems, problems of monetary standards, and credit control and recent monetary and banking trends. The overall relationships and dominance of the workings of the Federal Reserve System and monetary policy and the resulting impacts on the economy are examined. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

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

FINC738 Mergers/Acquisitions/Consolidations   3 CR
This course is designed to provide the framework for success in the mergers, acquisitions, and consolidations field. Students will develop an understanding of the consequences, duties and ethical behavior in this environment. Formal business valuation methods will be presented and applied. Strategies to grow or restructure a firm domestically and internationally will be examined. A formal due diligence process will be understood that will demonstrate real options and the impact of those decisions. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course.

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

FINC793 Graduate ACG Experience I   2 CR
The course will prepare students for the Graduate Association for Corporate Growth (ACG) Cup competition. The ACG Cup is an intercollegiate competition among graduate students from colleges and universities in West Michigan. Student participants will gain invaluable experience in a real-world context, receive feedback from leaders in the local business community, and expand networks.

During the competition, students analyze complex business cases and present strategies involving merger and acquisition alternatives, valuation, capital markets, finance options, and corporate strategy. **Prerequisite(s):** FINC620

FINC794 Graduate ACG Experience II   1 CR
This is the second part of the Graduate Association for Corporate Growth (ACG) Cup Competition course and includes the case preparation and ACG Cup competition. The ACG Cup is an intercollegiate competition among graduate students from colleges and universities in West Michigan. Student participants will gain invaluable experience in a real-world context, receive feedback from leaders in the local business community, and expand networks. During the competition, students analyze complex business cases and present strategies involving merger and acquisition alternatives, valuation, capital markets, finance options, and corporate strategy. **Prerequisite(s):** FINC793

Global Project Management (GPMT)

GPMT630 Project Management in Software Development   3 CR
This course covers the fundamental concepts and applied techniques for cost effective management of both long-term programs and short-term projects. The content deals with planning, scheduling, organizing, and controlling projects using agile methodology for software development.

GPMT699 Certified Project Management Professional (PMP®) Preparation   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 GPMT499 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.

Health Care Management (HCMG)

HCMG630 Health Care Organizations   3 CR
This course provides a systematic overview of the U.S. Healthcare Delivery System. Students will examine key components involved in the delivery and provision of healthcare services, including cultural diversity. This course also provides students an opportunity to examine the origin, development, structure, organization, and operational issues as they relate to hospitals and healthcare delivery systems. *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. Student 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 Health Care Practice Management   3 CR
Students in this course integrate knowledge and skills developed in previous courses into the context of health services practice management. Emphasis will be placed on the application of best business practices providing practical, proven solutions for "real-world" concerns. These include billing, coding, collections, electronic medical record, technology, workflow, office layout, staffing, compensation, reducing malpractice risk, OSHA, HIPAA, vendor relations, compliance and marketing. Students will be able to apply these methods to effectively manage any health services practice. Students will also integrate higher-level practice management principles for a healthcare organization. Emphasis will be on strong practice-to-patient relationships and adhering to a model of patient-centered medical care. Included in discussions will be operational resources related to current and future use of technology. *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):** 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 capitated 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 are examined. *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

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

Health Information Technology/Management (HINT)

HINT601 HIIM Seminar   0 CR
This seminar is required in the first semester of acceptance to the College of Health Professions Health Informatics and Information Management program. The program expectations and the HIIM 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. Additional course fee(s) apply.‡

HINT730 Legal Aspects and Compliance   3 CR
This course will provide an overview of the legal processes and compliance issues related to health data. Students will review HIPAA compliance requirements as well as review risk management strategies and policies. Students will develop a training program related to legal issues and compliance and incorporate project management methodologies. Additional course fee(s) apply.‡

HINT760 Research Methods in HIM   3 CR
This course provides an introduction to research study design, methods, descriptive and inferential statistics needed to conduct research studies in the health information management domains. Topics include institutional review boards, ethics in research, the research process, data collection and presentation of data. Students will establish the framework for their capstone thesis/project.
Prerequisite(s): IAAS600

HINT770 Clinical Vocabulary and Health Records   3 CR
Students in this course will explore the representation of clinical data through the use of medical vocabularies and clinical classification systems. Emphasis is on developing expertise in identifying appropriate clinical classification systems and standards and data mapping. This course includes applying the classifications to health information systems to promote effective communication, interoperability, and reimbursement. In addition, this course will explore the health record requirements across the industry. Additional course fee(s) apply.‡

HINT775 Health Information Governance   3 CR
Students in this course will explore the concepts of information governance. Data management policies will be evaluated to ensure they are compliant with federal and state regulations. The course will discuss managing information while supporting the organization's strategy, operations and risk requirements. Students will review and evaluate the processes needed in today's e-health environment related to information interoperability.

HINT799 Capstone Experience in HIIM   3 CR
A thesis or project is required for the capstone in the HIIM program. In order to register, a student must have completed all course requirements for this degree and submit an acceptable proposal to the HIIM Program Director. The thesis consists of original research on any topic in the area of health information management, health information systems and/or health informatics. Oral presentation and defense of the thesis is required. The capstone project will be a rigorous project focused on a real-world health information, health information systems or health informatics setting and application of problem-solving methods for development of solutions. A final written report is required.
Prerequisite(s): All HIIM MS courses; Program Director Approval; must be taken in last semester.

Honors Project (HNRS)

HNRS606 Honors Accountancy Project   0 CR
This is an experiential and empirical project-oriented course that prepares the honors student to be a leader in the accounting industry. Honors students will utilize accounting, technological, and professional presentation skills in industry, professional organizations, and community settings. An Honors Accountancy Project will be required in five undergraduate semesters and one graduate semester of the student's Honors Professional Accountancy degree program as directed by the faculty mentor. This course meets on a prearranged schedule with the faculty mentor and is graded on a Pass (P)/No Credit (NC) basis.
Prerequisite(s): Acceptance into the graduate level of Honors Professional Accountancy BBA/MAcc program and completion of HNRS301-305.

