

Davis College
2016–2018 Academic Catalog



It's All About Where You're Going.

Davis College

4747 Monroe Street
Toledo, OH 43623

419.473.2700
800.477.7021

learn@daviscollege.edu
www.daviscollege.edu

September 2016
(Revised August 2017)



Contents

Davis College	3	Interior Design Associate Degree	23
Accreditations and Approvals	1	Intensive Language Learning Program (I.L.P.) Diploma	24
Non-Discrimination Policy	1	Workforce Development, Personal Enrichment Courses, and Business Training	24
Title IX	1	Online Courses	24
Campus Security Report Policy	2	Course Descriptions	26
President's Message	3	Administration	39
Davis College Mission	3	Staff	39
History	3	Faculty	39
Admissions Requirements and Procedures	4	Organization Ownership	41
Transfer to Davis College	6	Davis College Board of Directors	41
Tuition and Fees	7	Davis College Foundation Board of Directors	41
Student Body Diversity*	7	Advisory Committees	41
Student Services	7	Davis College Institutional Approvals and Accreditations	43
Financing Your Education	8	Staff and Faculty Memberships	43
Financial Aid Programs	8	Glossary	44
U.S. Department of Veterans Affairs Educational Benefits	9	Academic Calendar	45
Davis College Foundation	9	Directions to Davis College	48
Davis College Alumni Association	11		
General Education Core	13		
Faculty Mission and Purposes	13		
Medical Assisting Associate Degree	14		
Medical Assisting Diploma	15		
Medical Billing and Coding Associate Degree	16		
Medical Billing and Coding Diploma	16		
Medical Administrative Assistant Associate Degree	17		
State Tested Nurse Aide Certificate	18		
Accounting and Human Resources Associate Degree	18		
Business Management Associate Degree	19		
Early Childhood Education/ Administration Associate Degree	20		
Graphic Design Associate Degree	21		
Graphic Design Diploma	22		



Accreditations and Approvals

Davis College is accredited by The Higher Learning Commission and a member of the North Central Association (NCA).

The Higher Learning Commission of the North Central Association may be contacted at (312) 263-0456 or (800) 621-7440 Fax: (312) 263-7462 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604. www.ncahigherlearningcommission.org.

The Higher Learning Commission is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA).

The Ohio Board of Higher Education authorizes the Davis College programs (since 2009).

Davis College is approved by the State Board of Career Colleges and Schools (State of Ohio Certificate of Registration No. 81-02-0731B), 30 East Broad Street, 24th Floor, Suite 2481, Columbus, OH 43215. <http://scr.ohio.gov>.

The Davis College Medical Assisting Associate Degree program is accredited by the Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Commission on Accreditation of Allied Health Education Programs, 1361 Park Street, Clearwater, FL 33756 (727) 210-2350. www.caahep.org

Davis College is approved for the training of eligible veterans. Education (GI Bill®): 1-888-442-4551.

Davis College is approved by the Student & Exchange Visitor Program (SEVP) of the U.S. Department of Homeland Security.

Davis College is incorporated in the State of Ohio.

The Davis College campus is located at 4747 Monroe Street in an exciting, growing urban area of Toledo.

The Catalog Supplement, the Student Planner, the Student Handbook, and the Allied Health Policy Manual (medical assisting students only) are essential components of this Academic Catalog.

Davis College 2016-2018 Academic Catalog Published September 2016

Non-Discrimination Policy

Davis College embraces the requirements of federal, state, and local laws and does not discriminate, or tolerate harassment, on the basis of race, color, ethnicity, national origin, religion, creed, gender, sexual orientation, gender expression, age, physical or mental ability, veteran status, military obligations, marital status, parental status, pregnancy, family medical history, genetic information, political affiliation or any other protected category in the recruitment, selection, and subsequent treatment of students and/or employees. In accordance with Section 504, Rehabilitation Act of 1973 (P.L. 93-112), interested persons can obtain information with respect to the existence of location of services, activities, and facilities that are accessible to and usable at Davis College by physically challenged persons by contacting the Vice President of Academic and Student Services.

Title IX

Title IX of the Education Amendments Act of 1972 and the Department of Education's implementing regulations prohibit discrimination on the basis of sex in education programs or activities by Title IV fund recipients of federal financial assistance.

Title IX: Sexual Discrimination/Harassment Policy

Davis College prohibits all forms of sex/gender-based discrimination and harassment including:

- Rape and sexual assault
- Verbal or physical sexual harassment
- Stalking
- Dating and domestic violence
- Harassment based on someone not conforming to sex/gender stereotypes
- Sexual coercion
- Discrimination against pregnant or parenting individuals

- Other gender-based discrimination/harassment described in our policy

Title IX Coordinator

The Title IX Coordinator is responsible for coordinating the College's compliance with Title IX and its Non-Discrimination and Sexual Harassment Policies in general. Her responsibilities include overseeing all Title IX complaints and identifying and addressing any patterns or systemic problems that arise during the review of such complaints.

Reporting Possible Title IX Violations

To report an incident of sexual discrimination and/or sexual harassment, or to make inquiry regarding the application of Title IX and its implementing regulations, please contact: Diane Brunner, Title IX Coordinator, 419-473-2700 ext 121, dbrunner@daviscollege.edu; or Office for Civil Rights, Cleveland Office, US Dept. of Education, 600 Superior Ave. East, Suite 750, Cleveland, OH 44114-2611, Phone: 216-522-4970, Fax: 216-522-2573, TDD: 877-521-2172, OCR.Cleveland@ed.gov

Non-Retaliation Policy

As prohibited by this Policy, no retaliatory actions may be taken against any person because he or she makes such a complaint against any member of the Davis community who serves as an advisor or advocate for any party in any such complaint. No retaliatory actions may be taken against any member of the Davis community merely because he or she is or has been the object of such a complaint. Retaliation is a serious violation of this Policy and one that should be immediately reported to the Title IX Coordinator.

Campus Security Report Policy

The Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act and subsequent VAWA (Violence Against Women Reauthorization Act of 2013), requires that colleges and universities make available to the student body, employees, and prospective students and employees certain crime statistics. Davis College is more than happy to comply with this policy by issuing the Davis College Campus Security and Policies Report which includes the Program to End Dating Violence, Domestic Violence, Sexual Assault, and Stalking.

This report and its policies are prepared and distributed annually to every Davis College community member.

Non-Confidential Reporting

Incidents of Domestic Violence, Dating Violence, Sexual Assault and Stalking occurring on campus and immediately adjacent to the campus and/or any crime should be reported to any Campus Security Authority (such as an advisor or receptionist). A complete listing of Campus Security Authorities can be found at the back of the Student Handbook or on-line at <http://www.daviscollege.edu/CampusReport.pdf>. It is also encouraged to notify law enforcement officials.

All reported incidents of Domestic Violence, Dating Violence, Sexual Assault and Stalking will be referred to the Title IX Coordinator for investigation. Reported incidents of any type are reviewed by the Title IX Coordinator to determine inclusion (less identifying information) in the annual Campus Security Report.

Anyone, including prospective students and employees, who would like further information on the Davis College Sexual Discrimination/Harassment Policy and Procedures including statistics, definitions, how to report a crime, Title IX, VAWA, Campus Security Authorities, sexual harassment/discrimination investigative procedures and sanctions, complainant and respondent rights, confidential resources, and the Davis College Program to End Dating Violence, Domestic Violence, Sexual Assault and Stalking; please see the annual Davis College Campus Security and Policies Report, available on the Davis College website at: <http://www.daviscollege.edu/CampusReport.pdf> and upon request from Diane Brunner, Title IX Coordinator and Campus Security Coordinator, dbrunner@daviscollege.edu.

Davis College is incorporated in the State of Ohio.

The Davis College campus is located at 4747 Monroe Street in an exciting, growing urban area of Toledo.

The Catalog Supplement, the Student Planner, the Student Handbook, and the Allied Health Policy Manual (medical assisting students only) are essential components of this Academic Catalog.

President's Message

When people walk through our doors and commit themselves to success, great things happen. Time and again, the power of increasing knowledge, skills, confidence, and the power of gaining a valuable education have changed students beyond their own expectations. We have served many of your grandparents, aunts, uncles, sons, and daughters of Toledo since even before the Civil War in this effort. We are proud of our tradition in providing this valuable service to our local community.

Our dedicated faculty and staff are committed to excellence. We exist to provide you with marketable skills. This clear focus allows us to serve you in a unique way. In fact, less than 10% of schools like ours have achieved the same accreditation* and quality standards as Davis College.

I personally welcome you to the tradition of success at Davis College and to the excitement of fulfilling and exceeding your own expectations. It truly is all about where you're going.

Diane Brunner
President

**Davis College is accredited by The Higher Learning Commission and a member of the North Central Association (NCA). Phone: (312) 263-0456, www.ncahigherlearningcommission.org.*

Davis College Mission

Davis College, a private, two-year institution of higher education, serves our community by offering quality educational programs and services that meet the ever-changing demands of business. Our mission is to provide marketable skills that enhance the employability of our graduates.

To assure the realization of our mission, the following educational purposes, in addition to our program objectives, have been established.

General Education Core

The General Education Core is an integral part of each associate degree program at Davis College.

The purpose of the General Education Core is to impart common knowledge, cultivate critical thinking, and develop values needed by every educated person. To this end, the General Education Core provides a foundation for comprehensive, life-long learning and will enable a graduate to:

- Read critically with understanding.
- Listen critically with understanding.
- Write clearly and effectively in standard English.
- Speak clearly and effectively in standard English.
- Apply critical thinking processes, abstract reasoning skills, and problem-solving methods.
- Locate, gather, process, and use information.

Business Core

The Business Core reflects the College's commitment to meeting the demands of the business community we serve and is an essential part of each associate degree program and promoted in all programs. The purpose of the Business Core is to develop character, teamwork, and professionalism valued by employers. To this end, the Business Core will enable a Davis College graduate to:

- Demonstrate professional behavior.
- Collaborate with people of different backgrounds, values, and experience.
- Demonstrate knowledge of the foundations, functions, and practices of business.
- Utilize computer technology.
- Develop effective job search skills and employment documentation.

The Davis College faculty, staff, and administration are committed to the mission and purposes of the College and, to this end, are committed to provide the educational programs, services, environment, resources, and knowledge to assure its attainment.

History

In 1881, Matthew H. Davis left his chairmanship in the mathematics department and his position as director of the business department at Albert College,

Belleville, Ontario, to accept the management of Toledo Business College. The small school of 35 students, which had been established in 1858, rapidly grew to 350 students.

During the 23 years Davis directed the school, four other schools were absorbed, and the name was changed to Davis Business College. The curriculum was gradually changed from Latin, German, Greek, calculus, and epistolary writing to banking, mercantile trades, shorthand, and typing.

After Davis' death in 1904, his son, Thurber P. Davis, left the University of Michigan to take over the management of Davis Business College. Under the leadership of the younger Davis, electric typewriters were added, making the College one of the best equipped in the United States. Stenotype and data processing augmented the expanding curriculum.

In 1948, when Thurber became ill, his daughter, Ruth L. Davis, became the third generation of the Davis family to lead the school. In 1953, Davis Business College was among the first to be accredited by the Accrediting Commission for Business Schools. In 1964, the institution met commission requirements for a junior college of business. Office management, payroll accounting, and the Automation Institute were added to meet the growing needs of business, industry, and technology.

In 1983 John Lambert became President of Davis College. President Lambert expanded the curriculum to include allied health, aviation, computer, and graphic design programs, which doubled the College's enrollment. In 1986, Davis met the requirements for accreditation by the American Association of Medical Assistants. In 1991, Davis College was granted accreditation by the Higher Learning Commission of the North Central Association.

In 1993 Diane Brunner became the fifth president of Davis College. At the time of her appointment, she was the youngest female college president in Ohio. In 2008, the College was honored as one of Ohio's best employers by the Ohio Chamber of Commerce. Davis College also earned the Better Business Bureau® Torch Award for marketplace ethics. In 2014,

Davis College was chosen as a Top Workplace in Toledo.

As was true of all past Davis College leadership, President Brunner is dedicated to the promotion of higher educational standards and continuing the College's service to the community.

Admissions Requirements and Procedures

It is a privilege to welcome to Davis College people who are ready to increase their knowledge, skills, and confidence and who understand the importance of gaining a valuable education.

Academic Calendar: Starting Dates of the Quarters

Davis College's academic calendar is divided into four quarters—Fall, Winter, Spring, and Summer. This calendar offers students greater flexibility to enroll throughout the year.

2016-2017 Academic Year

Fall Quarter

Monday, August 22–November 4, 2016

Winter Quarter

Monday, November 14, 2016–February 10, 2017

Spring Quarter

Monday, February 20–May 5, 2017

Summer Quarter

Monday, May 15–July 21, 2017

2017–2018 Academic Year

Fall Quarter

Monday, August 21–November 3, 2017

Winter Quarter

Monday, November 13, 2017–February 9, 2018

Spring Quarter

Monday, February 19–May 4, 2018

Summer Quarter

Monday, May 14–July 20, 2018

2018–2019 Academic Year

Fall Quarter

Monday, August 20–November 2, 2018

Admissions Requirements

Applicants who have completed high school graduation requirements or have successfully completed the General Education Development Test (GED) are eligible to apply for admission. Formal acceptance to Davis College will be determined once verification of successful completion of high school or GED requirements has been obtained. Verification includes high school diploma, GED certificate, or in extenuating circumstances, self-certification.

Medical Assisting (AAS) students are enrolled on a conditional basis at the time of admission. Upon successful completion of the Mid-Program Assessment, students will be granted full admission into the program.

The Admissions Process

- Check out information on the Davis College academic programs on our website at www.daviscollege.edu.
- Schedule an appointment by phone or email to meet with an admissions representative. The admissions representative will assist you in your program selection, career goal setting, campus tour, and other areas beneficial to your success.
- Complete an English and math placement evaluation.
- Complete the Application for Admission and submit the application fee.
- Schedule a financial aid appointment if desired.
- Meet with your academic advisor to schedule your first quarter classes. Students meet individually with an academic advisor for scheduling before orientation and on an ongoing basis throughout your program.
- Attend new student orientation. An orientation program is held for new students prior to their first quarter. During orientation, students will meet with various school leaders, including academic advisors, to answer questions and to finalize the enrollment process.

GED Testing

If you desire to attend Davis College but need your

GED, please call or email admissions (learn@davis-college.edu) for more information.

International Student Admission

Davis College is approved by the Student & Exchange Visitor Program (SEVP) of the U.S. Department of Homeland Security.

