

Davis College 2018–2020 Academic Catalog



It's All About Where You're Going.

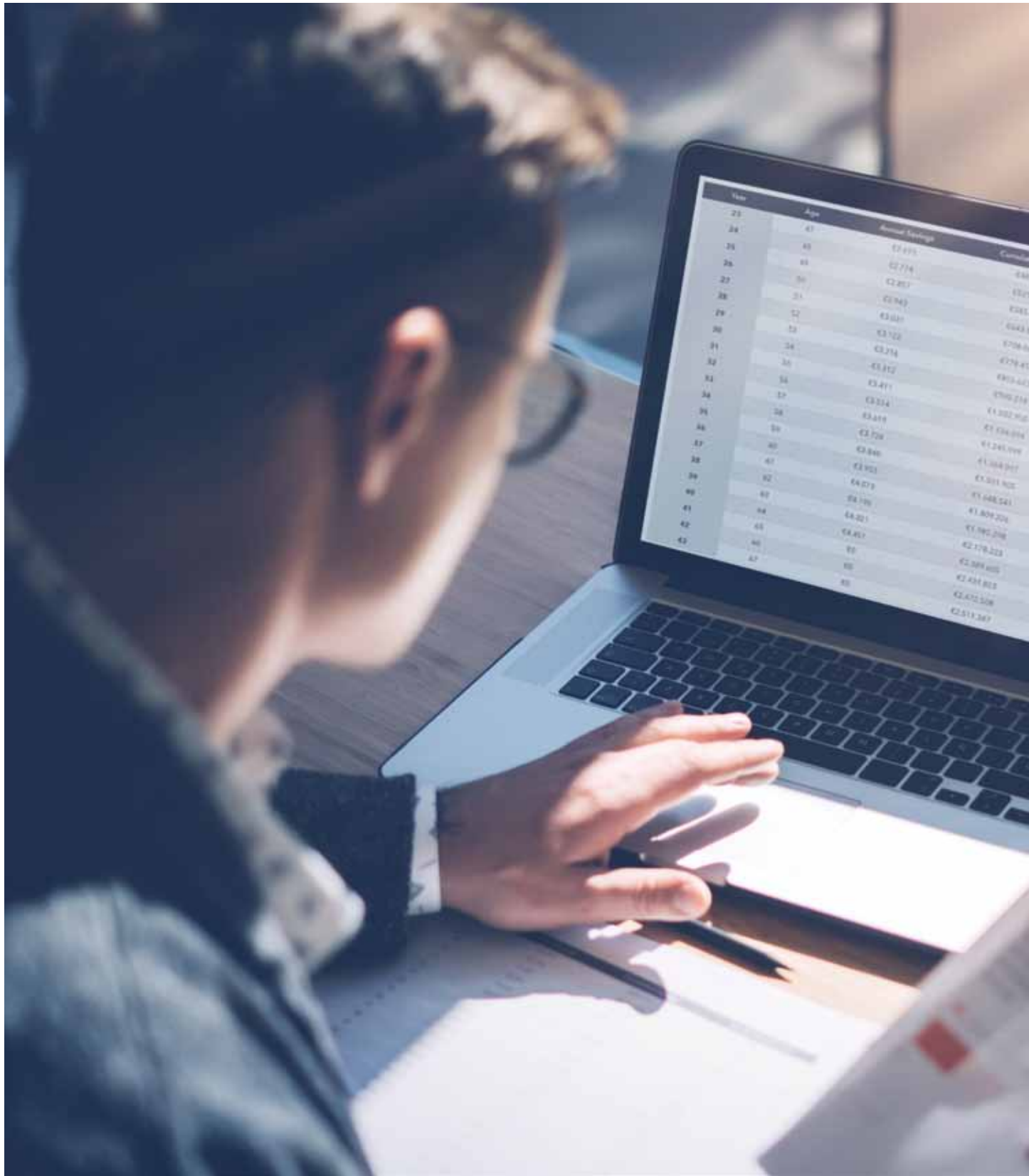
Davis College

4747 Monroe Street
Toledo, OH 43623

419.473.2700
800.477.7021

learn@daviscollege.edu
www.daviscollege.edu

Published June 2018



Year	Age	Annual Savings	Compound Interest
25	47	£7,475	£48,000
26	48	£7,774	£50,000
27	49	£8,073	£52,000
28	50	£8,372	£54,000
29	51	£8,671	£56,000
30	52	£8,970	£58,000
31	53	£9,269	£60,000
32	54	£9,568	£62,000
33	55	£9,867	£64,000
34	56	£10,166	£66,000
35	57	£10,465	£68,000
36	58	£10,764	£70,000
37	59	£11,063	£72,000
38	60	£11,362	£74,000
39	61	£11,661	£76,000
40	62	£11,960	£78,000
41	63	£12,259	£80,000
42	64	£12,558	£82,000
43	65	£12,857	£84,000
44	66	£13,156	£86,000
45	67	£13,455	£88,000

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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 purpose is to provide you with marketable skills. We achieve this with dedicated faculty and staff who are committed to excellence. Our commitment to excellence is reflected by this institution's accreditation*. In fact, less than 10% of colleges similar to Davis College have attained the same accreditation.