Human Resource Management (HRMG)

HRMG699 Certified Professional Exam Prep   3 CR
This course prepares students for the SHRM certification examination developed and conducted by 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. Successful completion of the preparatory course does not guarantee passing the exam. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course. To sit for the SHRM certification exam, there are additional eligibility requirements. See your advisor or HRMG program Department Chair.

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. An emphasis will be placed upon learning 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.

HRMG720 Employment Law and Labor Relations   3 CR
This course covers employer and employee related issues through an examination of major federal and state laws governing the employment relationship such as: National Labor Relations Act, Title VII of the Civil Rights Act, Age Discrimination in Employment Act, Americans with Disabilities Act, Fair Labor Standards Act, and the Occupational Safety and Health Act. Emphasis is placed on the strategic planning and management problem-solving skills required for hiring, directing and terminating workers in both non-union and union environments. Students will consider short and long-term legal and ethical consequences of legal compliance and noncompliance. *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 and LEGL710

HRMG725 Finance of Compensation and Benefits   3 CR
This course examines the purpose, design, funding and administration of compensation and benefit programs offered to employees by their employers. In addition, this course examines the coordination 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, FINC620, and HRMG700

HRMG750 Organizational Development and Training   3 CR
In this course, students will apply behavioral and social theories to the analysis of individual, interpersonal and group behavior in the workplace. Students will examine current philosophies in self-directed work teams, implementation of a technical workforce, and evaluation of an organization's knowledge and retention of that knowledge. In addition, the course will explore training demands, which will determine the training needs of an organization. The development of training programs will utilize current techniques for implementation of the training and help set objectives to evaluate staffing and cost-effectiveness, as well as measuring the training programs' 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

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 IAAS600

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): IAAS600

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

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): IAAS600

IAAS686 Reverse Engineering Malware   **3 CR**
This course analyzes malware analysis tools and techniques in depth. This training has helped forensic investigators, incident responders, security engineers, and IT administrators acquire the practical skills to examine malicious programs that target and infect Windows systems. Understanding the capabilities of malware is critical to an organization's ability to derive threat intelligence, respond to information security incidents, and fortify defenses. This course builds a strong foundation for reverse-engineering malicious software using a variety of system and network monitoring utilities, a disassembler, a debugger, and other tools useful for turning malware inside-out.

IAAS710 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

IAAS715 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

IAAS735 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

IAAS738 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

    ‡For current course fees go to https://my.davenport.edu/financial-aid/how-much-does-du-cost/tuition-and-fees.

IAAS740 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

IAAS786 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

IAAS790 Information Assurance Internship   **3 CR**
Contact Regional Internship Manager at least 1 semester prior to enrolling.
This course is designed for graduate students nearing completion of their MSIA 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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. A grade of B or better must be earned to pass this course successfully. Additional course fee(s) apply.‡
Prerequisite(s): IAAS660

Interdisciplinary Studies (INTD)

INTD601 Site Requested Internship Preparation   **0 CR**
This course provides the structure needed to assure any D.W. Maine College of Business or College of Technology graduate student preparing to begin an internship in a specialized environment, such as health care management, has completed all requirements of the internship site. These requirements may include drug screening, criminal background checks and an introduction to laws such as HIPAA or other specialized training. Students may expect to devote approximately 5 hours to completing these requirements and no student will be allowed to enroll in this course later than the first day of Week Five in a 7 week session in order to assure timely completion of all requirements. This course in not intended for any student in the College of Health Professions. *Note:* This course is graded as Pass/Fail. Additional course fee(s) apply.‡

Legal Issues/Law (LEGL)

LEGL510 Business Law Foundations   **3 CR**
This survey course covers the fundamental principles of business law, including the legal system, dispute resolution, government regulation torts, and crimes affecting business, contracts, sales, and agency. A digest of cases is used to encourage analytical thinking.

LEGL710 Ethical and Legal Framework for 21st Century Business   **3 CR**
This application centered class explores business ethics as well as the legal environment of business in a number of contexts. Students will learn to apply employment laws and regulations to human resource decision making. The course will also relate the areas of contract and tort law to common business scenarios. The relationship between agency law and the fiduciary duties of corporate leaders will also be identified. The emphasis of the course will be on applying knowledge of various areas of law and ethics to strategic business decision making. *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

Management (MGMT)

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. Additional course fee(s) apply.‡

MGMT653 Leading Organizations   **3 CR**
This course is designed to provide new ways of thinking about leadership philosophies and strategies to influence the behaviors of individuals and groups in organizations. 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. Additional course fee(s) apply.‡
Prerequisite(s): BUSN520

MGMT670 Enterprise Growth and Development   **3 CR**
This course explores the entrepreneurial process and its applications in new ventures and other aspects of business management. It examines various approaches to building new venture teams, securing financial support and implementing strategies for sustainable enterprise growth and development. The student will develop the ability to recognize and promote opportunities for change in their organization.

MGMT699 Certified Manager (CM) Examination   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 certification course emphasizes the application of real-world, practical management skills and techniques over theories, critical thinking and decision-making over rote knowledge. *Note:* Students are responsible to determine if they meet the professional requirements to take the CM exam at the ICPM website www.icpm. biz. Successful completion of this course does not guarantee the passing of the Certified Manager exam. Additional course fee(s) apply.‡

MGMT732 Project Leadership   3 CR
Students will gain an understanding of the concepts and practices necessary to lead companies in a project environment; impacting all areas of the organization, such as operations management, technology initiatives, human resources policies and product development. 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.