International Student Requirements

For the associate degree programs, TOEFL, IELTS, and/or PTE academic scores are set at levels so they are not barriers to students who want to study in the United States. Davis College accepts a minimum 51 TOEFL iBT score, 5.0 IELTS, and/or 36 PTE academic score for English language proficiency for admission.

Intensive Language Learning Diploma Program (I.L.P.)

The Intensive Language Learning Program (I.L.P) at Davis College is an in-class instructional English as a Second Language (ESL) program. Classes include speaking, listening, reading, writing, grammar, and a number of elective courses. There are five eight-week sessions in this program. An English placement test will be given to students upon entering the I.L.P. program to determine an appropriate starting course level.

International Student Admission Procedures

- Complete the online Application Form and pay the Application Fee.
- Send required materials:
 - Copy of TOEFL, IELTS, and/or PTE Academic score(s) unless applying for I.L.P. program.
 - Copy of passport.
 - Financial Statement signed by student and the student's sponsor and/or an official bank statement demonstrating funds for at least the first year of study. Fees for each program of study can be found on the Gainful Employment links on the website.
 - Transcript of academic records (secondary and college if applicable).
 - Foreign Address, email, and phone number.

Send to International Student Department
Davis College
4747 Monroe Street
Toledo, OH 43623 USA

Or email to dbrunner@daviscollege.edu

- An acceptance letter and an I-20 Form will be sent upon receipt of the required materials, fee, and test scores.
- Medical Insurance
Medical insurance is essential in the United States to cover medical costs. Therefore, international students must have an insurance policy that covers any major illness or accident during their stay. Students will not be allowed to start classes until proof of health insurance is shown.
- Upon arrival in the United States, you will meet with the Davis College Designated School Official (D.S.O.). You will meet quarterly with your D.S.O.
- You will meet with your academic advisor to schedule your first quarter classes. Students meet individually with an academic advisor for scheduling before orientation and on an ongoing basis throughout your program.
- An orientation program is held for new students prior to their first quarter. During orientation, students will meet with various school leaders, including academic advisors, to answer questions and to finalize the enrollment process.

Transfer to Davis College

Students seeking credit for work completed at other colleges will need to request that official transcripts from each college attended be mailed directly from that college to Davis College. The student is responsible for requesting this official transcript; it is highly recommended that the transcript be received before the first quarter of attendance begins. Transcripts from other institutions become part of the student's permanent academic file and cannot be copied for distribution.

The Registrar will evaluate each transcript and determine the total number of credit hours which may be transferred. The Registrar may elect to accept gen-

eral education courses which are not offered by Davis. The maximum number of credit hours transferred cannot exceed 50% of the total credit hours required in the program or 50% of the hours required in the major. At least one half of the credit hours required for an associate degree or diploma are required to be earned at Davis. In addition, the final 12 credit hours are required to be earned at Davis College. Additional information concerning this policy is available from the Registrar. Transferred credits will be counted as earned hours only and will not be calculated in the student's grade point average.

Experiential Learning Credit

The assessment of Experiential Learning is designed to provide students with an alternative method of obtaining college credit. Knowledge acquired from a combination of work experience, non-credit courses, seminar training and workshops may translate into college credit.

Any credit awarded for Experiential Learning will be considered the same as transfer credit to Davis College. Credit is awarded only in areas which fall within the regular curricular offerings of the institution and are part of the instructional program the student completes. Credit is awarded for learning, and not merely for experience.

Please contact the Registrar for more information about earning Experiential Learning Credit.

Transfer Policy for Regionally Accredited Schools

Davis College is accredited by The Higher Learning Commission of the North Central Association, and therefore credits earned at other regionally accredited institutions are honored provided they are included in the Davis program for which the student has enrolled and a minimum grade of "C" has been received.

Credit may be awarded as course equivalent credit.

Credit for coursework which has no Davis College equivalent may be awarded as elective credit with a XXX000 course number (e.g., HUM000, Humanities elective).

Coursework in the major technology (technical areas) may be subject to validation by faculty.

Transfer Policy for Non-Regionally Accredited Schools

Transfers from technical colleges, business colleges, and other schools lacking regional accreditation but having accreditation by another agency recognized by the Department of Education are evaluated as follows:

- The student is required to earn a GPA of 2.00 or higher in the first 12 credit hours completed at Davis College before credits can be transferred. If the student does not meet this criterion, credits will not be transferred.
- Credits may be accepted only upon the recommendation of the faculty in specific content areas.
- Before credit is awarded, previous course work may be subject to validation.

Transferability of Credit

The acceptability of credits by other institutions is solely the decision of the accepting institution. However, the College does maintain articulation agreements with several local colleges in the Toledo area. Most importantly, as an institution accredited by The Higher Learning Commission of the North Central Association, other regionally accredited schools will evaluate Davis College credits. Davis College makes no representations as to the acceptability of Davis College credits at other institutions.

Tuition and Fees

Tuition and fee charges are due and payable on or before the first day of each new quarter. See the Catalog Supplement for complete description of fees. Students pay the same tuition and fees regardless of the state in which they reside.

Student Body Diversity*

Age

25 years or older	67%
18–25 years old	33%

Gender

Female	81%
Male	19%

Race

American Indian/Alaskan Native	1%
--------------------------------	----

Black	40%
Hispanic	2%
White	54%
Unknown	4%

80% received PELL.

*Fall Quarter 2015 full-time students

Student Services

Career Services

One of the outstanding benefits of the College is the career services assistance which is available to students without additional cost. The mission of the Career Services Office is to provide recent graduates support in obtaining a job after college commensurate with their academic preparation, capabilities, and personal goals. The Career Services Office is the graduates' link to the business community. Assistance in resume writing strategies, career portfolio development, job search, and networking is available to students. Although securing of positions cannot be guaranteed, every effort is made to assist students with obtaining desirable employment. The Career Services Office is interested in every student's employment success. We encourage students to utilize this beneficial service.

Counseling

A professional counselor is available to our students for personal concerns. Please call Nick Nigro at 419-473-2700 or email at nnigro@daviscollege.edu. Additionally, your academic advisor, your instructor, and the Vice President of Academic and Student Services are available for counseling concerning academic or personal problems.

Student Activities

To benefit the most from campus life and to get connected professionally, students are encouraged to develop and participate in the activities sponsored by the College. Students are invited to participate in professional organizations such as Business Professionals of America (BPA), International Interior Designers Association (IIDA), American Society of Interior Designers (ASID), American Institute of Graphic Arts (AIGA), or Davis College Allied Health Organization (DCAHO).

Financing Your Education

Financial Aid

Davis College is accredited and approved by the Department of Education to participate in federal financial aid programs.

Student aid is conditional providing the recipient is eligible and maintains satisfactory academic progress including grade point average, completion of courses attempted, and attendance in courses. A student is required to attend a minimum of six credit hours each quarter to be eligible for the financial aid loan programs. All federal financial aid is subject to change by Congressional decisions.

Applying for Financial Aid

To begin the process for applying for financial aid, a student will need to create a Federal Student Aid (FSA) ID and password at www.fsa.ed.gov. Next, the student will fill out and submit the Free Application for Federal Student Aid (FAFSA) by visiting www.fafsa.ed.gov. Be sure to enter the Davis College Federal School Code (004855) on the School Selection Page. Remember, we are here to help you every step of the way!

Awarding Financial Aid

Once the FAFSA has been processed, you will receive your Student Aid Report (SAR) by e-mail within 3–5 days if you provided an e-mail address when you applied. This e-mail will contain a secure link so you can access your SAR online. Your SAR will usually contain your Expected Family Contribution (EFC), the number used in determining your eligibility for federal student aid. When Davis College receives your data, you will meet with the Financial Aid Office to determine your aid eligibility. You will receive an award letter will tell you the type of financial aid you are eligible to receive from federal, state and institutional sources and how much you may receive.

Professional Judgment/Dependency Overrides

The Financial Aid Office may take into account a student's special circumstances to make adjustments to student's EFC for educational expenses, standard budget, and/or financial aid dependency status, as determined by federal guidelines.

Financial Aid Programs

Federal Pell Grant

The Pell Grant is sponsored by the federal government. The amount of the Pell Grant varies depending on financial need and enrollment status. The Pell Grant is not repayable by the recipient except under certain conditions of withdrawal.

Ohio College Opportunity Grant (OCOG)

The OCOG Grant is sponsored by the State of Ohio for Ohio residents. This grant is limited only to students who have no previous attendance at a college or university. The amount of the grant is based on financial need and enrollment status. The OCOG Grant is not repayable by the recipient except under certain conditions of withdrawal.

Federal Supplemental Educational Opportunity Grant (FSEOG)

This is a grant that is administered by the College and provides assistance to students with exceptional financial need. The grant varies in amount but is not to exceed 50% of the total amount of the student aid made available through the College.

William D. Ford Federal Direct Loan (Direct Loan) Program

Subsidized Stafford Loans

These loans are made by the Department of Education. While the student is in college, the federal government pays the full interest. After separation from college, the student assumes repayment and the full annual interest on the loan. Under this program a student may be able to borrow \$3,500 each award year. The second-year Stafford Loan may be up to \$4,500. Stafford Loans have a fixed interest rate not to exceed 8.25%. Repayment on this loan begins six (6) months after graduation, withdrawal from school, or if a student attends less than six credit hours.

Unsubsidized Stafford Loans

Dependent students are eligible for a maximum amount per award year of \$2,000 (or \$6000 per academic year if there was a PLUS loan denial). Independent students are eligible for a maximum amount per award year of \$6,000. Unsubsidized loans have a fixed interest rate not to exceed 8.25%.

Repayment begins six (6) months after graduation, withdrawal from school, or if a student attends less than six credit hours. This loan can be in addition to the Subsidized Stafford Loan.

Parent Loans for Undergraduate Students (PLUS)

Parents of students may borrow up to the cost of education minus any other financial aid per award year for each student who is a dependent undergraduate attending at least six credit hours. The interest rate for this loan is fixed with a cap at 9%. The borrower needs to begin repaying a PLUS loan within 60 days of the final check disbursed to the school for a loan period.

Federal Work-Study Program (FWS)

The college is authorized to provide on- and/or off-campus employment to assist students whose applications for financial aid show need. Students work a maximum of 20 hours a week with the possibility for full-time employment during break weeks. Employment under this program is dependent on federal funds and requires minimum attendance of six credit hours per quarter. Priority is given to the student with the greatest demonstrated need. In addition, a student must successfully complete his or her first quarter in order to be considered for a FWS position.

Davis Plan

Davis College offers cash payment options with no interest to help students finance their education. Please visit the Business Office for more details.

Other Programs

The following specialized programs may also be available: Ohio National Guard Scholarship program; UPS Earn and Learn Program; Bureau of Vocational Rehabilitation; Bureau of Indian Education; Lucas County Department of Planning and Development; and Union Education Trust. Funding through these agencies is limited. Apply to the appropriate agency as early as possible. Also, local service clubs, businesses, churches, and community groups may offer some assistance.

U.S. Department of Veterans Affairs Educational Benefits

Davis College is proud to be approved for the training of eligible veterans and proud to be named a Military Friendly School.

The necessary Veterans Affairs (VA) forms can be obtained and completed online at <http://va.gov> at the link "Finding a VA Form."

Veterans will need to complete the following forms online or supply to the Veterans' Coordinator:

- Form 22-1990 Application for VA Education Benefits
- Form DD 214 Separation Documents
- Certificate of Eligibility
- Form 22-1995 (Request for Change of Program or Place of Training) only if a Veteran has previously received VA benefits at another institution.
- Eligible Dependents of Veterans will need to supply Form 22-5490 Dependents' Application.

For assistance, call the VA Education Customer Service Office at 1-888-442-4551.

Davis College Foundation

The Davis College Foundation is a not-for-profit entity dedicated to creating opportunities for individuals and organizations to provide resources that enhance the education of Davis College students. Equipment donations and scholarship donations are welcome. Contact the Davis College Foundation by calling 419.473.2700.

As funding is available, scholarship opportunities will be announced to students.

Davis College Foundation Merit Scholarship

The Davis College Foundation Merit Scholarship is an award for outstanding students who are committed to their career fields and communities. Davis College students who are enrolled at the College pursuing an associate degree or a diploma in a program of study listed in the current catalog are eligible.

The Thomas Bulone Memorial Scholarship

The Thomas Bulone Memorial Scholarship was created in honor of Tom Bulone, friend of Davis College and husband of Mary Ryan-Bulone. He passed away on October 15, 2011, following an aggressive battle with multiple myeloma. Because Tom was such a family-oriented person and loved his Davis family, the scholarship is awarded to a student who has had

a parent, sibling, or child with cancer. Please pick up an application at the reception desk.

Congratulations to the following students who have received scholarships since the printing of the last Catalog:

Lisa Arthur
Emily Barr
Amanda Born
Tiara Colbert
Tiffany Davis
Tina Drewes
LaQualye Frazier
Dawn Hampton
Kevin Kohn
Patrick Lasher
Pamela Marquis
Lynn Millsaps
Dennasia Patterson
Ber'nada Pope
Sharesa Rowe
Andrew Shawen
Zachary Thees
Pamela Thompson
Robert Thompson
Nicole Vassar

Donors

We thank the following for donations since the printing of the last Catalog:

Absolute Body Care
Allied Barton
Angie Barney
Debra Bloomquist
Marvin Bovia
Sashem Brey
Ann Brumenshenkel
Diane and Tim Brunner
Kathy Carey
Eric Christopher
CNP of Ohio
Danberry Realtors
Mary Deloe
Terry Dippman
Julie DuMoulin
Cheryl Fisher
Brian Frost

John and Terry Gibbons
Marge Gibbons
Suzanne Greene
Don Harlow
Paul Haye
Aaron Haynes
Barb and Bev Helmlinger
Kathleen Hughes
Ronald and Marlene Jason
Scott Janson
Marsha Klingbeil
Mark and Mary Kwapich
LaVell Kyser
John and Dolores Lambert
Pamela Marquis
Buffy Marx
Jane Mintun
Diane Brunner
Steven and Patricia Nathanson
Nick Nigro
Tyler Norrell
Overcashier & Horst
Debbie Papay
Jacqueline Petee
Peggy Peterson Seniuk
Grant Peterson
Jane Pfeifer
Nancy and Dean Powers
Irene Prange
Recycle IT USA
Greg and Georgene Rippke
Pauline Rower
Mary Ryan Bulone
Ryan Family Farm
James Ryan
Mark Ryan
Noel Ryan
Bill and Vicky Ryan
Linda Schlachter
Tim Schlachter
Ken and Joice Searfoss
Melissa Simon
Sandy Spang
Frank and Mary Kay Stobinski
Kathryn Stobinski
Kristin Stobinski
Sun Federal Credit Union

Leslie Talkington
Sara Torres
Carol Tracy
Kristy Valleroy
WGTV—Channel 13
Pat Walters
David Weber
Janet Weber
Mary Weber
WePay
Wittenberg Family
Anna and Chris Woolley
Dale and Larry Woolley
Don Zubkoff

Davis College Alumni Association

As the oldest college in the Toledo area, we have witnessed many events and changes in history. Each person who has been a part of our long and rich tradition has helped us to develop into what we have become over the decades. We appreciate being in contact with our alumni! We have graduated thousands of men and women, and it seems that everywhere we turn we run into someone whose life has been touched by Davis College.