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 MSProject software. Access to a PC platform is strongly recommended for this portion of 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. Additional course fee(s) apply.‡
Prerequisite(s): ACCT640 or FINC610

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.

MGMT757 Operations and Supply Chain Management 3 CR
This course is the study of how external influences and internal capabilities affect organizational strategies, tactics, and execution. This course covers topics surrounding supply chain management, process design, capacity planning and scheduling, inventory control, statistical process control, and quality assurance. Additionally, operations management's role in organizational performance is explored. Students will examine organizational challenges and opportunities in order to formulate strategies that sustain competitive advantage. In this course, students learn to apply the concepts by conducting a supply management simulation. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course. Additional course fee(s) apply.‡
Prerequisite(s): ACCT640, BUSN688, ECON625, and FINC620

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 or MGMT653

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): MGMT653 or 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 anticipate 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. *Note:* A grade of C or better is required on the final assessment in order to earn a passing grade in this course. Additional course fee(s) apply.‡
Prerequisite(s): Completion of a minimum of 21 credits in the MBA degree

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. Additional course fee(s) apply.‡
Prerequisite(s): Completion of a minimum of 21 credits in the MBA or MM degree

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:* A grade of B or better must be earned to pass this course successfully. Additional course fee(s) apply.[‡]
Prerequisite(s): This course must be taken in the last semester

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

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.

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): MKTG610

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): MKTG610

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): MKTG610

MKTG775 Integrated Marketing Communications Strategy   3 CR
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): MKTG610

Mathematics (MATH)

MATH515 Calculus I   3 CR
This is a first course in the standard calculus sequence covering differential calculus and an introduction to integral calculus. Topics include: limits and continuity, the definition of the derivative, rules and techniques of differentiation, applications of the derivative (e.g., L'Hôpital's Rule, curve sketching, optimization, etc.), antiderivatives, Riemann sums, the definition of the definite integral, and the Fundamental Theorem of Calculus. Additional course fee(s) apply for online sections only.[‡]

Networks (NETW)

NETW520 Data Communications and Networks   3 CR
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.

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   3 CR
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. Additional course fee(s) apply.[‡]

NURS640 Nursing Research and Evidence-Based Practice   3 CR
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 Role through Leadership, Policy, and Advocacy   3 CR
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 and the advanced nursing practice in affecting quality health outcomes and culturally patient-centered care.
Prerequisite(s): Admission to the MSN program

NURS735 Advanced Pathophysiology   3 CR
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

NURS738 Advanced Pharmacology   3 CR
The 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

NURS740 Advanced Health Assessment   2 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.
Component Co-requisite(s): NURS740 and NURS740V
Prerequisite(s): Admission to the MSN program

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. Additional course fee(s) apply.‡
Component Co-requisite(s): NURS740 and NURS740V
Prerequisite(s): Admission to the MSN program

NURS765 Concepts of Advanced Nursing Practice   2 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.
Component Co-requisite(s): NURS765 and NURS765C
Co-requisite(s): NURS738
Prerequisite(s): NURS735, NURS740 and NURS740V

NURS765C Concepts of Advanced Nursing Practice Clinical   2 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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. NURS765C requires a clinical practicum component of 90 hours in an identified clinical specialty area.
Component Co-requisite(s): NURS765 and NURS765C
Co-requisite(s): NURS738
Prerequisite(s): NURS735, NURS740 and NURS740V

NURS768 FNP I-Health Promotion for the Advanced Practice Nurse   2 CR
In this course, students focus on the advanced practice role in promoting health and preventing diseases across the lifespan. Emphasis is on developing advanced nursing skills in health promotion, disease prevention, anticipatory guidance, risk reduction strategies, diagnosis and management of common primary health care concerns. Epidemiological principles and research is used to guide, promote, and preserve wellness lifestyles. Students will utilize clinical decision making skills to care for families across the lifespan.
Component Co-requisite(s): NURS768 and NURS768C
Prerequisite(s): NURS600, NURS601, NURS670 and NURS735

NURS768C FNP I-Health Promotion for the Advanced Practice Nurse Clinical   1 CR
This course focuses on the advanced practice nurse's role in promoting health and preventing diseases across the lifespan. Emphasis is on developing advanced nursing skills in health promotion, disease prevention, anticipatory guidance, risk reduction strategies, diagnosis and management of common primary health care concerns. Students will examine clinical decision making skills for care families across the lifespan. The advanced practice nurse uses epidemiological principles and research to guide, promote, and preserve wellness lifestyles. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. NURS768C requires 45 hours at a clinical site. Additional course fee(s) apply.‡
Component Co-requisite(s): NURS768 and NURS768C
Prerequisite(s): NURS600, NURS601, NURS670 and NURS735

NURS772 FNP Onsite Campus Intensive   1 CR
In this course, the students participate in an on campus experience. Practice and demonstration of skills necessary for the clinical course sequence. Individualized faculty-guided instruction in the management of patient focused problems including simulated patient experiences. Experiences include development of the basic suturing and small procedure skills that are often completed in the primary care setting. Students are expected to enter with proficient advanced practice level physical assessment and documentation. A comprehensive knowledge base in pharmacology and pathophysiology is required. If needed, remediation at this level will be done independently (with faculty approval and guidance) prior to enrollment in the clinical course sequence. Additional course fee(s) apply.‡
Prerequisite(s): NURS768 and NURS768C

NURS776 FNP II-Acute and Episodic Problems across the Lifespan   2 CR
This course builds on FNP I and continues to emphasize the student's competence in providing direct care as an Advanced Practice Nurse. The course focuses on the theoretical and clinical basis for the advanced nursing management of health care problems common to the family, focusing on children greater than 12 years old through the geriatric period. Emphasis is placed on clinical problems, symptoms, diagnosis and management of common acute and episodic conditions of families in the context of the primary care setting in the community. Students synthesize knowledge from a

variety of sources to make clinical judgments and build the practice base needed for implementing Advanced Practice Competencies.

Students are placed in clinical experiences within primary care and community settings under the supervision of faculty or preceptors. The student will become increasingly independent in their clinical decision-making skills and ability to manage individual health concerns in the practice setting. Students will identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution.

Clinical practice includes advanced assessment and implementation of therapeutic management regimens related to episodic and common problems, health promotion and risk prevention.
Component Co-requisite(s): NURS776 and NURS776C
Prerequisite(s): NURS772

NURS776C FNP II-Acute and Episodic Problems across the Lifespan Clinical   5 CR
This course focuses on the theoretical and clinical basis for the advanced nursing management of health care problems common to the family, focusing on children greater than 12 years old through the geriatric period. Emphasis is placed on the diagnosis and management of common acute and episodic conditions of families in the context of the primary care setting in the community. Clinical experiences are in a variety of primary care and community settings under the supervision of faculty or preceptors. Clinical practice includes advanced assessment and implementation of therapeutic management regimens related to episodic and common problems, health promotion and risk prevention. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. NURS776C requires 225 hours at a clinical site.
Component Co-requisite(s): NURS776 and NURS776C
Prerequisite(s): NURS772

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

NURS781 FNP III-Advanced Practice Nursing Care of Woman, Childbearing Family, and Pediatrics   2 CR
This course prepares the advanced practice nurse to provide care to the childbearing family, women in their childbearing years through menopause, and the pediatric patient. This course provides an overview of theory and research on the assessment and management of women throughout the lifespan, children (infant through adolescence/young adulthood) and families. Common developmental, behavioral, acute and chronic illness, and health promotion and maintenance are discussed. Psychosocial and cultural aspects of the childbearing family and pediatrics, etiology of condition of disease, differential diagnosis and clinical judgment within the context of the family across the lifespan will be applied to each topic. Students develop role competencies under the supervision of nurse practitioner preceptors and faculty in urban health care settings.

Students are placed in clinical experiences within primary care and community settings under the supervision of faculty or preceptors. The student will become increasingly independent in their clinical decision-making skills and ability to manage individual health concerns in the practice setting. Students will identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution.

Clinical practice includes advanced assessment and implementation of therapeutic management regimens related to episodic and common problems, health promotion and risk prevention.
Component Co-requisite(s): NURS781 and NURS781C
Prerequisite(s): NURS776 and NURS776C

NURS781C FNP III-Advanced Practice Nursing Care of Woman, Childbearing Family, and Pediatrics Clinical   5 CR
Preparation of the advanced practice nurse to provide care to the childbearing family, women in their childbearing years through menopause, and the pediatric patient. This course provides an overview of theory and research on the assessment and management of women throughout the lifespan, children (infant through adolescence/young adulthood) and families. Common developmental, behavioral, acute and chronic illness, and health promotion and maintenance are discussed. Psychosocial and cultural aspects of the childbearing family and pediatrics, etiology of condition of disease, differential diagnosis and clinical judgment within the context of the family across the lifespan will be applied to each topic. Includes specific pediatric primary, secondary and tertiary prevention. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. NURS781C requires 225 hours at a clinical site. Additional course fee(s) apply.[‡]
Component Co-requisite(s): NURS781 and NURS781C
Prerequisite(s): NURS776 and NURS776C

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

NURS786 FNP IV-Management of Patients and Families with Chronic Conditions   2 CR

This course is to prepare the Family Nurse Practitioner (FNP) student to begin management practice of patients with common chronic illnesses and developmental problems in a variety of health care settings. The course focuses on the theoretical and clinical basis for the advanced nursing management of health care problems common to the family, focusing on children greater than 12 years old through the geriatric period, and builds upon the knowledge obtained in FNP I-III. Emphasis is placed on clinical problems, symptoms, diagnosis and management of common chronic conditions of individuals and the effects of their families in the context of the primary care setting in the community. Students synthesize knowledge from a variety of sources to make clinical judgments and build the practice base needed for implementing Advanced Practice Competencies.

Students are placed in clinical experiences within primary care and community settings under the supervision of faculty or preceptors. The student will become increasingly independent in their clinical decision-making skills and ability to manage individual health concerns in the practice setting. Students will identify a problem amenable to research-based intervention; search literature; propose a solution; and develop a plan to implement the solution.

Clinical practice includes advanced assessment and implementation of therapeutic management regimens related to chronic problems, health promotion, and risk prevention.
Component Co-requisite(s): NURS786 and NURS786C
Prerequisite(s): NURS781 and NURS781C

NURS786C FNP IV-Management of Patients and Families with Chronic Conditions Clinical   5 CR

This course is to prepare the Family Nurse Practitioner (FNP) student to begin management practice of patients with common chronic illnesses and developmental problems in a variety of health care settings. This course will further develop primary care knowledge, skills, and clinical judgment. Content emphasis includes primary healthcare needs of individuals and families including screening, prevention, and management of chronic conditions. Course will develop student's sound clinical decision making and diagnostic reasoning skills. The student is expected to utilize theory, research, and best practices to manage the care of individuals, families, and populations in order to provide high quality, cost-effective care. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. NURS786C requires 180 hours at a clinical site. Additional course fee(s) apply.‡
Component Co-requisite(s): NURS786 and NURS786C
Prerequisite(s): NURS781 and NURS781C