The goal of the Alumni Association is to strengthen our link with alumni and to encourage them to help us build new bridges within the community.

Alumni are invited to share information about themselves and their professional lives on Facebook. The Davis College Atrium walls are devoted to Graduate Success Stories. Please share yours with us.

To register for the Alumni Association, please log on to www.daviscollege.edu and click on the Alumni Association. As you take time to fill the form out, please know that we are eager to hear from you. The form provides us an opportunity to find out what's been happening in your life and update our files.

Davis College Alumni Association Mission Statement

To facilitate a forum whereby Davis College alumni can network with each other on an ongoing basis to improve their business and personal lives.

To maintain the value of their degree or diploma by ensuring that Davis retains its reputation for quality education.

To provide current information about Davis College to its alumni so that they are motivated to promote both new student recruitment and the hiring of Davis graduates.

To establish a line of communication between Davis College and its alumni for the purpose of sharing the latest information relevant to the fields of study offered at Davis and practiced by the alumni.

To assist Davis in various tasks that help retain its public image as a caring, quality institution, such as promoting special events, programs, or activities, and providing scholarships that help promote pride among the current student body.



Programs of Study

Allied Health

Medical Assisting (AAS)
Medical Assisting (D)
Medical Billing and Coding (AAB)
Medical Billing and Coding (D)
Medical Administrative Assistant (AAB)
State Tested Nurse Aide (C)

Business Administration

Accounting and Human Resources (AAB)
Business Management (AAB)
Early Childhood Education/Administration (AAB)

Design

Graphic Design (AAB)
Graphic Design (D)
Interior Design (AAB)

Language Program

Intensive Language Learning Program (D)

AAB=Associate of Applied Business Degree
AAS=Associate of Applied Science Degree
D=Diploma
C=Certificate

General Education Core

The General Education Core is an integral part of each associate degree program at Davis College. The purpose of the General Education Core is to impart common knowledge, cultivate critical thinking, and develop values needed by every educated person. To this end, the General Education Core provides a foundation for comprehensive, life-long learning and will enable a graduate to:

- Read critically with understanding.
- Listen critically with understanding.
- Write clearly and effectively in standard English.
- Speak clearly and effectively in standard English.
- Apply critical thinking processes, abstract reasoning skills, and problem-solving methods.
- Locate, gather, process, and use information.

Each graduate from an associate degree program is required to complete the following hours of General Education courses to meet the Core Objectives:

- Communications – a minimum of 13 hours
- Humanities – a minimum of 3 hours
- Social Sciences – a minimum of 8 hours
- Mathematics – a minimum of 5 hours

Business Core

The Business Core reflects the College's commitment to meeting the demands of the business community we serve and is an essential part of each associate degree program and promoted in all programs. The purpose of the Business Core is to develop character, teamwork, and professionalism valued by employers. To this end, the Business Core will enable a Davis College graduate to:

- Demonstrate professional behavior.
- Collaborate with people of different backgrounds, values, and experience.
- Demonstrate knowledge of the foundations, functions, and practices of business.
- Utilize computer technology.
- Develop effective job search skills and employment documentation.

Each associate degree graduate is required to complete an externship (practicum, or project) and a minimum of these classes to meet the Core Objectives:

IDS110 Forum on Technology and Resources
MGT102 Introduction to Business
OAM223 Business Communications

Faculty Mission and Purposes

As faculty members and program directors of the academic programs of Davis College, we view our mission and purposes as the following:

- To provide the students with curriculum, appropriate training, externships, and technical skills that will help them become employable in the business community.

- To assure student learning using a combination of mid-program assessment, end of program assessment, and classroom assessment evaluations.
- To remain cognizant of the changing marketplace and technology through contact with Advisory Committees, local businesses, and Career Services.
- To promote the students, programs, and curricula of the academic programs.
- To pursue professional development opportunities to become more competent professionals and instructors.
- Assist physician with various patient examinations, medical procedures, minor surgeries, and administration of medications.
- Follow prescribed safety procedures in all areas of laboratory work.
- Perform various administrative responsibilities including electronic health records and practice management programs.
- Use oral and written communication skills to interact effectively with patients and coworkers in the health care setting.

Academic Programs

Medical Assisting Associate Degree

The Medical Assisting program is designed to prepare competent entry-level medical assistants in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains.

The Medical Assisting program prepares the students for employment in medical offices and clinics as part of the health care team. Students will study both administrative and clinical procedures.

All Medical Assisting students are enrolled into the Medical Assisting program on a conditional basis at the time of admission. Upon successful completion of the Mid-Program Assessment and Introduction to Clinical Office Procedures, students will be granted full admission into the Medical Assisting program.

The Davis College Medical Assisting program is accredited by The Commission on Accreditation of Allied Health Education Programs (www.caahep.org) upon the recommendation of the Medical Assisting Education Review Board (MAERB). Students will register for the CMA, RMA or CCMA certification examination in the clinical practicum course (MED250). Passing this exam entitles the candidate the credentials of certified medical assistant (CMA, RMA, or CCMA).

- Upon completion of the Associate of Applied Science degree with a major in Medical Assisting, the Davis College graduate will be prepared to:

- Demonstrate professional conduct with patients, coworkers, and other health care professionals.
- Perform accounts receivable, billing, and collection procedures.
- Perform procedural and diagnostic coding.
- Develop a professional portfolio.
- Meet requirements to take the National Register Certification for EKG technician or Phlebotomy certification examinations.
- Meet requirements to take the CMA, RMA, and/or CCMA certification examination.
- Apply the principles and intentions of the General Education and the Business Core purposes.

Medical Assisting Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
MED101	Medical Terminology	3
MED112	Medical Law and Ethics	3
MED114*	Basic Billing and Coding	4
MED118*	Anatomy and Physiology A	4
MED119*	Anatomy and Physiology B	4
MED124	Pathophysiology	3
MED132	Electronic Health Records	2
MED134	Practice Management Software	2
MED201	Introduction to Clinical Procedures	3
MED203	Clinical Specialty Examination Procedures	4

MED205	Minor Surgery and Diagnostic Office Procedures	4
MED208	Pharmacology	4
MED212	Basic Laboratory Procedures	4
MED250	Clinical Practicum	9
OAM126	Administrative Office Procedures	4
OAM223	Business Communications	4
ACC101	Accounting Principles I	4
MGT102	Introduction to Business	5
BUS137	Introduction to Emergency Preparedness	1
CAS120	Word Processing	3
COM121	Composition I	5
COM122	Composition II	4
COM202	Interpersonal Communication	4
HUM---	Humanities Elective	3
MTH102	Introductory Algebra I	5
SSC201	Economics	4
SSC213	Introduction to Psychology	4
IDS110†	Forum on Technology and Resources	4

Total Program Credit Hours 107

*Foundation Courses required as part of the 45 hours completed before Mid-Program Assessment. The student needs to complete the Mid-Program and End-of-Program Assessment. The Student Handbook provides more detail on this process.

†Required before Mid-Program Assessment

Medical Assisting Diploma

The Medical Assisting program prepares the students for employment in medical offices and clinics as part of the health care team. Students will study both administrative and clinical procedures.

- Upon completion of the Medical Assisting Diploma program, the Davis College graduate will be prepared to:
- Assist physician with various patient examinations, medical procedures, minor surgeries, and administration of medications.

- Follow prescribed safety procedures in all areas of laboratory work.
- Perform various administrative responsibilities including electronic health records and practice management programs.
- Use oral and written communication skills to interact effectively with patients and coworkers in the health care setting.
- Demonstrate professional conduct with patients, coworkers, and other health care professionals.
- Perform accounts receivable, billing, and collection procedures.
- Perform procedural and diagnostic coding.
- Develop a professional portfolio.
- Meet requirements to take the CCMA and/or the RMA certification examination.

Medical Assisting Diploma Program Outline

Course No.	Course Title	Cr. Hrs.
MED101	Medical Terminology	3
MED112	Medical Law and Ethics	3
MED114	Basic Billing and Coding	4
MED118	Anatomy and Physiology A	4
MED119	Anatomy and Physiology B	4
MED132	Electronic Health Records	2
MED201	Introduction to Clinical Procedures	3
MED203	Clinical Specialty Examination Procedures	4
MED205	Minor Surgery and Diagnostic Office Procedures	4
MED208	Pharmacology	4
MED212	Basic Laboratory Procedures	4
OAM126	Administrative Office Procedures	4
OAM234	Professional Development	1
IDS110	Forum on Technology and Resources	4

Total Program Credit Hours 48

Medical Billing and Coding

Associate Degree

The Medical Billing and Coding program prepares the students for employment in medical offices, clinics, medical billing companies, and insurance companies as part of the health care team. Students will be instructed in administrative skills using a practice management program and electronic medical records. Students will analyze medical records, assign codes for procedures, services, and diagnoses for reimbursement purposes.

- Upon completion of the Associate of Applied Business degree with a major in Medical Billing and Coding, the Davis College graduate will be prepared to:
- Demonstrate knowledge of medical terminology; anatomy and physiology; and diseases, disorders, and diagnoses of the human body.
- Demonstrate proficiency in completing claim forms and knowledge of CPT, ICD-10-CM, and knowledge of HCPCS coding.
- Perform various administrative responsibilities using a practice management program and electronic health records.
- Use oral and written communication skills to interact effectively with patients and coworkers in the health care setting.
- Demonstrate professional conduct with patients, coworkers, and other health care professionals.
- Develop a professional portfolio.
- Meet requirements to take the American Academy of Professional Coders certification examination for Certified Professional Coders (CPC) or National Health Career Associations certification examination for Certified Billing and Coding Specialist (CBCS).
- Apply the principles and intentions of the General Education and the Business Core purposes.

Medical Billing and Coding Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
MED101	Medical Terminology	3

MED112	Medical Law and Ethics	3
MED114*	Basic Billing and Coding	4
MED215	Advanced Billing and Coding	3
MED118*	Anatomy and Physiology A	4
MED119*	Anatomy and Physiology B	4
MED122	Coding and Applications A	3
MED123	Coding and Applications B	3
MED124	Pathophysiology	3
MED132	Electronic Health Records	2
MED134	Practice Management Software	2
MED220	Medical Billing and Coding Capstone	3
MED225	Medical Insurance and Coding Externship	3
ACC101	Accounting Principles I	4
BUS---	Business Elective	1
CAS122	Spreadsheet Applications	3
MGT102	Introduction to Business	5
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	4
COM202	Interpersonal Communication	4
HUM---	Humanities Elective	3
MTH102	Introductory Algebra I	5
SSC201	Economics	4
SSC---	Social Science Elective	4
IDS110†	Forum on Technology and Resources	4

Total Program Credit Hours **90**

*Foundation Courses required as part of the 45 hours completed before Mid-Program Assessment. The student needs to complete the Mid-Program and End-of-Program Assessment. The Student Handbook provides more detail on this process.

†Required before Mid-Program Assessment

Medical Billing and Coding Diploma

The Medical Billing and Coding program prepares the students for employment in medical offices, clinics,

ics, medical billing companies, and insurance companies as part of the health care team. Students will be instructed in administrative skills using a practice management and electronic medical record program. Students will analyze medical records, assign codes for procedures, services, and diagnoses for reimbursement purposes.

Upon completion of the Diploma in Medical Billing and Coding, the Davis College graduate will be prepared to:

- Demonstrate knowledge of medical terminology; anatomy and physiology; and diseases, disorders, and diagnoses of the human body.
- Demonstrate proficiency in completing insurance claim forms and CPT, ICD-10-CM coding, and knowledge of HCPCS coding.
- Perform various administrative responsibilities using a practice management program including electronic health records.
- Use oral and written communication skills to interact effectively with patients and coworkers in the health care setting.
- Demonstrate professional conduct with patients, coworkers, and other health care professionals.
- Develop a professional portfolio.

Medical Billing and Coding Diploma Program Outline

Course No.	Course Title	Cr. Hrs.
MED101	Medical Terminology	3
MED112	Medical Law and Ethics	3
MED114	Basic Billing and Coding	4
MED118	Anatomy and Physiology A	4
MED119	Anatomy and Physiology B	4
MED122	Coding and Applications A	3
MED123	Coding and Applications B	3
MED124	Pathophysiology	3
MED132	Electronic Health Records	2
MED134	Practice Management Software	2
MED215	Advanced Billing and Coding	3

CAS/OAM/BUS Technical Elective		3
CAS122	Spreadsheet Applications	3
OAM223	Business Communications	4
COM121	Composition I	5
IDS110	Forum on Technology and Resources	4

Total Program Credit Hours 53

Medical Administrative Assistant Associate Degree

This program prepares graduates to work as an administrative assistant in a medical environment as part of a medical office team. Students are provided the opportunity to develop and enhance marketable medical and office skills in a variety of applications.

Upon completion of the Associate of Applied Business degree with a major in Medical Administrative Assistant, the Davis College graduate will be prepared to:

- Operate computers using current software and technology to produce a variety of professional documents used in business and medical environments.
- Utilize language arts skills and medical terminology to produce usable, work-related documents.
- Perform medical office procedures such as answering phones, scheduling appointments, organizing patient records, communicating with patients, and processing medical billing for collections.
- Utilize electronic health records accurately and effectively.
- Keyboard at a minimum rate of 30 NWPM on a 5-minute timing.
- Develop a professional portfolio.
- Apply the principles and intentions of the General Education and the Business Core purposes.

Medical Administrative Assistant Associate Degree Outline

Course No.	Course Title	Cr. Hrs.
OAM108	Proofreading and Voice Recognition	3

OAM126	Administrative Office Procedures	4
OAM219	Administrative Professional Capstone	2
OAM221	Administrative Professional Externship	3
OAM223	Business Communications	4
CAS120*	Word Processing	3
CAS222	Medical Word Processing	3
MED101*	Medical Terminology	3
MED112	Medical Law and Ethics	3
MED114	Basic Insurance and Coding	4
MED132	Electronic Health Records	2
MED134	Practice Management Software	2
CAS122*	Spreadsheet Applications	3
CAS212	Advanced Spreadsheet Applications	3
CAS138	Presentation Graphics	3
ACC101	Accounting Principles I	4
ACC102	Accounting Principles II	4
MGT102	Introduction to Business	5
COM121	Composition I	5
COM122	Composition II	4
COM---	Communication Elective (COM201 or COM202)	4
HUM---	Humanities Elective	3
MTH102	Introductory Algebra I	5
SSC201	Economics	4
SSC---	Social Science Elective	4
IDS110†	Forum on Technology and Resources	4

Total Program Credit Hours **91**

*Foundation courses required as part of the 45 hours completed before Mid-Program Assessment.

State Tested Nurse Aide Certificate

The State Tested Nurse Aide (STNA) program is designed to meet standards and guidelines set forth in the Training and Competency Evaluation Program designed by the Ohio Department of Health. Stu-

dents will learn basic nursing skills, personal care skills, mental health and social services needs, basic restorative services as well as patient's/resident's rights.

The STNA curriculum follows the Ohio Department of Health Training Program and all of its program objectives. The course is 76 clock hours of which 16 are conducted at a clinical site.

The program is approved by the Ohio Department of Health. Upon successful completion of this program, the graduate is presented with a certificate which is required to participate in the Ohio Competency Evaluation Program and must be completed with twenty-four months from the date of the certificate.

STNA Certificate Outline

Introduction to Program and Communication and Interpersonal Skills	5 hours
Infection Control	2.5 hours
Safety and Emergency Procedures	6.5 hours
Promoting Residents' Independence	1 hour
Respecting Resident's Rights	1 hour
Basic Nursing Skills	20 hours
Personal Care Skills	22.5 hours
Mental Health and Social Service Needs	11.5 hours
Basic Restorative Services	4 hours
Resident's Rights	2 hours
Total Clock Hours	76 hours

Accounting and Human Resources Associate Degree

The Accounting and Human Resources program prepares students with the skills for employment in a variety of work environments including business, entrepreneurship, and industry. Specific emphasis will be placed on the accounting cycle, accounts receivable/payable, payroll, personal tax returns, accounting software, and payroll accounting. In addition, knowledge and skills in the areas of compensation and benefits, employee training and development, employment law and regulations, and employee recruitment and planning will be emphasized.

Upon completion of the Associate of Applied Business degree with a major in Accounting and Human Resources, the Davis College graduate will be prepared to:

- Apply Generally Accepted Accounting Principles (GAAP) to complete the accounting cycle manually and in a computer system and to prepare financial statements.
- Process payroll and related tax returns.
- Review compensation and benefit plans.
- Understand employment laws and ethics related to human resource management.
- Use oral and written communication skills to interact effectively in the work environment.
- Apply the principles and intentions of the General Education and the Business Core purposes.

End of Program Assessment

When a student has completed the Accounting and Human Resources program, he/she will participate in an interview with the program director. This interview will focus on assessing the skills to ensure the program objectives have been met, and that the student possesses the necessary skills for accounting/human resources positions.

Accounting and Human Resources Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
ACC101	Accounting Principles I	4
ACC102	Accounting Principles II	4
ACC109	Accounting Software Review	3
ACC111	Payroll Accounting	3
ACC135	Federal Income Tax	4
ACC225	Accounting/Human Resource Project	3
BUS---	Business Elective	1
CAS122	Spreadsheet Applications	3
MGT102	Introduction to Business	5
MGT110	Personal Finance	3
MGT115	Human Resource Management	4

MGT160	Human Resource Training and Development	4
MGT220	Human Resource Law and Benefits	4
MGT---	Management Elective (MGT118, MGT211, MGT213, MGT230)	4
OAM223	Business Communications	4
CAS---	Computer Elective (CAS138, CAS212 or CAS130)	6
COM121	Composition I	5
COM122	Composition II	4
COM---	Communication Elective (COM201 or COM202)	4
HUM---	Humanities Elective	3
MTH102	Introductory Algebra I	5
SSC201	Economics	4
SSC---	Social Science Elective	4
IDS110	Forum on Technology and Resources	4

Total Program Credit Hours 92

Business Management Associate Degree

The graduate will be qualified for a management position in a variety of organizations. Students are provided with the skills necessary for planning, organizing, directing, and controlling activities that will lead to the effective fulfillment of organizational objectives.

Students also develop a foundation in accounting, marketing, management, written and oral communication, and leadership through simulations, group activities, discussions, and lab work.

Upon completion of the Associate of Applied Business degree with a major in Business Management, the Davis College graduate will be prepared to:

- Identify and assess current business situations and resolve problems within a variety of business settings.
- Apply Generally Accepted Accounting Principles (GAAP) to complete the accounting cycle manually and prepare financial statements.
- Articulate traditional and contemporary management

theories and apply these techniques to real-life situations.

- Develop an understanding of how to satisfy consumer needs utilizing the marketing mix that facilitates exchanges.
- Use oral and written communication skills to interact effectively in the work environment.
- Apply the principles and intentions of the General Education and the Business Core purposes.

End of Program Assessment

When a student has completed the Business Management program, he/she will participate in an interview with the program director. This interview will focus on assessing the skills to ensure the program objectives have been met, and that the student possesses the necessary skills for business positions.

Business Management Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
ACC101	Accounting Principles I	4
ACC102	Accounting Principles II	4
CAS122	Spreadsheet Applications	3
MGT102	Introduction to Business	5
MGT105	Business Law	4
MGT110	Personal Finance	3
MGT205	International Business	3
MGT211	Management Principles	4
MGT250	Business Management Externship	3
MKT201	Marketing	5
MKT206	Principles of Selling	4
MGT/MKT	Management or Marketing Elective (MGT118, MGT115, MGT160, MGT202, MGT213, MGT 230, MKT101, MKT203, MKT221, MKT222, MKT230, MKT239)	8
OAM223	Business Communications	4
BUS/CAS	Business or Computer Elective	6
COM121	Composition I	5
COM122	Composition II	4

COM---	Communication Elective (COM201 or COM202)	4
HUM---	Humanities Elective	3
MTH102	Introductory Algebra I	5
SSC201	Economics	4
SSC---	Social Science Elective	4
IDS110	Forum on Technology and Resources	4

Total Program Credit Hours 93

Early Childhood Education/ Administration Associate Degree

The Early Childhood Education/Administration Associate Degree program prepares students for careers in child development centers. The course work in this degree assists students in formulating a developmentally appropriate approach to the education of young children. In addition, the program prepares the student for administrative positions within corporate or small business settings.

Upon completion of the Associate of Applied Business degree with a major in Early Childhood Education/Administration, the Davis College graduate will be prepared to:

- Identify the levels of development of children and appropriate teaching aids for each level.
- Identify management theories and apply these techniques to day-to-day operations of a child development center.
- Analyze and resolve problems within a child development center.
- Earn essential health and safety certifications.
- Incorporate various approaches to art, music, and play in early childhood curriculum.
- Use oral and written communication skills to interact effectively with parents and peers on a professional level.
- Identify, analyze, and resolve problems within a variety of business settings, including using Generally

Accepted Accounting Principles (GAAP) to measure, process, and evaluate business.

- Apply the principles and intentions of the General Education and the Business Core purposes.

Early Childhood Education/Administration Admissions Requirements:

- Background Check – Ohio Senate Bill 38, enacted October 29, 1993, requires individuals engaged in childcare activity to complete a background check by the Ohio Bureau of Criminal Investigation and Identification. Individuals who have been Ohio residents for less than five years are also required to complete a Federal Bureau of Investigation check. These background checks cannot reveal any convictions for any of the criminal offenses listed in the Ohio Senate Bill 38. In order for the student to be accepted to the program, he/she will be required to complete a background check and assume the cost for this background check.
- Employee Medical Statement (O.D.H.S. Form 1296) completed and signed by a licensed physician within twelve months prior to application.
- Child Day Care Conviction Statement (O.D.H.S. Form 1301).

Early Childhood Education/Administration Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
ECE102*	Introduction to Early Childhood Education in a Diverse Society	4
ECE114	Literacy for Young Children	3
ECE117	Positive Management/Behavioral Issues	3
ECE118	Art, Music, and Play for Early Childhood Education	3
ECE120	Infant/Toddler Development	3
ECE208	Special Education Programming	3
ECE211	Early Childhood Education Organization/Administration/Licensing	4
ECE222	Preschool/School Age Health and Safety	4

ECE250	Early Childhood Education Practicum and Seminar	5
ACC101	Accounting Principles I	4
MGT102*	Introduction to Business	5
MGT---	Management Elective (MGT105, MGT115, MGT118, MGT211, MGT213)	4
MKT---	Marketing Elective (MKT201, MKT221, MKT230, MKT239)	4
BUS137	Introduction to Emergency Preparedness	1
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	4
COM---	Communication Elective (COM201 or COM202)	4
CAS---	Computer Elective	3
CAS---	Computer Elective	3
HUM---	Humanities Elective	3
MTH102	Introductory Algebra I	5
SSC201	Economics	4
SSC145*	Child Psychology	4
IDS110*	Forum on Technology and Resources	4

Total Program Credit Hours 93

*Foundation courses required as part of the 45 hours completed before Mid-Program Assessment.

Graphic Design Associate Degree

This program focuses on developing the student's creativity and problem-solving skills that are necessary to be a graphic designer. The program explores the relationship between client and audience and how visual messages are created and delivered. Emphasis is placed on digital technology, utilizing the computer and software to create visual messages.

Upon completion of the Associate of Applied Business degree with a major in Graphic Design, the Davis College graduate will be prepared to:

- Apply the elements and principles of design to create a visual language appropriate for graphic design, which includes the synthesis of typographic and visual elements to create effective visual messages.
- Use appropriate computer hardware and industry standard page layout, image editing, and interactive media software.
- Analyze and evaluate his/her work in terms of the design elements and principles, process, project requirements, and client needs.
- Apply the principles and intentions of the General Education and the Business Core purposes.
- Develop a Career Portfolio.

The student must complete Mid-Program and End-of-Program Assessment. The Student Handbook provides more detail on this process.

Graphic Design Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
DSN108*	Drawing Foundations	5
DSN110*	2D Design	3
DSN115*	3D Design	3
DSN119*	Introduction to HTML	3
DSN125*	Typography	3
DSN130*	Digital Page Composition	3
DSN135*	History of Graphic Design	2
DSN140*	Color Principles	3
DSN145*	Digital Illustration	3
DSN160*	Digital Photography	3
DSN200	Graphic Design Principles	3
DSN217	Responsive Web Design	3
DSN220	Packaging Design	3
DSN232	Print Publishing	5
DSN240	Visual Identity Systems	3
DSN270	Design Externship	3
MKT201	Marketing	5
MKT---	Marketing Elective (MKT206, MKT221, MKT222, MKT230)	4

OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	4
COM---	Communication Elective (COM201 or COM202)	4
HUM---	Humanities Elective	3
MGT102	Introduction to Business	5
MTH102	Introductory Algebra I	5
SSC201	Economics	4
SSC---	Social Science Elective	4
IDS110*	Forum on Technology and Resources	4

Total Program Credit Hours 102

*Foundation courses (prerequisites to all DSN200-level courses)

Graphic Design Diploma

This program is designed to develop the technical skills required for "production artist" and/or desktop publishing positions.

Upon completion of the Diploma in Graphic Design, the Davis College graduate will be prepared to:

- Apply the elements and principles of design to create a visual language appropriate for graphic design, which includes the synthesis of typographic and visual elements to create effective visual messages.
- Use appropriate computer hardware and industry standard page layout, image editing, and interactive media software.
- Use written and oral communication skills to interact effectively.

Graphic Design Diploma Program Outline

Course No.	Course Title	Cr. Hrs.
DSN108	Drawing Foundations	5
DSN110	2D Design	3
DSN125	Typography	3
DSN130	Digital Page Composition	3
DSN140	Color Principles	3
DSN145	Digital Illustration	3

DSN160	Digital Photography	3
DSN135	History of Graphic Design	2
BUS/CAS/WPR	Business or Computer Elective	3
OAM223	Business Communications	4
COM121	Composition I	5
IDS110	Forum on Technology and Resources	4
Total Program Credit Hours		41

Interior Design Associate Degree

The Interior Design Associate Degree program is designed to prepare students for positions within the interior design profession. This program integrates problem-solving abilities, aesthetics, technical skills, and communication skills in planning and designing interior space.

Upon completion of the Associate of Applied Business degree with a major in Interior Design, the Davis College graduate will be prepared to:

- Apply the elements and principles of design to create a visual language appropriate for interior design, which includes the creation and drafting of functional space plans and floor plans and the incorporation of finishes, window treatments, and furniture into a cohesive interior environment.
- Use technology that is appropriate for interior design professional practice including industry standard computer aided drafting software.
- Analyze and evaluate his/her work in terms of the design elements and principles, project requirements, and client needs.
- Apply the principles and intentions of the General Education and Business Core purposes.
- Develop a Career Portfolio

The student needs to complete Mid-Program and End-of-Program Assessment. Student handbook provides more detail on this process.

Interior Design Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
DSN108*	Drawing Foundations	5
DSN110*	2D Design	3
DSN115*	3D Design	3
DSN140*	Color Principles	3
INT122*	History of Interior Design	5
INT130*	Drafting Techniques	3
INT132*	Computer Aided Drafting and Design	3
INT135*	Window Treatments	3
INT138*	Textiles	3
INT220	Interior Design: Residential	4
INT230	Interior Design: Commercial	4
INT231	Space Planning	3
INT234	Advanced Computer Aided Drafting and Design	3
INT243	Interior Design Externship	3
(BUS/CAS/WPR/DSN160) Technical Elective		3
MGT102	Introduction to Business	5
MKT201	Marketing	5
MKT---	Marketing Elective (MKT206, MKT221, MKT239)	4
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	4
COM---	Communication Elective (COM201 or COM202)	4
HUM---	Humanities Elective	3
MTH102	Introductory Algebra I	5
SSC201	Economics	4
SSC---	Social Science Elective	4
IDS110*	Forum on Technology and Resources	4
Total Program Credit Hours		102

*Foundation courses (prerequisites to all INT200-level courses.)