NURS787 Role of the Nurse Educator   1 CR

In this course, students will focus on the multidimensional aspects of the advanced role of the nurse educator. Current literature and research related to the science of nursing education will be examined and analyzed. Dimensions of the advanced role of the nurse educator in teaching patients and families, student nurses and providers across the continuum of care in a variety of direct and indirect care settings will be discussed. Emphasis will be placed on the application of advanced pathophysiology, advanced assessment and advanced pharmacology in the assessment of direct care patients' educational needs and the implementation of educational interventions appropriate to the advanced role of the nurse educator.
Component Co-requisite(s): NURS787 and NURS787C
Prerequisite(s): NURS765 and NURS765C

NURS787C Role of the Nurse Educator Clinical   1 CR

In this clinical course, students will focus on the application of the multidimensional aspects of the advanced role of the nurse educator built upon the foundation of current literature and research related to the science of nursing education. Dimensions of the advanced role of the nurse educator in teaching patients and families, student nurses and providers across the continuum of care will be explored in the direct and indirect care setting. Emphasis will be placed on the application of advanced pathophysiology, advanced assessment and advanced pharmacology in the assessment and evaluation of direct care in advanced nursing. The course will also include consideration of patients' educational needs and the implementation of educational interventions appropriate to the advanced role of the nurse educator. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. To provide focused and sustained clinical experiences in the advanced nurse educator role, NURS787C incorporates a teaching practicum, which requires 45 hours including direct patient care as an advanced nurse educator.
Component Co-requisite(s): NURS787 and NURS787C
Prerequisite(s): NURS765 and NURS765C

NURS788 Advanced Gerontology   1 CR

This course will explore major aging concepts and issues within the United States including controversies in aging health care, socioeconomic trends and life course. A variety of global aging issues, trends, and future predictions will be analyzed. Content will include aging and health from an individual, family, societal, and systems perspective.
Prerequisite(s): NURS772

NURS794 Family Nurse Practitioner Capstone   1 CR

This course culminates in a three-day virtual experience that will focus on the Family Nurse Practitioner (FNP) practice areas of licensing, credentialing and legal issues. An extensive board examination review will be completed using focused concentration review materials, simulations, research projects, and lab experiences. Students will complete a portfolio based on both the National Organization of Nurse Practitioner Faculties (NOPF) core competencies and the Essentials of Master's Education in Nursing. Students will present their portfolio and research project to nursing leadership during the three-day intensive review. Additional course fee(s) apply.‡
Prerequisite(s): NURS781 and NURS781C

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 (PICO) 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.
Prerequisite(s): NURS640 and data collection

NURS797 Advanced Generalist Capstone   1 CR

Offered in Year Two.
This course provides the summative and synthesis of knowledge that serves as the capstone of the MSN Advanced Generalist Concentration. Students will develop a portfolio demonstrating the MSN Essentials within the Advanced Generalist. Student will review the MSN essentials as they apply to their individual coursework. An analysis and evaluation of prior coursework will be completed to determine exemplars for each MSN essential.
Component Co-requisite(s): NURS797 and NURS797C
Co-requisite(s): NURS795 or NURS799
Prerequisite(s): All other concentration courses completed; Last semester of program

   ‡For current course fees go to https://my.davenport.edu/financial-aid/how-much-does-du-cost/tuition-and-fees.

NURS797C Advanced Generalist Capstone Clinical   1 CR
Offered in Year Two.
This course provides the summative and synthesis of knowledge that serves as the capstone of the MSN Advanced Generalist Concentration. Students will develop a portfolio demonstrating the MSN Essentials within the Advanced Generalist. Students will review the MSN essentials as they apply to their individual coursework. An analysis and evaluation of prior coursework will be completed to determine exemplars for each MSN essential. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. NURS797C requires 45 clinical hours.
Component Co-requisite(s): NURS797 and NURS797C
Co-requisite(s): NURS795 or NURS799
Prerequisite(s): All other concentration courses completed; Last semester of program

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.
Prerequisite(s): NURS640 and data collection

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:* 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. Additional course fee(s) apply.‡
Co-requisite(s): 1st semester MSOT courses
Prerequisite(s): Acceptance to the Occupational Therapy degree program

OCTH601R MSOT Program Seminar   0 CR
This course allows for completion of the required background check and drug screen on a repeat basis. 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 is not completed in the specified time frame, a failing grade will be given for the course. Additional course fee(s) apply.‡
Co-requisite(s): Acceptance to the MSOT program
Prerequisite(s): OCTH601

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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. The experiential learning component requires a minimum of 20 hours of direct experience. Additional course fee(s) apply.‡
Co-requisite(s): 1st semester MSOT courses
Prerequisite(s): Acceptance to the Occupational Therapy degree program

OCTH621 Acute and Chronic Conditions - Effect on Occupational Performance   3 CR
This course includes the study of body systems and pathology including etiology, signs, symptoms, and clinical course. This course will explore the effects of illness and disease on a person's ability to engage in daily occupations and the impact on quality of life.
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. Additional course fee(s) apply.‡
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. Additional course fee(s) apply.‡
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. Additional course fee(s) apply.‡
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 online 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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. 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. Additional course fee(s) apply.‡
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. Additional course fee(s) apply.‡
Co-requisite(s): 4th semester MSOT courses
Prerequisite(s): OCTH715

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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. Level I Fieldwork B Experiential learning in behavioral and mental health requires a minimum of 40 hours of direct experience. This course will be graded Pass/Fail. Additional course fee(s) apply.‡
Co-requisite(s): 4th semester MSOT courses
Prerequisite(s): OCTH715