Intensive Language Learning Program (I.L.P.) Diploma

The intensive English language learning program designed to improve the English language proficiency for non-native speakers through teaching the five language skills (Reading, Writing, Listening, Speaking, and Grammar). It is designed based on contemporary research, especially in the field of teaching English as a second language (TESOL).

Upon completion, graduates will be qualified to take advanced elective courses, such as English Proficiency Tests Preparation, Advanced Academic Writing-Speaking, and Accent Reduction. Graduates should be ready to apply for college admission and begin their academic courses.

An English placement test will be given to students upon entering the I.L.P. program to determine an appropriate starting course level.

Intensive Language Learning (I.L.P.) Diploma Program Outline

Course No.	Course Title	Clock Hours
ENG-SP1	Speaking 1	37
ENG-LN1	Listening 1	37
ENG-D1	Reading 1	37
ENG-WR1	Writing 1	37
ENG-GR1	Grammar 1	37
ENG-SP2	Speaking 2	37
ENG-LN2	Listening 2	37
ENG-RD2	Reading 2	37
ENG-WR2	Writing 2	37
ENG-GR2	Grammar 2	37
ENG-SP3	Speaking 3	37
ENG-LN3	Listening 3	37
ENG-RD3	Reading 3	37
ENG-WR3	Writing 3	37
ENG-GR3	Grammar 3	37
ENG-SP4	Speaking 4	37
ENG-LN4	Listening 4	37
ENG-RD4	Reading 4	37

ENG-WR4	Writing 4	37
ENG-GR4	Grammar 4	37
ENG-SP5	Speaking 5	37
ENG-LN5	Listening 5	37
ENG-RD5	Reading 5	37
ENG-WR5	Writing 5	37
ENG-GR5	Grammar 5	37
Total Clock Hours		925

Workforce Development, Personal Enrichment Courses, and Business Training

Davis College has partnered with professionals to offer flexible and affordable certification programs, personal enrichment classes, as well as specialized business training programs.

Business Training Davis College can design, develop, and deliver specialized courses for businesses, creating flexible programs that meet your organization's training needs—at your location or on our campus.

If you would like additional information about our affordable certification programs, personal enrichment classes, or specialized business training programs, contact Admissions at learn@daviscollege.edu.

Online Courses

Davis College has joined forces with ProTrain to offer certification courses in multiple areas to assist in career development and advancement. These courses are 100% online and can be completed at your own pace. Most courses come with instructor support.



Course Descriptions

Explanation of Course Description Codes

1st digit signifies course hours; the number of hours per week a course meets in a lecture classroom.

2nd digit represents lab hours; the number of hours per week a course meets in a laboratory environment, which may be in addition to course hours.

3rd digit states credit hours; the number of credits to be awarded to students who successfully complete the course.

Blended courses are classes where a portion of the classroom instruction is replaced by web-based online learning.

Accounting

ACC101 Accounting Principles I (3-2-4)

The student will complete the accounting cycle for a service business from recording transactions to producing financial statements and closing the books in preparation of a new fiscal period. The payroll process and accounting for cash, including bank reconciliation, are also included. Problems will be worked manually and on the computer.

ACC102 Accounting Principles II (3-2-4)

This course builds on the basics learned in Accounting Principles I. The steps in the accounting cycle are reinforced with a study of a merchandising business. Receivables, payables, uncollectible accounts, merchandise inventory, depreciation, Generally Accepted Accounting Principles (GAAP), and the partnership form of business organizations are studied. This course may be offered in a blended format. Prerequisite: ACC101 Accounting Principles I.

ACC109 Accounting Software Review (1-4-3)

This survey course will explore current accounting software packages including QuickBooks and Peachtree. Students will focus on basic accounting principles utilizing current technology. Prerequisite: ACC101 Accounting Principles I.

ACC111 Payroll Accounting (2-2-3)

The rules and regulations governing the payroll process will be explored. The student will fill out various federal and state forms that need to be completed. Journal entries related to the payroll process will

be reviewed, and a comprehensive problem will be completed manually and on the computer. Prerequisite: ACC101 Accounting Principles I and CAS122 Spreadsheet Applications or equivalent.

ACC135 Federal Income Tax (4-0-4)

This course will explore fundamentals, terminology, and reporting for individual income tax returns. Problems will be worked manually and on the computer using tax preparation software.

ACC199 Independent Study/Seminar (Credit Hours 1-5)

The student will have the opportunity to research a topic or work on a project in the field of accounting. (Permission of the Dean of Faculty is required.)

ACC225 Accounting/Human Resource Project (0-9-3)

Students will work on specific projects, externships, or service learning activities in conjunction with their specific learning objectives as well as participate in activities to work on their professional portfolio and business network.

Business

BUS109 Basic Keyboarding (0-2-1)

Beginning keyboarding skills are introduced in this course. Proper keyboarding techniques are also reinforced. Students work toward a goal of 20 NWPM. This course may be offered in a web-based format.

BUS137 Introduction to Emergency Preparedness (1-0-1)

In this course students will identify safety techniques that can be used to prevent accidents and maintain a safe work environment. Students will learn how to administer first aid and the proper way to respond to emergencies. Students will explore the proper way to respond to natural disasters, pandemic illness and acts of bioterrorism. Students will be trained in CPR and receive their certification.

BUS142 Basic Money Management (1-0-1)

In this web-based course, students will learn basic personal finance concepts that will allow them to understand basic money management fundamentals such as income, expenses, assets, liabilities, and risk management. The knowledge gained from this course will allow students to incorporate these con-

cepts into their everyday lives, thus providing them with knowledge and skills that will last a lifetime.

BUS146 Business Networking (1-0-1)

This interactive course is designed to prepare students to develop and execute an action plan for creating their personal mission statement, developing networking relationships, and expanding their network. Students will learn to use best practice to become more comfortable with their interpersonal skills and learn how to think on their feet. Assignments will include reflection papers, attendance at networking events, and the creation of a written action plan.

BUS150 Explore Business (1-0-1)

The Explore courses are designed to offer students the opportunity to be exposed to a variety of subdisciplines within the business field through high impact learning experiences. Students will participate in weekly activities which focus on the specific aspects of business.

BUS154 Issues in Leadership (1-0-1)

Students will explore behaviors and concepts related to a leadership topic of interest.

BUS156 Leadership and Team Dynamics (1-0-1)

Team building, teamwork, and team leading draws information from a wide variety of disciplines to introduce students to the ever important topic of teaming.

BUS199 Independent Study/Seminar (Credit Hours 1-5)

The student will have the opportunity to research a topic or work on a project in the field of business. (Permission of the Dean of Faculty is required.)

Computer Applications

CAS120 Word Processing (1-4-3)

This course introduces and develops the basic procedures of entering, editing, formatting, printing, and storing documents using word processing software. Also studied are intermediate procedures such as find and replace, bullets and numbering, tabs and tabbed columns, and headers and footers. This course may be offered in a blended or web-based format.

CAS122 Spreadsheet Applications (1-4-3)

In this course the students will work with spreadsheets in accounting and business situations. Concepts include entering data into a workbook, using formulas for mathematical operations, copying data and formulas from one cell to another, and setting up a presentable spreadsheet. This course may be offered in a blended or web-based format. Prerequisite: IDS110 Forum on Technology and Resources.

CAS130 Data Management and Reporting (1-4-3)

The student is introduced to the theory and application of database management. Students design and build a database on personal computers using Microsoft Access. Prerequisite: IDS110 Forum on Technology and Resources.

CAS138 Presentation Graphics (2-2-3)

This course introduces students to the basics of presentation graphics software. Students will develop basic oral presentation skills with emphasis placed on enhancing these presentations utilizing an electronic slide show. Lab time will be spent on developing a variety of slide shows which incorporate features such as animation, transition, embedded graphics, tables, and charts. This course may be offered in a blended format. Prerequisite: IDS110 Forum on Technology and Resources.

CAS212 Advanced Spreadsheet Applications (1-4-3)

Students will create and edit complex spreadsheets to manipulate data associated with finances or other numbers-based information. Students will also work with advanced formulas and functions; tables and data features; data analysis features; protection and sharing workbook; macros; importing, exporting, and distributing data. This course may be offered in a blended or web-based format. Prerequisite: CAS122 Spreadsheet Applications

CAS222 Medical Word Processing (1-4-3)

Throughout this course students become familiar with a variety of medical documents commonly produced in a medical office. Proofreading, medical terminology, and keyboarding of medical documents are also emphasized. Students will be introduced to tables, Smart Art, and merge functions of a word processing program. Medical Word Processing

may be offered in a blended or web-based format.
Prerequisites: IDS110 Forum on Technology and Resources and WPR120 Word Processing

Communication

COM102B Introduction to Writing (1-0-1)

Course content will focus on the basics of Standard English, including parts of speech, correct sentence structure, and proper punctuation and mechanics.

COM121 Composition I (5-0-5)

Students will address various audiences for assigned purposes using appropriate methods of developing ideas such as evaluating, summarizing, and persuading. In addition to writing from personal experience, students research to provide support for their positions and respond to literature. The course emphasizes strategies for collecting ideas, drafting, revising, and editing. Writing is evaluated with an emphasis on support for ideas, strong sentences and paragraphs, clear organization, and correct mechanics.

COM122 Composition II (3-4-5)

The major focus of this course is writing a research paper. Students complete each stage of the research project, culminating in a paper that uses MLA documentation. Writing with supporting evidence, clear organization, effective expression, and correct mechanics is emphasized. Composition II is a blended course using both classroom and web-based learning platforms. Prerequisites: COM121 Composition I with a grade of "C" or better or permission of the General Education Department Chairperson; IDS110 Forum on Technology and Resources.

COM199 Communication Seminar (Credit Hours 1-5)

This course is designed to provide students with the opportunity to explore specific topics/projects in the field of communication. (Permission of the Dean of Faculty is required.)

COM201 Oral Communication (4-0-4)

Students learn to communicate professionally in various contexts, including presenting a persuasive speech. The course emphasizes developing speeches using research, critical thinking, and outlining.

Evaluations will focus on adapting to audience needs and interests, organization, and effective delivery. This course may be offered in a blended format.

COM202 Interpersonal Communication (4-0-4)

This course emphasizes interpersonal communication as a process. Students will discuss verbal and non-verbal messages, and they will learn to identify and adapt to significant relationship and cultural influences. Students will also learn strategies for managing self-disclosure, defensiveness, assertiveness, and conflict. Understanding will be evaluated by tests, essays, and role-plays. This course may be offered in a blended format.

Design

DSN108 Drawing Foundations (3-4-5)

A basic foundation of drawing and composing two-dimensional space are investigated. Students will be introduced to the human figure as well as linear perspective. Direct observation and interpreting photographic sources are used to develop the student's image-making.

DSN110 2D Design (2-4-4)

The elements and principles of design that form the foundation for composing two-dimensional space are explored. The relationship between form and space is emphasized, as well as design terminology.

DSN115 3D Design (2-4-4)

The elements and principles that form the foundation for creating forms in space are explored. The relation between form and three-dimensional space is emphasized as well as design terminology. This course also explores the concept of sustainability and green design. Additionally, this course will explore color theory and principles. The relationship between color, light, and visual perception are emphasized as well as color terminology.

DSN119 Introduction to HTML (2-2-3)

Web page development is explored. Students learn how to design web pages using HTML. Emphasis is placed on web page creation, programming and scripting. Prerequisite: IDS110 Forum on Technology and Resources.

DSN125 Typography (2-4-4)

Typographic form and syntax are explored. The student learns to arrange type into clear visual hierarchies that conform to the elements and principles of design.

DSN131 Digital Page Layout and Print Publishing (4-2-5)

This course is an introduction to digital page composition using industry standard software (Adobe InDesign). Students will also learn printing technologies for digital prepress (including file, font, and color management), and printing technologies (including letterpress, offset lithography, and screen printing).

DSN135 History of Graphic Design (4-0-4)

The history of graphic design from the Victorian era to the present is explored. Emphasis is placed on the relationship between graphic design and culture with regard to the creation of visual communication.

DSN138 Digital Image Making (4-2-5)

This course is an introduction to creating computer illustrations and image creation using industry standard software (Adobe Illustrator/Photoshop). Focus on the design elements and principles with regards to page composition and image solutions will be emphasized.

DSN199 Independent Study/Seminar (Credit Hours 1-5)

Independent Study/Seminar is designed to provide a student with the opportunity to work on special topics/projects on an independent basis. Topics are designed to meet the interests of the student in relation to professional practice. (Permission of the Dean of Faculty is required.)

DSN217 Responsive Web Design (2-4-4)

This course introduces students to responsive web design using a combination of HTML, CSS, and templates. Students will be able to modify the presentation of web content depending upon the device and screen size being used. Prerequisite: Successful completion of Mid-Program Assessment.

DSN220 Packaging Design (2-4-4)

Formats and materials for packaging design are explored. Emphasis is placed on conceptual design

solutions based on package requirements and audience analysis. Prerequisite: Successful completion of Mid-Program Assessment.

DSN240 Visual Identity Systems (2-4-4)

Corporate identity systems are researched and analyzed. Elements and applications are emphasized. Students create an identity system that reflects corporate history, organizational structure, corporate philosophy, and market position. Prerequisite: Successful completion of Mid-Program Assessment.

DSN270 Design Externship (0-12-4)

The culmination of the skills learned is applied to hands-on experience at an appropriate facility. The student will perform 90 contact hours. Prerequisites: Student needs to have completed 30 credit hours in major courses and have a 3.0 GPA in those courses.

DSN299 Contemporary Graphic Design Issues (Credit Hours 1-5)

Technological, professional, societal, and cultural issues related to graphic design are explored. Topics vary each quarter. (Permission of the Design Faculty is required.)

Early Childhood Education**ECE102 Introduction to Early Childhood Education in a Diverse Society (5-0-5)**

Students will study the history of education. This course examines early childhood program organization and finance, including non-profit and profit centers, company-sponsored, and government-run programs. The learner will have a clear understanding of ODE Early Learning Content Standards for preschool, NAEYC and the "Step Up To Quality" program expectations. Students will gain an understanding of what makes a quality early childhood education program.

ECE114 Emergent Literacy for Young Children (4-0-4)

Students will become familiar with the many different tools and guidelines for literacy by utilizing the Early Learning Content Standards set forth by the Ohio Department of Education (ODE) that encourage literacy and writing.

ECE117 Guidance and Classroom Management (4-0-4)

Students are provided the opportunity to learn about guidance and classroom management techniques. Students are to concentrate on gaining knowledge of how to build positive self-concepts, individual strengths, and develop a positive environment with developmentally appropriate lesson plans.