OCTH751 Evaluation and Intervention of Upper Limb Injuries   2 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 create 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. Additional course fee(s) apply.‡
Component Co-requisite(s): OCTH751 and OCTH751L
Co-requisite(s): 4th semester MSOT courses
Prerequisite(s): OCTH715

OCTH756 Management of Occupational Therapy Services   3 CR
This course examines issues associated with management of health profession clinics 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. Additional course fee(s) apply.‡
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.
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. Additional course fee(s) apply.‡
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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. 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 directives. Review of the literature focusing on best-practice interventions will be an integral part of this course. Additional course fee(s) apply.[‡]
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.
Co-requisite(s): 5th semester MSOT courses
Prerequisite(s): 4th semester MSOT courses

OCTH795A Level IIA Fieldwork - Guided Practice   6 CR
Level IIA is the first of two Level-II practice experiences. During Level IIA Fieldwork students apply previously acquired knowledge and skills to the more challenging Level II practice settings. Level IIA Fieldwork is designed to foster professional identify, promote clinical reasoning, and further develop communication, evaluation, and interventions skills. Level IIA 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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. Level IIA 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.
Prerequisite(s): Successful completion of all previously required coursework and Program Director approval.

OCTH795B Level IIB Fieldwork -
Transitions to Independence   **6 CR**
Level IIB is the second of two Level II practice experiences. Level IIB Fieldwork is designed to prepare students to assume greater responsibility; perform well in novel situations; and demonstrate advanced problem solving and clinical reasoning. The goal of Level IIB Fieldwork is to develop competent, entry-level practitioners who will function as generalist occupational therapists. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. 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.
Co-requisite(s): OCTH799
Prerequisite(s): OCTH795A

OCTH799 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 upon 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. Additional course fee(s) apply.[‡]
Co-requisite(s): OCTH795B
Prerequisite(s): OCTH795A

Statistics (STAT)

STAT500 Statistics for Business   **3 CR**
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. Additional course fee(s) apply.[‡]

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.
Prerequisite(s): Undergraduate introductory statistics (STAT219) 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 quantitative research. Minitab will be used throughout the course. Additional course fee(s) apply for online sections only.‡
Prerequisite(s): Completion of an undergraduate course in introductory statistics (STAT220) course or STAT500

Study Abroad Experience (SABR)

SABR781 Study Abroad Experience   3 CR
Students experience living and studying in a foreign country, which enables them to learn about different technology or 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:* A grade of B or better must be earned to pass this course successfully.
Prerequisite(s): Completion of a minimum of 12 graduate credit hours at 600 level or above, and acceptance to the Study Abroad Program

Technology Management (TMGT)

TMGT655 IT Service Management   3 CR
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 transformational 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.

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 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
Contact Regional Internship Manager at least 1 semester prior to enrolling.
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:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F. A grade of B or better must be earned to pass this course successfully. Additional course fee(s) apply.‡
Prerequisite(s): TMGT750, completion of the Technology Core Courses, and 30 credit hours completed.

Urban Education (UEDU)

UEDU600 Introduction to Teaching   3 CR
This course explores research on effective teaching practices with emphasis on direct instruction. Additional topics of study include assessment of learning and use of technology in instruction. Candidates will also explore ethical requirements for educators and themes of diversity in the teaching profession.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU610 Foundations 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.

UEDU622 Educational Leadership   3 CR
This course introduces candidates to contemporary and classic theories of leadership. Additionally, this course examines the replacement of trait-based leadership theories by research-based practices in the educational context. The topics explored in this course are drawn from multidisciplinary perspectives, including psychology, anthropology, and sociology.
Prerequisite(s): Admission to the Master of 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 Bambrik-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

UEDU665 Special Education Field Experience   **3 CR**
This course is a supervised, field-based experience in a special education setting. Candidates must demonstrate proficiency in applying effective teaching practices and classroom management strategies while evaluating special education research based theories.
Prerequisite(s): UEDU600 and UEDU610

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

UEDU700 Clinical Observation   **0 CR**
Candidates in the College of Urban Education are required to have clinical practicum experiences throughout the program. Candidates' professional competencies are measured through on-site faculty observations using instruments that assess teaching practice. These instruments describe the observed performance by determining mastery of specific items within rubrics for each performance area. The observations provide candidates knowledge regarding areas of teaching that need to be developed, based on ratings in performance areas. Additionally, the observations provide the framework to guide conversations about methodologies and strategies teachers can use to develop and grow. This course is a required practicum every Fall and Winter semester for the Certificate in Urban Education until all the requirements have been satisfied to be recommended for the State of Michigan Standard Teaching Certificate and for the Master of Urban Education until completion of the program.

UEDU701A and UEDU701B
Literacy Development and Instruction   **3 CR and 3 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. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F.
Prerequisite(s): Acceptance to the Urban Education Program

UEDU702A Teaching Mathematics   **3 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. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F.
Prerequisite(s): Acceptance to the Urban Education Program

UEDU702B Teaching Mathematics   **3 CR**
Teaching Mathematics is designed to prepare Master of Urban Education candidates to become effective mathematic educators – particularly in urban schools. This course focuses on current issues and trends influencing K-12 mathematics pedagogy, including, but not limited to teaching strategies, utilization of technologies, classroom materials, evaluation and research, methods of evaluating student achievement, content knowledge, and effective communication techniques. In the second semester, students will learn how to communicate mathematical concepts and demonstrate skills in K-12 mathematics. The course will complement the active teaching style of the overall program in that students will prepare unit and lesson plans that include student-centered assessment plans, as well as participate in observations of other math teachers. The overall goal of the two-semester course is for students to develop capacities for teaching mathematics that integrate specific activities, lessons, and teaching techniques that can be used in mathematics classrooms. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F.
Prerequisite(s): Acceptance to the Urban Education Program

UEDU703A Teaching Integrated Science   **3 CR**
Candidates will become proficient in skills 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 K-12 science classrooms. Candidates 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. Candidates 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. Science process skills will also be strongly emphasized. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F.
Prerequisite(s): Acceptance to the Urban Education Program

    ‡For current course fees go to https://my.davenport.edu/financial-aid/how-much-does-du-cost/tuition-and-fees.