ECE118 Art, Music, and Play for Early Childhood Education (2-2-4)

This course concentrates on creative development in early childhood settings. The emphasis is on art, music, and play.

ECE120 Early Childhood Development (4-0-4)

The focus of this course is on the developmental levels for the early years including infant, toddler, and preschoolers.

ECE208 Special Education in Early Childhood (4-0-4)

The focus of this class is on working with children with special needs in the early childhood setting. Special emphasis will be on communicating with home school and community resources. Prerequisite: Successful completion of Mid-Program Assessment.

ECE211 Early Childhood Organization/ Administration/Licensing (4-0-4)

The day-to-day operation of a child development center will be explored including legal and ethical issues. Case studies will be reviewed, and students will analyze and problem-solve the situations. This is a critical course in understanding the rules and regulations of state childcare licensing and implementation. Prerequisite: Successful completion of Mid-Program Assessment.

ECE222 Early Childhood Health and Safety (4-0-4)

Health, nutrition, and safety are explored along with all areas of early childhood development. Lesson plans that are developmentally appropriate will be planned around teaching health and safety issues. Upon completion, students will receive certification in common childhood illnesses and child abuse recognition. Prerequisite: Successful completion of Mid-Program Assessment.

ECE250 Early Childhood Education Practicum and Seminar (1-12-5)

Students will do on-site teaching at an approved childcare site during morning hours where they will have an opportunity to apply all skills learned in the Early Childhood program. Observation of the administration is also included. The student will be evaluated and a file kept for each Davis College Early Childhood Administration student. Age groups will vary, but concentration will be three- to five-year-olds. Prerequisite: Successful completion of all ECE classes.

Humanities**HUM135 Rhetoric of Film and Culture (4-0-4)**

This course is designed to survey American and international cinema and determine through critical analysis the influence that culture has on the form and content of the film medium. Students will analyze and describe film as a significant rhetorical means of influencing and communicating culture. Coursework includes screening films, discussing, and writing critiques. This course may use either a blended or web-based format.

HUM151 Literature and Culture (4-0-4)

The goal of the class is to read short stories, essays, poetry, biography, and fiction that will enable students to explore the similarities and differences among people of North America whose voices are seldom heard. Students also explore historical and cultural information related to authors and time periods.

HUM153 Literature of the Old Testament (4-0-4)

The purpose of this course is to familiarize students with the content of selected Old Testament texts in an academic setting. Students will discuss and analyze various genres of literature, such as history, hero stories, prophecy, poetry, and wisdom literature as an insight into ancient cultures.

HUM156 Exploration of Literature and Art (4-0-4)

This course will introduce students to famous works of art and the literary and historical accounts that influenced them.

HUM199 Independent Study/Seminar (Credit Hours 1-5)

Students are provided the opportunity to explore specific topics/projects in the field of humanities. (Permission of the Dean of Faculty is required.)

HUM201 Thinking Strategies (4-0-4)

Students in this class will examine the thinking and decision-making process. They will be challenged to notice cultural influences in thinking, to express their own ideas logically, and to analyze the ideas of others through reading, writing, and discussion. This course may be offered in a blended format.

Interdisciplinary**IDS110 Forum on Technology and Resources (4-2-5)**

This interdisciplinary, blended course empowers students to be successful by providing opportunities to cultivate skills needed to enhance their careers and to be capable life-long learners. Essential computer applications that enhance marketability are integrated with self-management skills, which include critical thinking, learning strategies, and time management. Students will research topics for written and oral reports and develop a career portfolio that is used throughout their program.

IDS201 Service Learning (1-4-3)

The course is designed to enhance students' understanding of social responsibility, volunteerism, community service, and civic engagement as it relates to the successful operating of today's society and social economy. Through service learning, students gain insights into the application of common business skills and also gain experience in organizations that may broaden their vision and better prepare them for their chosen professions. The service activity as well as specific assignments and reflections connect the activity to coursework, and it relates directly to academic studies and potentially to future careers. Each student will participate in a service learning experience for up to 40 hours during the term and share their experiences with peers through reflective web-based forums and presentations. Prerequisite: Successful completion of Mid-Program Assessment.

Interior Design**INT122 History of Interior Design (5-0-5)**

This course is a survey of historical styles of furnishings, architecture and interiors beginning with pre-historic periods through the present. Upon completion of the course, students will be able to identify period furniture and understand various cultures that influenced interior design.

INT130 Drafting Techniques (2-4-4)

This course is an introduction to drafting principles and techniques. The use of scale, dimensioning, and developing an architectural lettering style are emphasized.

INT132 Computer Aided Drafting and Design (3-4-5)

This course is an introduction to drafting techniques and space planning using CAD software applications. Prerequisite: DSN130 Drafting Techniques.

INT135 Window Treatments (2-4-4)

The design and applications of window treatments are investigated. Emphasis is placed on conceptual visualization techniques and an understanding of materials.

INT138 Textiles (2-4-4)

Students will study the development of textiles from fiber to finished fabric. Fabric qualities are explored in detail and will be related to interior furnishings and fabric applications.

INT199 Independent Study/Seminar (Credit Hours 1-5)

Independent Study/Seminar is designed to provide a student with the opportunity to work on special topics/projects within the field of interior design. (Permission of the Dean of Faculty is required.) Prerequisite: Successful completion of Mid-Program Assessment.

INT220 Interior Design: Residential (2-4-4)

The design of residential spaces and applying the elements and principles of design to solutions is the focus of this course. Depicting elevations, rendering techniques, choosing finishes, furniture pieces, and lighting for presentation boards, and details are a major part of this course. Prerequisite: Successful completion of Mid-Program Assessment.

INT230 Interior Design: Commercial (2-4-4)

This course investigates the design of commercial spaces. Depicting elevations, learning and choosing furniture, fixtures, lighting, and finishes for commercial use are a major part of this course. Ergonomic and sustainable design are also introduced. Prerequisite: Successful completion of Mid-Program Assessment.

INT231 Space Planning (2-4-4)

The principles of space planning for residential and commercial applications are investigated. Prerequisite: Successful completion of Mid-Program Assessment.

INT243 Interior Design Externship (0-12-4)

The culmination of the skills learned in interior design is applied to hands-on experience at an appropriate facility. The student will perform 90 contact hours. Prerequisites: Student needs to have completed 30 credit hours in major courses and have a 3.0 GPA in those courses.

INT299 Contemporary Interior Design Issues (Credit Hours 1-5)

Technological, professional, societal, and cultural issues related to interior design are explored. Topics vary each quarter. (Permission of the Design Faculty is required.) Prerequisite: Successful completion of Mid-Program Assessment.

Medical**MED101 Medical Terminology (4-0-4)**

This medical terminology course utilizes an interactive component. Identification of medical terminology elements, proper pronunciation, and spelling of medical terminology. This course may be offered in a blended format.

MED112 Medical Law and Ethics (4-0-4)

This course is designed to instruct the student in the moral and legal responsibilities of the medical profession. It will identify the roles of the physician and the office personnel in these areas. Included will be legalities of record keeping, public duties and responsibilities, negligence, necessity of following OSHA and HIPAA guidelines, consent forms, autho-

rization forms for various procedures, and medical ethics. This course may be offered in a blended format.

MED114 Basic Billing and Coding (3-2-4)

Students will be introduced to medical documentation, HIPAA guidelines, and the medical billing cycle. A comprehensive review of health insurance coverage and completion of the CMS-1500 insurance form will be completed in this class. Students will be introduced to Current Procedural Terminology (CPT), International Classification of Diseases (ICD-10-CM), and Healthcare Common Procedure Coding System (HCPCS) code books. Students will learn the importance of assigning proper codes and the effect it has on the payment process. This course may be offered in a blended format.

MED118 Anatomy and Physiology A (3-2-4)

The focus of this course is the study of particular body systems, their structures, functions, diseases, disorders, treatment, and terminology pertaining to each system. Included will be anatomical descriptors and body directions, the cell, integumentary, musculoskeletal, respiratory, and nervous systems. Laboratory instruction and assignments are included in this course to reinforce classroom learning.

MED119 Anatomy and Physiology B (3-2-4)

The study of particular body systems, their structures, functions, diseases, disorders, treatment, and terminology pertaining to each system will be the focus of this course. Systems included will be the circulatory, blood, lymphatic, digestive, urinary, reproductive, and endocrine. Laboratory instruction and assignments are included in this course to reinforce classroom learning.

MED122 Coding and Applications A (4-0-4)

This course teaches the numerical coding system (Current Procedural Terminology – CPT), published by the AMA and CMS, and used to report medical procedures and treatment along with numerical and alphabetical codes when reporting disease, injuries, and external causes of disease as well as supplemental classifications of disease using the ICD-10-CM code book. The systems studied in this course include anatomical descriptors and body directions,

evaluation and management, anesthesia, integumentary, musculoskeletal, respiratory, eye and ear, radiology, pathology and general medicine. Prerequisite: MED114 Basic Billing and Coding; Co-requisite: MED118 Anatomy and Physiology A.

MED123 Coding and Applications B (4-0-4)

This course teaches the numerical coding system (Current Procedural Terminology – CPT), published by the AMA and CMS, and used to report medical procedures and treatment along with numerical and alphabetical codes when reporting disease, injuries, and external causes of disease as well as supplemental classifications of disease using the ICD-10-CM code book. The systems studied in this course include anatomical descriptors and body directions, circulatory, cardiovascular, hemic and lymphatic, digestive, urinary, reproductive, maternity and delivery, endocrine, and nervous system. Prerequisite: MED114 Basic Billing and Coding; Co-requisite: MED119 Anatomy and Physiology B.

MED124 Pathophysiology (4-0-4)

This course focuses on the various diseases affecting the human body. The emphasis of this class will include disease definitions, etiology, diagnostic studies, and treatments. Prerequisites: MED118 Anatomy and Physiology A and MED119 Anatomy and Physiology B.

MED125 Medical Office Records (3-4-5)

This course is designed to give students experience working with health information technology, which includes a practice management program and electronic health records (EHR). The student will manage the revenue cycle, document patient encounters, produce reports, and follow up with patients. The EHR system will give the student a hands-on experience by creating an electronic medical record, electronic prescriptions and lab requisitions. In addition, the student will gain an understanding of office professionalism along with procedures in managing office supplies and equipment and proper telephone techniques. This course may be offered in a blended format.

MED139 Introduction to Clinical Procedures (3-2-4)

This lecture and laboratory course is designed to provide the student an introduction to clinical office procedures with entry-level knowledge and performance skills in infection control, universal precautions, and guidelines as mandated by OSHA and other regulating bodies. The student will learn the importance of sanitization and disinfection techniques and safety in the medical health care industry. This course emphasizes the importance of medical asepsis, teaches the student how to take vital signs, and introduces medical record documentation. Students will use electronic health records and HIPAA guidelines. Co-requisites: MED125 Medical Office Records

MED206 Clinic I (4-2-5)

This lecture and laboratory course includes instruction of the role and responsibilities of the medical assistant with various examinations, including physical examinations such as eye and ear, gynecology, prenatal care, pediatric, geriatric, male reproductive health, and other medical specialty examinations. Instruction in sterilization principles, assisting with minor office surgeries, electrocardiography, and an introduction to various diagnostic-imaging procedures. The class will provide the student with knowledge and performance skills in infection control, universal precautions, and guidelines as mandated by OSHA and other regulating bodies. Students will use electronic health records and HIPAA guidelines and will be expected to display the same conduct and professionalism that will be required in a medical office facility. Prerequisite: MED201 Introduction to Clinical Procedures

MED207A Clinic II (4-2-5)

This lecture and laboratory course will focus on pharmacology principles, such as drug calculations, administration of pediatric and adult oral and parenteral medications, as well as frequently prescribed medications. Students will be instructed in procedures including venipuncture, hematology, urinalysis, and basic laboratory tests utilized by the physician in diagnosing diseases and disorders. The class will provide the student with knowledge and performance skills in infection control, universal pre-

cautions, and guidelines as mandated by OSHA and other regulating bodies. Students will use electronic health records and HIPAA guidelines and will be expected to display the same conduct and professionalism that will be required in a medical office facility. Prerequisites: MED201 Introduction to Clinical Procedures

MED215 Advanced Billing and Coding (4-0-4)

This course is designed for students to continue to master the analysis of medical records and assignment of codes for indexing diagnoses, symptoms, diagnostic tests, procedures, and treatments and to provide information for insurance forms. Students will become familiar with manual and electronic claim forms and the effect of assigning the proper code on the reimbursement process for various payers in the insurance industry. Prerequisites: MED114 Basic Billing and Coding, MED122 Coding and Applications A, and MED123 Coding and Applications B. This course may be offered in a blended format.

MED220 Medical Billing and Coding Capstone (2-4-4)

Students will be provided the opportunity to utilize and reinforce the knowledge gained in coding and insurance billing with emphasis placed on practice and preparation for the Certified Professional Coder (CPC) or Certified Billing Coding Specialist (CBCS) exam. The student will further develop a career portfolio that will be used for course, program, and career development assessment. Eligibility requirements: completion of all required medical courses and successful completion of the Mid-Program Assessment. Prerequisite: MED215 Advanced Billing and Coding. Co-requisite: MED225 Medical Insurance and Coding Externship.

MED225 Medical Insurance and Coding Externship (0-9-3)

Medical Insurance and Coding majors have an opportunity at the end of their program to utilize and enhance knowledge and skills while receiving hands-on experience working with various billing programs while in the field. The student, under supervision, will complete 90 hours of externship in a medical billing facility. Eligibility requirements: successful completion of all medical courses, completion of the Mid-Program Assessment, accumulative grade point aver-

age of 2.0 or higher, report of a physical examination and drug screen on file, if required by the site, at the College, attendance at the pre-externship meeting, and availability to complete a minimum of 90 hours of work experience in a medical or billing setting.

MED250 Clinical Practicum (0-15-5)

Medical Assisting majors have an opportunity at the end of their program to utilize and enhance knowledge and skills while receiving hands-on experience working in a physician's office or health care facility. The student will, under supervision, complete a minimum of 150 hours of externship experience in clinical and administrative duties. Students are required to meet weekly for certification examination preparation, discussion of learning outcomes derived from their externship experience, and portfolio review. Eligibility requirements: successful completion of all medical courses, completion of the Mid-Program Assessment, accumulative GPA of 2.0 or higher, availability to complete a minimum of 160 hours of work experience in a medical facility. The following documentation is required to be on file at the College: certification in healthcare provider CPR, emergency preparedness, physical examination, drug screen, and updated vaccinations.

Management

MGT102 Introduction to Business (5-0-5)

The student will study the basic concepts of business operations in our society and the various functions within a business enterprise. Aspects of business from basic economics to marketing principles will be included as topics for discussion. This course is a valuable starting point for further business management study or an excellent review of the fundamentals of business.

MGT105 Business Law (4-0-4)

This course introduces the student to the legal aspects of common business transactions, contract law, tort law, business organizations, agency law, and governmental regulations. This course may be offered in a blended format.

MGT110 Personal Finance (4-0-4)

Students taking this course will use an active approach to help develop successful financial skills. The practical aspects of financial management with

an emphasis on decision making in order to achieve financial goals will be explored. During this class students will create a personal budget and develop an understanding of money management activities. This course may be offered in a blended format.

MGT115 Human Resource Management (4-0-4)

As an introduction to the field of human resource management, the role and responsibility of the human resource manager will be explored. All of the activities involved in acquiring, maintaining, and developing an organization's human resources in order to meet organizational objectives will be examined. Students will have the opportunity to observe different human resource management systems. This course may be offered in a blended format.

MGT118 Special Event Management (4-0-4)

This course prepares students to successfully organize and manage special events. Students will explore the fundamentals of event planning from conception to on-site operations. Topics covered include selecting the venue, preparing and managing the budget, scheduling, staffing and collaborating with other related professionals, and coordinating food and beverage, décor, entertainment, and themes. This course may be offered in a blended format.

MGT160 Human Resource Training and Development (4-0-4)

This course incorporates basic concepts used in the training and developing of a company's human resources, including industry needs assessment, program planning, understanding and utilizing learning principles, and managing employee relations. This course may be offered in a blended format. Prerequisite: MGT115 Human Resource Management

MGT199 Independent Study/Seminar (up to 10 credits)

Independent Study/Seminar is designed to provide a student with the opportunity to work on special topics/projects within the broad field of business including administration, management, real estate, and related topics. (Permission of the Dean of Faculty is required.)

MGT202 Merchandising Management (4-0-4)

Tactical decisions concerning merchandising and store management are explored in this blended course. Topics covered include merchandise budget planning, buying merchandise, managing store employees, reducing inventory losses, and managing customer service. This course may be offered in a blended format.

MGT205 International Business (4-0-4)

Students will learn basic international business concepts and skills they will need to function successfully as world-class employees in today's global economy. This course will incorporate cultural geography, international economics, global entrepreneurship, and human resource management issues in the study of international business. This course may be offered in a blended format.

MGT211 Management Principles (4-0-4)

Management Principles is designed to acquaint the student with the fundamentals of management, administrative staff, and operations management. The student will conduct a thorough examination of management thought including historical management philosophy and contemporary philosophy. The course includes a study of successful management principles and techniques.

MGT213 Small Business Management (4-0-4)

This course introduces the student to hands-on management theories and practical information helpful for operating small entrepreneurial endeavors. The components of a business plan and its importance to the success of a business endeavor will be covered. Students will be required to prepare a business plan using the concepts discussed in this course. This course may be offered in a blended format.

MGT220 Human Resource Law and Benefits (4-0-4)

This course focuses on all aspects of employment law. Students will learn the procedures and laws surrounding the hiring process which includes recruiting, the application and interview process, and conducting background checks. Special emphasis will be placed on how to manage a diverse workforce by understanding affirmative action, harassment law,

and all aspects of Title VII. Students will also focus on pay, benefits, union relations, and safety and health issues. This course may be offered in a blended format. MGT115 Human Resource Management

MGT230 Statistics (4-0-4)

An introduction to the following are covered in this course: methods of collection, tabulation, presentation, and analysis of numerical data including frequency distributions, measures of central tendency and dispersion, construction of tables and graphs, probability, sampling, decision-making under uncertainty, study of indexes, simple regression, and correlation. Prerequisite: MTH102 Introductory Algebra I.

MGT250 Business Management Externship (0-9-3)

This course has been developed to offer business management students an opportunity to work in a business environment. Students will take this externship in conjunction with MKT206 Principles of Selling and will focus on learning outcomes derived from their externship experience.

Marketing

MKT101 Merchandising (3-2-4)

This course identifies the functions performed by merchandisers and the variety of decisions merchandisers make to satisfy the needs of their customers in a highly competitive market. Background information is presented to develop and effectively implement a merchandise market strategy. This course may be offered in a blended format.

MKT201 Marketing (4-0-4)

Basic marketing principles covering product development and termination, distribution strategies, promotion, pricing, and marketing analysis are covered. Specifics such as conducting marketing research, ethics, the marketing environment, and target market analysis are also included. The student is expected to complete a marketing plan to enhance the theoretical and practical understanding of the marketing decision-making process. This course may be offered in a blended format. Prerequisite: MGT102 Introduction to Business.

MKT206 Principles of Selling (4-0-4)

Students learn techniques for the development of an effective sales presentation including the approach, securing desire, handling objections, and closing the sale. The student selects a product or service, develops a complete sales presentation, and role-plays the presentation in class in order to better understand the selling process. This course may be offered in a blended format. Students enrolled in Business Management will take this course in conjunction with their externship.

MKT221 Referral-Based Marketing (4-0-4)

The Referral-Based Marketing class covers every aspect of a well-rounded, referral-based marketing program. The students will clearly understand what they are selling, whether it is themselves for a job or a product or service for a business. Each of the modules represents a highly interactive workshop for each participant.

MKT230 Integrated Marketing Communications (3-2-4)

Students will analyze the integrated marketing communications approach businesses utilize in public relations and advertising campaigns. This course will focus on the study of communication activities used to create and maintain favorable relationships between an organization and various public groups, both external and internal. Students will be directed through the process of building an integrated marketing communications plan which will enhance their understanding of the decision-making process. This course may be offered in a blended format.

MKT239 Visual Merchandising (4-0-4)

Students will learn hands-on techniques for creating effective visual displays. Emphasis will be placed on basic design elements, use of signage and mannequins, color, lighting, and careers in the visual merchandising area.

Mathematics

MTH100 Introduction to Math (3-0-3)

This course is designed to improve basic computation skills as well as introduce the student to some preliminary algebraic manipulations. The material covers order of operations, exponents, fractions,

decimals, proportions, and percents. Correct terminology will be used. Application problems are used extensively throughout the course.

MTH102 Introductory Algebra I (5-0-5)

This course will cover the study of integers, the solution of equations with one and two unknowns, and coordinate graphing. Correct terminology will be taught. Application problems are used extensively throughout the course.

MTH199 Independent Study/Seminar (Credit Hours 1-5)

Independent study/seminar is designed to provide a student with the opportunity to work on special topics/projects within the field of math. (Permission of the Dean of Faculty is required.)

Office Administration

OAM108 Proofreading and Voice Recognition (2-2-3)

This course is designed to develop and reinforce proofreading skills. Rules of basic grammar, spelling, and punctuation will be reviewed as students will proofread, edit, and correct documents. Students will practice using a reference manual effectively and efficiently. Throughout the course, students will use voice recognition software to produce useable documents.

OAM199 Independent Study/Seminar (Credit Hours 1-5)

Independent Study/Seminar is designed to provide a student with the opportunity to work on special topics/projects within the field of office administration. (Permission of the Dean of Faculty is required).

OAM219 Administrative Professional Capstone (2-2-3)

This course will provide assessment for various skill sets within program majors during students' final quarter. Additionally, students will refine and update their portfolios and present them for final critique. Prerequisites: Successful completion of Mid-Program Assessment

OAM221 Administrative Professional Externship (0-9-3)

This course offers students an opportunity to utilize and enhance their knowledge and skills working for a

local business in their field of study. The student, under supervision, will complete 90 hours of externship in a medical facility. Eligibility requirements: successful completion of all technical courses, completion of the Mid-Program Assessment, accumulative grade point average of 2.0 or higher. Co-requisite: OAM219 Administrative Professional Capstone.

OAM223 Business Communications (3-2-4)

Students will write various types of business correspondence such as letters, e-mail, and resumes. The importance of correct mechanics, clear expression, correct style, and thorough planning will be emphasized. In addition to written communication, this course also includes interviewing and job search techniques. In this blended course, additional assignments are given using a web-based learning platform. For maximum student benefit, this course should be taken in a student's last quarter. Prerequisites: COM121 Composition I; IDS110 Forum on Technology and Resources.

OAM234 Professional Development (1-0-1)

The overall goal of professional development is to help prepare the student to begin the job search and gain employment. The student will prepare professional employment communications, participate in a mock interview, and complete a portfolio review. Professional development students should contact the current Business Communications instructor during the first week of the quarter to set up meeting dates and times. This course should be taken in a student's last quarter. (Required of students receiving transfer credit for OAM223 Business Communications).

Social Science

SSC145 Child Psychology (4-0-4)

This course focuses on levels of development of children (conception through middle childhood) focusing on the physical, emotional, cognitive, social, and language theories and research. Emphasis is placed on the environment and its relationship to development in a holistic approach.

SSC199 Social Science Seminar (Credit Hours 1-5)

Students will have the opportunity to explore specific topics/projects in the field of the social sciences. (Permission of the Dean of Faculty is required.)

SSC201 Economics (4-0-4)

This course covers topics such as the processes and determinants of overall activity and trade among nations, income and employment, supply and demand, and monetary and fiscal policies as they affect the economy and society as a whole. The course includes both micro and macro-economic principles. This course may be offered in a blended format.

SSC213 Introduction to Psychology (4-0-4)

This course examines behavior and mental processes including topics such as human development, sensation and perception, states of consciousness, learning, memory, thinking, language, intelligence, motivation, emotion, personality, psychological disorders, therapies, health and well-being.

Administration

Diane Brunner

President (1984)
Title IX Coordinator
M.Ed., University of Toledo; B.A., Michigan State University

John Lambert

President Emeritus (1979)
B.B.A., California Coast University

Mary Ryan-Bulone

Vice President of Academic and Student Services (1978)
Registrar
Academic Advisor
M.A.O.M., Spring Arbor University; B.A., University of Toledo; A.A.B., Davis College

Timothy Brunner

Vice President of Institutional Advancement and Enrollment Management (1987)
M.A., Eastern Michigan University; B.F.A., University of Toledo

Mary Deloe

Dean of Faculty (2001)
Assistant Professor
M.B.A., LeTourneau University; B.S., Butler University

Staff

Marilyn Bovia

Financial Aid Director (2001)

B.A., Spring Arbor University

Barb Helmlinger

Bursar (1983)
VA Coordinator
A.A.B., Davis College

Nick Nigro

Career Services Director (1999)
Counselor
M.A., Athenaeum of Ohio; B.A., Loras College

Margaret Peterson-Seniuk

Librarian (1998)
M.A., University of Wisconsin at Madison; B.A., Northern Illinois University

Greg Rippke

Facilities Manager (2005)

Pauline Rower

Financial Services/Administrative Assistant (1990)
A.A.B., Davis College

Jeff Siler

Custodian (2008)

Mary Kay Stobinski

Academic Advisor (2006)

Faculty

Moaiaad Almousa

Assistant Professor (2016)
M.B.A.; University of Akron; M.I.S. King Fahd University of Petroleum & Minerals

Carolyn Beyersdorf

Instructor (2015)
A.A.B., Davis College
NCIDQ Certified

Paula Birney

Master Instructor (2015)
B.A., Drew University; A.A.S., University of Toledo

Debra Bloomquist

Assistant Professor (2014)
Ph.D., University of Toledo

Deanna Bobak

Assistant Professor (2014)
M.B.A., M.S., B.S., University of Toledo

Jason Bolbach

Instructor (2014)
University of Toledo, A.A.S. Monroe Community
College
A+, ACMT, CCNA

Marilyn Bovia

Master Instructor (2001)
B.A., Spring Arbor University

Diane Brunner

Assistant Professor (1984)
M.Ed., University of Toledo; B.A., Michigan State
University

Kelley Colston

Assistant Professor (2015)
M.B.A., Cleary University; B.B.A., University of
Toledo

Terry Dippman

Assistant Professor (1983)
M.Ed., B.Ed., University of Toledo

Sandra Ellis

Instructor (1980)
A.A.S., Davis College

Anita Harris

Assistant Professor (2014)
M.A., Wayne State University; B.A., Clark Atlanta
University

Sarah Hess

Master Instructor (2013)
B.F.A., Bowling Green State University

Ghada Itayem

Assistant Professor (2016)
M.A., University of Toledo; B.S. Franklin University

Marsha Klingbeil

Assistant Professor (1974)
M.Ed., University of Toledo; B.S.Ed., Otterbein
College

Lois Kossel-Martinez

Assistant Professor (2015)
M.A., Felician College; B.A., Lourdes University;
A.A.S., Wayne County Community College

Kerri Materni

Instructor (2015)
A.D.N.-R.N., Owens Community College

Sally Mielcarek

Master Instructor (1995)
B.A., Bowling Green State University

Jane Mintun

Assistant Professor (2013)
M.S., Cornell University; B.S., The Ohio State
University

Robin Moore

Instructor (2016)
A.A.S., Stautzenberger College
CPC; ACS-CA

Teddi Moorman

Assistant Professor (2015)
M.Ed., University of Toledo; A.B., Ohio University

Nick Nigro

Assistant Professor (1999)
M.A., Athenaeum of Ohio; B.A., Loras College

Jeffrey Ogg

Master Instructor (2016)
B.A., Eastern Michigan University; B.A., University of
Michigan-Flint
CPA

Rachel Pacer

Assistant Professor (2014)
M.S.A., University of Toledo; B.S., University of
Toledo

Pamela Parsons

Master Instructor (2006)
B.S., Bowling Green State University

Jane Pfeifer

Assistant Professor (2008)
M.A., Eastern Michigan University; B.S., Central
Michigan University

Laura Randall

Master Instructor (2002)
B.A., Michigan State University
CPA

James Scharer

Instructor (2015)
B.E., University of Toledo

Linda Schlachter

Assistant Professor (2005)
M.A., Sienna Heights; B.A., Lourdes University

Lori Schoch-Mann

Assistant Professor (2015)
M.A.O.M., Spring Arbor University; B.B.A., University of Toledo
SPHR

Donna Smith

Master Instructor (1988)
B.S.Ed., Manchester College

Marjorie Smith

Instructor (2016)
LPN, Northwest Ohio LPN
LMT, Northwest Ohio Massage Therapy

Roger Smith

Assistant Professor (1988)
M.Ed., B.Ed., University of Toledo

Patrick Wahl

Instructor (2015)
B.M.E., Florida Southern College; A.A.B., Davis College

Janet Weber

Master Instructor (1990) Assessment Coordinator
B.A., Art, University of Toledo; B.A., Art History, University of Toledo
LEED AP

Organization Ownership

Davis College, Inc. is an Ohio corporation. Ms. Diane Brunner is the stockholder of record of Davis College, Inc., and President of the Corporation.