UEDU703B Teaching Integrated Science   3 CR
This course is the second in a two-part series that emphasizes the practical application of strategies covered in 703A. There will be a strong emphasis on lesson planning and implementation of instruction within the framework of the next generation science standards. Strategies for designing science lessons within appropriate cultural contexts will be explored and implementation plans developed. *Note:* Any unexcused non-attendance or dismissal from an internship, practicum, clinical or fieldwork experience will result in a grade of F.
Prerequisite(s): UEDU703A

UEDU710 Race, Culture, and Equity   3 CR
This course will give candidates the strategies necessary to develop and sustain inclusive, equity-focused schools and systems. Candidates will gain understanding of how the intersection of race, identity, power, and privilege in our society impacts urban schools. Methods to identify inequitable structures and practices reflecting the legacy of racism and other forms of exclusion will be introduced. Candidates will learn strategies for building school culture, curriculum, and programs that include strengths-based instruction, cultural competency and effective communication with all stakeholders resulting in family and community engagement. Candidates will develop the capabilities to do this critical work within schools and urban educational systems.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU715 Educational Psychology in Urban Education   2 CR
In this course, candidates will examine psychological theories and practices that enhance task performance particularly among youth in urban settings. The course teaches candidates effective strategies to combat task performance subversion, which describes the phenomenon in which capable individuals are hindered when a social-psychological threat is presented at the time of performance. This course also covers techniques in positive psychology literature, which can be used to help urban youth maximize achievement through identifying and embracing their own personal and academic strengths. Educational Psychology in Urban Environments helps fulfill credit hours requirements in the area of *Child Development or Child Psychology*.
Prerequisite(s): UEDU610

UEDU730 Classroom Management Strategies   3 CR
In this course, candidates learn how to create and maintain a positive learning environment in their classrooms. Additional topics for study include cultural dimensions of classroom management, motivating student achievement, fostering cooperation among students, reinforcing appropriate behavior, and ethics and law governing teacher-student relations. Candidates will be exposed to a variety of classroom management styles and strategies.
Prerequisite(s): UEDU610, UEDU630, UEDU656 and the successful completion of the first 3 credits of the Core Methods class

UEDU735 Leading and Managing Urban Schools   3 CR
Candidates in this course will examine effective methods of school leadership based on data that impacts instruction, school culture and managing leadership teams. This course also examines the political and cultural context of educational reform and innovation efforts in urban districts and charter management organizations over the past decade. Candidates will compare the perspectives of several school and district leaders who helped lead the reform efforts in large and diverse urban districts and those of critics of the reform movement.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU742 Implementing a College and Career Ready Curriculum   2 CR
This course prepares candidates with clear action steps for implementing a college and career-ready curriculum in urban schools. Special emphasis will be placed on implementing Common Core State Standards. Successful completers will be able to assess school capacity, organize faculty and staff for implementation, align instructional materials to standards, use technology to assess and collect data, use data to monitor students' progress, and use data to solve school-wide problems.
Prerequisite(s): UEDU610

UEDU744 Human Capital Management   3 CR
This course is designed to introduce candidates to the whole spectrum of traditional human resources' responsibilities and major functions and to grapple with the organizational challenges that have emerged in urban school districts due to poorly functioning HR systems, and challenges with labor and reactionary management. Topics will include intentional recruitment of a diverse workforce, effective candidate screening and selection processes, onboarding, performance management and evaluation, compensation, career progression and employee and labor relations. Additionally, candidates will learn how to transform an urban school or district's human resource management function into a more strategic and integrated component of a district's overall approach to improving student achievement.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU753 Strategic Improvement of Urban Schools and Districts   3 CR
In this course, candidates will be introduced to successful reform strategies and best practices that address how time, resources, and responsibilities can be allocated in urban schools and districts. Candidates will determine how each of these strategies can be managed politically and communicated to stakeholders. Exploration of strategic frameworks including strategic decision making and analysis of complex systems, structures and problems from multiple stakeholder perspectives will take place from a socio-economic and a socio-political context.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU756 Differentiating Instruction in an Urban Setting   3 CR
This course provides an advanced understanding, design, and implementation of differentiated instruction across content areas for a range of student ability levels found in urban settings. It examines classroom instructional management strategies that will positively impact lesson delivery and student learning in diverse classrooms and in classrooms with high levels of poverty. This course helps fulfill credit hours requirements in the area of *Instructional Strategies.*
Prerequisite(s): UEDU682, UEDU715, UEDU730, UEDU742 and the successful completion of the second 3 credits of the Core Methods class

UEDU765 Financial Management   3 CR
Candidates will examine a series of best practices in school budgeting, which clearly outline steps to developing a budget that best aligns resources with student achievement goals. Urban school and district budgets will be evaluated with a specific focus on coherence and optimizing student achievement with available resources. The role of the school and district's instructional priorities as a guide for decision-making will be evaluated with a specific focus on making budgetary decisions in the context of increased numbers of diverse and impoverished candidates, dwindling state and federal resources and the redistribution of public school educational funds to private and charter school management organizations.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU770 Building an Effective Lesson Plan   3 CR
Improving student achievement and learning happens during individual lessons. This course will develop and facilitate the teachers' abilities to map what their students need to know and learn by the end of each lesson as well as the end of the year. This course will also provide real time feedback of strategies employed to help students meet their individual learning goals. Specifically, the course will help teachers identify grade-level learning targets, 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): UEDU682, UEDU715, UEDU730, and UEDU742