Davis College Board of Directors

The governing body of Davis College is its Board of Directors. The Board of Directors is a group of experienced, dedicated individuals who benefit Davis College with their commitment to excellence and to

the quality of Davis College. The Board of Directors provides direction and focus to Davis College ensuring quality education and preserving institutional integrity.

Kenneth Searfoss, PhD, Chairman

Executive Director of the Division of Vocational, Technical, Career Education and Guidance Services, Toledo Board of Education, Retired

Timothy Brunner

Vice President of Institutional Advancement and Enrollment Management, Davis College

John Lambert

President Emeritus, Davis College

Steve Nathanson

Regional Vice President Strategic Planning, Mercy Health Partners, Retired

Vicky Ryan

Davis College Vice President of Academic Affairs, Retired. Anthony Wayne Public Schools Board Member.

Carolyn Scharer

Vice President Emeritus, Davis College

Davis College Foundation Board of Directors

The Davis College Foundation (DCF) is a not-for-profit entity dedicated to creating opportunities for individuals and organizations to provide resources that enhance the education of Davis College students. The DCF Board of Directors is comprised of talented and dedicated individuals who are committed to the mission of Davis College and are responsible for overseeing the activities of the Foundation.

Sue Frownfelter, President

Area Director/Developer, Young Life of Genesee County

Linda Knepp, Secretary/Treasurer

Board of Revision Director, Lucas County Auditor

Julie Leggett

Vice-President of Interiors, Modern Builders Supply, Inc.

Shari Munch, PhD

Associate Professor, School of Social Work – Rutgers University

Shawn Orr

Director of Faculty Services, College of Online and Adult Education, Ashland University

Advisory Committees

Advisory Committees provide valuable information including current trends in curriculum, employment, equipment, and software, which impacts the quality of our programs. Community and business leaders including alumni, employers, four-year college educators, and high school educators join Davis College faculty and representatives to form the Advisory Committees. Davis College is grateful to the following individuals for their guidance and support.

Advisory Committee for Allied Health**Michelle Bassiouni**

Mercy Health System

Julie Eick

The Toledo Clinic

Lisa Gill

ProMedica Urgent Care

Sue Hahn

ProMedica

Casey Hem

Anders Dermatology

Amy Horak

Drs. Ahmed, Mahboob, Zeitouni and Ali (retired)

Lois Kossel-Martinez

St. Ursula Academy/Davis College

Karen Patton

Dr. Ajeet L Sharma

Cherie Sexton

Navarre Park Pediatricians, Mercy Health

Taylor Walland

Davis College Medical Assisting Student

Tiffany Westhoven

Consulting Orthopaedic Associates

Jeanna Williamson

APS Medical Billing

Advisory Committee for Business Administration**Julie Bolfa**

Greater Toledo Convention and Visitors Bureau

Kelley Colston

University of Toledo

Cathy Longacre, CPA

Franciscan Care Center/Lourdes University

Jane Mintun

Davis College

Jeffrey Ogg, CPA

Jeffery P. Ogg, Ltd.

Rachel Pacer

Lutheran Homes Society

Laura Randall

Davis College

James Scharer

Fremont-Ross City Schools

Lori Schoch-Mann, SPRH

Signature Bank

Patrick Wahl

Velocity

Angela Wingerd, CFP

Angela Wingerd Financial Services

Jane Wurth

Ragazza Fashion Boutique

Advisory Committee for Early Childhood Education/Administration**Julie Ingham**

Olivet Christian Nursery

Lisa Nowak

Maria Early Learning Center

Pamela O'Connell Parsons

Kangaroo's Childcare, Inc.

Alina Rodriguez

Lourdes University

Cathy Simpson

Kangaroo's Childcare, Inc.

Cindi Taylor

Children's Discovery Center

Advisory Committee for Design**Suzanne Brockway**

King Business Interiors, Inc.

Brian Houdashelt

The Andersons Retail Group

Doug Kisor

College for Creative Studies

Rebecca Knorek

MDC Wallcoverings

Steve Lark

Penta Career Center

Julie Leggett

Vice-President of Interiors, Modern Builders Supply, Inc.

Kim Marion

Clair/David Office Furniture

Kristi Polus

Tandem Creative

Bruce Yunker

Tandem Creative

Advisory Committee for General Education**Dan Dippman**

Genoa High School

Pete Hildebrandt

Sylvania Schools

Marsha Klingbeil

Davis College

John Pendell, Jr.

University of Michigan/Flint

Victoria Stewart, PhD

University of Toledo

Davis College Institutional Approvals and Accreditations

Higher Learning Commission of the North Central Association

Immigration and Customs Enforcement Unit of Homeland Security

Ohio Association of Career Colleges and Schools

Ohio Department of Higher Education

Ohio Department of Health

U.S. Department of Veterans Affairs

Staff and Faculty Memberships**Professional Memberships**

American Academy of Professional Coders Board (Toledo, Ohio Chapter)

American Academy of Professional Coders (Great Lake Chapter)

American Society of Interior Designers (ASID), Allied Member

Baby Boomers Resources of Northwest Ohio

Bedford High School Advisory Board

Business Professionals of America (BPA)

Collegiate Employ-Net Consortium

Connex Nation Networking Training Program

Jobs4GradsNow/Jobs4AllNow

Lincoln College Advisory Board

Lucas County Workforce Investment Board

National Art Education Association (NAEA)

National Association of Colleges and Employers (NACE) – LinkedIn

National Business Education Association (NBEA)

National Career Development Association (NCDA)

National Healthcareer Organization

Ohio Association of Career Colleges and Schools Board

OBTA – An Association for Business Technology Educators

Ohio Colleges and Universities Professional Association for Human Resources (OH-CUPA-HR)

Ohio Society of CPAs

Practice Management Institute

Professional Association of Healthcare Office Management

Professional Healthcare Institute of America

Society for Human Resource Management (SHRM)

Toledo Area Human Resource Association (TAHRA)

Toledo Area Librarians’ Association

Women University/College Presidents and Chancellors

Women’s Entrepreneurial Network (WEN)

Woodward High School Advisory Board

Personal/Recreational Organizations

Alzheimer Association

American Hosta Society

Black Swamp Hosta and Daylily Society

Blanchard Valley Residential Services Advocate

Cancer Connection of Northwest Ohio (CCNWO)

Cornell University Alumni Association

Davis College Alumni Association

EPIC Toledo

Friends of the Library

Hannah’s Socks

Heartbeat of Toledo

Junior League of Toledo

Kappa Kappa Gamma Toledo Alumnae Association

Lucas County Farm Bureau

Maumee Watershed United Methodist Women District Team

Metroparks of Toledo

Mobile Meals of Toledo

The Ohio State University Alumni

Old Newsboys Goodfellows Association Toledo, Ohio

Players Guild of Dearborn Community Theater

Shedd Aquarium

St. John’s Jesuit High School and Academy Advancement Committee

St. John’s Jesuit High School and Academy Hockey Program Steering Committee

Sylvania Avenue Neighbors Board (SAN)

Toledo Museum of Art

Toledo Neighborhood Block Watch Program

The Toledo Zoo

University of Kentucky Parents Association

University of Toledo Alumni

University of Toledo Women’s Basketball Fan Club (UTWBFC)

Zepf Center Board of Trustees

Zepf Center Planning and Operations Committee

Glossary

Academic Advisor: Personnel who assist students in scheduling and curriculum planning.

Academic Year: The annual period, during which a student attends college. The academic year typically runs fall quarter through spring quarter. An elective summer quarter is also available. For students attending full time, the academic year would consist of 36 credit hours.

Associate Degree: Awarded to a student who has completed 90–110 credit hours pertaining to a specific program as outlined in the college catalog.

Admission Representative: A person representing the admissions department who speaks with prospective students and enrolls them in the college.

Blended Course: Students attend regularly scheduled class and participate in web-based learning.

Catalog Supplement: Information regarding current tuition and fees.

Corequisite: A course that needs to be taken before or at the same time as the listed course.

Credit Hours: Units of measurement assigned to courses based upon the amount of time spent in the classroom and/or lab.

Diploma: Awarded to a student who has completed a program of 36–89 credit hours or six hundred but less than fifteen hundred clock hours.

Elective: A course a student may take which is not specifically required in a major, but will count toward graduation. (Students should consult their advisors about electives appropriate for their major.)

Prerequisite: A course that needs to be successfully completed before another course can be taken. Information concerning prerequisites is noted in the college catalog.

Program of Study: Courses required to be taken to complete a specific degree or diploma.

Quarter: One-third of the academic year (excluding summer session).

Registrar: The person responsible for maintaining each student's academic record.

Transcript: A copy of the student's academic record which may be obtained from the Registrar. It requires a signature and a seal to be considered official.

Transferred Credits: Credits given for courses taken at another institution; determination is made by the College's Registrar.

Undergraduates: College or university students who have not yet earned a baccalaureate degree. (Diplomas and associate degrees are undergraduate awards.)

Academic Calendar

Session A refers to the full quarter.

Session B refers to accelerated courses offered the first half of the quarter.

Session C refers to accelerated courses offered the second half of the quarter.

Fall Quarter (20164)

Session A

August 22–November 4, 2016

Fall Quarter New Student Orientation

August 18, 2016

Session B

August 22–September 23, 2016

Labor Day

Monday, September 5, 2016 (Building Closed)

Session C

September 26–November 4, 2016

Finals Week

October 31 - November 4, 2016

Break Week

November 7–11, 2016

Winter Quarter (20165)

Session A

November 14, 2016–February 10, 2017

Winter Quarter New Student Orientation

November 10, 2016

Session B

November 14–December 16, 2016

Thanksgiving Vacation

November 23–25, 2016

Christmas Vacation

December 19 - 30, 2016

Classes Resume

January 2, 2017

Session C

January 2–February 10, 2017

Martin Luther King Day

Monday, January 16, 2017(No Classes)

Finals Week

February 6–10, 2017

Break Week

February 13–17, 2017

Spring Quarter (20172)**Session A**

February 20–May 5, 2017

Spring Quarter New Student Orientation

February 16, 2017

Session B

February 20–March 24, 2017

Session C

March 27–May 5, 2017

Finals Week

May 1–May 5, 2017

Break Week

May 8–12, 2017

Summer Quarter (20173)**Session A**

May 15–July 21, 2017

Summer Quarter New Student Orientation

May 11, 2017

Session B

May 15–June 16, 2017

Memorial Day

Monday, May 29, 2017(Building Closed)

Session C

June 19–July 21, 2017

Independence Day

Tuesday, July 4, 2017 (Building Closed)

Finals Week

July 17–21, 2017

Break

July 24–August 21, 2017

Fall Quarter (20174)**Session A**

August 21–November 3, 2017

Fall Quarter New Student Orientation

August 17, 2017

Session B

August 21–September 22, 2017

Labor Day

Monday, September 4, 2017(Building Closed)

Session C

September 25–November 3, 2017

Finals Week

October 30 - November 3, 2017

Break Week

November 6–10, 2017

Winter Quarter (20175)**Session A**

November 13, 2017–February 9, 2018

Winter Quarter New Student Orientation

November 9, 2017

Session B

November 13, 2017–December 15, 2017

Thanksgiving Vacation

November 22–24, 2017

Christmas Vacation

December 18, 2017–January 1, 2018

Classes Resume

Tuesday, January 2, 2018

Session C

January 2–February 9, 2018

Martin Luther King Day

January 15, 2018(No Classes)

Finals Week

February 5–9, 2018

Break Week

February 12–16, 2018

Spring Quarter (20182)

Session A

February 19–May 4, 2018

Spring Quarter New Student Orientation

February 15, 2018

Session B

February 19–March 23, 2018

Session C

March 26–May 4, 2018

Finals Week

April 30 - May 4, 2018

Break Week

May 7–11, 2018

Summer Quarter (20183)

Session A

May 14–July 20, 2018

Summer Quarter New Student Orientation

May 10, 2018

Session B

May 14–June 15, 2018

Memorial Day

Monday, May 28, 2018 (Building Closed)

Session C

June 18–July 20, 2018

Independence Day

Wednesday, July 4, 2018 (Building Closed)

Finals Week

July 16–20, 2018

Break Week

July 23–August 17, 2018

Fall Quarter (20184)

Session A

August 20–November 2, 2018

Fall Quarter New Student Orientation

August 16, 2018

Session B

August 20–September 21, 2018

Labor Day

Monday, September 3, 2018 (Building Closed)

Session C

September 24–November 2, 2018

Finals Week

October 29–November 2, 2018

Break Week

November 5–9, 2018

It is an attitude toward worthwhile change that keeps the College at peak effectiveness in meeting its mission. Davis College therefore reserves the right to change any statement contained herein without prior notice. Although the editor of this catalog has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial, clerical, or printing errors, or errors occasioned by mistake. The editor has attempted to present information which, at the time of preparation for printing, most accurately describes the course offerings, faculty listings, policies, procedures, regulations, and requirements of the College. However, it does not establish contractual relationships.



Directions to Davis College

From the North

Take I-75 South to I-475 West. Exit at Monroe Street. Head West past Secor Road. Davis College is on the left side.

Take US -23 South to I-475 East. Exit at Secor Road. Head North on Secor Road then West on Monroe Street. Davis College is on the left side.

From the South

Take I-75 North to I-475 West. Exit at Monroe Street. Head West past Secor Road. Davis College is on the left side.

Take US -23 North to I-475 East. Exit at Secor Road. Head North on Secor Road then West on Monroe Street. Davis College is on the left side.

From the East

Take 80/90 [Ohio Turnpike] West and exit at 64. Head North on I-75 to I-475 West. Exit at Monroe Street. Head West past Secor Road. Davis College is on the left side.

From the West

Take 80/90 [Ohio Turnpike] East and exit at 64. Head North on I-75 to I-475 West. Exit at Monroe Street. Head West past Secor Road. Davis College is on the left side.





DAVIS COLLEGE

4747 Monroe Street
Toledo, OH 43623

419.473.2700
800.477.7021

learn@daviscollege.edu
www.daviscollege.edu