UEDU774 Performance Management   3 CR
In this course, candidates will learn the essentials of performance management, specifically how to judge the performance of individual schools, decide which are effective enough to continue supporting, and how to use data to determine whether to shore up struggling schools or create new ones. Candidates will reflect upon the literature on government agencies and businesses that have shifted to performance-based accountability and management, learn why traditional compliance-based systems and structures are not suitable to achieve breakthrough student achievement in urban schools, and examine the necessary technical, cultural and staff capacities in performance-based organizations. Candidates will critique the differences between the leadership and management skills, competencies and dispositions needed in performance-based organizations compared to those valued in compliance-based organizations and the implications surrounding tenure, legacy systems of promotion and seniority.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU778 Advanced Instructional Strategies   3 CR
In this course, candidates will review recent research on effective instruction and explore advanced classroom strategies and techniques designed to enhance their effectiveness in meeting the needs of diverse populations of learners. Examples include direct instruction, cooperative learning, dimensions of learning, creative problem solving, and applications of technology to thinking and learning. Candidates will develop expert teaching skills and learn to diagnose and deliver instructional strategies that are most appropriate in specific circumstances commonly found in urban schools.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU786 Using Technology to Enhance Learning   3 CR
This course is designed for educators to explore and integrate existing and emerging technologies into classroom practice. It will teach educators how to use technologies to assess and deliver content, provide organizational structure in the classroom while enhancing student performance. It will emphasize the critical role of integrating technology in the instructional process, the importance of exploring theories of learning, using and repurposing technologies to guide and influence curricular decisions. These learning modules will fulfill credit hours requirements in the area of *Instructional Strategies*.
Prerequisite(s): Completion of Transformational Module

UEDU788 Culturally Responsive Instruction   3 CR
Candidates will learn a new way of viewing teaching that is grounded in an understanding of the role of culture and language in learning. Candidates in this course will compare the best practices outlined in multiple cultural, linguistically responsive frameworks, eventually adopting one of the proposed frameworks or creating their own to be implemented in their work context. Candidates will also explore relevant coaching and change management strategies and apply them as they learn about their students' family makeup, immigration history, favorite activities, concerns, and strengths.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU790 Urban Educational Leadership Internship   0 CR
Contact the Urban Education Program Department Chair at least one semester prior to enrolling to begin the internship placement process.
The internship is the collection of the 100-hour minimum supervised leadership experience hours through the key assessments designed to provide students with opportunities to make connections between the theory and practice of academic study and the practical application of that study in a professional work environment. The fieldwork and internship hours are provided in each course for the Certificate of Urban Educational Leadership. The department chair shall receive the internship hours and confirm for submission of completion. *Note:* This course is graded as Pass/Fail. A criminal background check and drug screening may be required by the Internship site. Additional course fee(s) apply.‡
Prerequisite(s): UEDU622, UEDU710, UEDU735, UEDU744, UEDU753, UEDU796

UEDU791 Managing Partnership Development   3 CR
This course explores the leadership and management skills, competencies and dispositions needed to develop culturally responsive school, family, and community partnerships. Topics covered include engaging youth through culturally relevant experiences and capitalizing on their funds of knowledge in cultural contexts; training teachers and youth program workers to understand the importance of utilizing culturally relevant pedagogical strategies; and how to assess newly developed and existing programs to determine the level of efficacy, inclusivity, equity and cultural relevance. As a learning community, candidates will explore their beliefs about the role of families and community members in school reform. Candidates will research the impact of home-school and community-school partnerships on student learning and explore the various theoretical frameworks about these partnerships.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU792 School Improvement Planning   3 CR
The course teaches 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): UEDU682, UEDU715, UEDU730, UEDU742 and the successful completion of the second 3 credits of the Core Methods class

**UEDU796 Transformation and Management -
Instructional Core   3 CR**
Candidates in this course will explore the need for schools to establish their own internal systems and professional cultures to improve student outcomes and develop their own systems for leading the instructional core in context. Candidates will learn how to evaluate the learning experience of students in classrooms and the implications of these experiences for the instructional core.
Prerequisite(s): Admission to the Master of Urban Education program

UEDU797 Leading Change   3 CR
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

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Notes

Campus Locations

W.A. Lettinga Campus
6191 Kraft Ave. SE
Grand Rapids, MI 49512
(616) 698-7111
(866) 925-3884

Detroit Midtown Campus
New Center One
3031 W. Grand Blvd.
Detroit, MI 48202
(800) 686-1600

Detroit - WCCCD Campus
Located at Wayne County Community College District
801 W. Fort St.
Detroit, MI 48226
(800) 686-1600

Great Lakes Bay Campus
3555 E. Patrick Road
Midland, MI 48642
(989) 835-5588
(800) 968-4860

Holland Campus
643 S. Waverly Road
Holland, MI 49423
(616) 395-4600
(800) 643-4630

Kalamazoo Campus
Located at Kalamazoo Valley Community College
6767 West O Ave.
P.O. Box 4070
Kalamazoo, MI 49003-4070
(800) 632-8928

Lansing Campus
200 S. Grand Ave.
Lansing, MI 48933
(517) 484-2600
(866) 600-5515

Traverse City Campus
Located at Northwestern Michigan College
2200 Dendrinos Drive, Ste. 104
Traverse City, MI 49684
(231) 995-1740
(800) 894-0883

Warren Campus
27650 Dequindre Road
Warren, MI 48092
(586) 558-8700
(800) 724-7708