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. Phone (312) 263-0456 www.hlcommission.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. 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 technology that is common to general business practices.
- 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 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.

Accreditations and Approvals

Davis College is accredited by The Higher Learning Commission. Higher Learning Commission is recognized by the U.S. Department of Education and the Council on Higher Education Accreditation (CHEA). The Higher Learning Commission 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 or www.hlcommission.org.

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

Davis College is registered with the Ohio 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>.

Davis College is approved for the training of veterans by the Ohio State Approving Agency.

Davis College is authorized under Federal law to enroll nonimmigrant alien students.

Davis College's Ohio Pre-License Real Estate Certificate Program is recognized by the Ohio Division of Real Estate.

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, activi-

ties, 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. 122, email address: 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

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.

Annual Security Report Policy

The Jeanne Cleary Disclosure of Annual Security Report and Campus Crime Statistics Act and subsequent should be: Violence Against Women Reauthorization Act of 2013 (VAWA), requires that colleges and universities make available to the student body, employees, and prospective students and employees certain crime statistics. Davis College issues an Annual Security 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 online at <http://www.daviscollege.edu/AnnualSecurityReport.pdf>. It is encouraged to notify law enforcement of any of these occurrences.

All reported incidents of domestic violence, dating violence, sexual assault and stalking will be referred to the Title IX Coordinator for investigation. Report-

ed incidents of any type are reviewed by the Title IX Coordinator to determine inclusion (less identifying information) in the Annual 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 Security Report, available on the Davis College website at: www.daviscollege.edu/AnnualSecurityReport.pdf and upon request from Diane Brunner, Title IX Coordinator and Campus Security Coordinator, dbrunner@daviscollege.edu.

Academic Calendar: Quarter Start Dates for 2018–2020 Academic Years

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

2018–2020 Academic Calendar

Fall Quarter (20184)

August 20–November 2, 2018

Winter Quarter (20185)

November 12, 2018–February 8, 2019

Spring Quarter (20192)

February 18–May 3, 2019

Summer Quarter (20193)

May 13–July 19, 2019

Fall Quarter (20194)

August 26–November 8, 2019

Winter Quarter (20195)

November 18, 2019–February 14, 2020

Spring Quarter (20202)

February 24–May 8, 2020

Summer Quarter (20203)

May 18–July 24, 2020

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.

The Admissions Process

- Review information about the Davis College academic programs on our website at www.daviscollege.edu.
- Schedule an appointment with an admissions representative. The admissions representative will assist you in your program selection, career goal setting, campus tour, and other areas essential to your success.
- Complete an English and math placement evaluation instrument.
- Complete the Enrollment Agreement and submit the application fee.
- Schedule a financial aid appointment if desired.
- Meet with your academic advisor to schedule your classes. You will 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@daviscollege.edu) for more information.

International Student Admissions

Davis College is authorized under Federal law to enroll nonimmigrant alien students.

International Student Admissions 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.

International Student Admission Procedures

1. Complete the online Application Form and pay the Application Fee.
 2. 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
- Required admissions materials may also be emailed to dbrunner@daviscollege.edu.
3. An acceptance letter and an I-20 Form will be sent upon receipt of the required materials, fee, and test scores.
 4. 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.

5. 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.
6. You will meet with your academic advisor to schedule your first quarter classes. You will meet individually with an academic advisor for scheduling before orientation and on an ongoing basis throughout your program.
7. 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.

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.

Transfer to Davis College

Students seeking credit for coursework 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. 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.

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 academic 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 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.

Coursework in a major technical area may be subject to validation by faculty.

Transfer Policy for Non-Regionally Accredited Schools

Transfer credits from non-regionally accredited institutions 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 coursework may be subject to validation.

Transfer Policy for International Schools

Students with international transcripts are responsible for obtaining a course-by-course evaluation of their transcripts. They can be evaluated by World Education Services (WES) or another organization belonging to the Association of International Credential Evaluators, Inc. (AICE), or the National Association of Credential Evaluation Services (NACES).

Transferability of Davis College Credits

The acceptability of Davis College credits by other institutions is solely the decision of the accepting institution. However, the College does maintain articulation agreements with other colleges and universities. Most importantly, as an institution accredited by The Higher Learning Commission, 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 a complete description of fees. Students pay the same tuition and fees regardless of the state in which they reside.

Student Body

The student population at Davis College is diverse and dynamic. The student body consists of 90% female, 10% male; 53% Caucasian, 38% African American, 3% Hispanic, 1% American Indian, 6% Unknown; student ages range from 18-60, and the average age of the Davis College student is 34. Students

attend class on a full- or part-time basis, day and/or evening, four days a week or less (no regular Friday classes). Over 77% of our students are working and 59% are raising children. 80% of the students receive the Federal Pell Grant; 100% are committed to learning marketable skills.

Student Services

Career Services

One of the outstanding benefits to Davis College graduates, at no additional cost, is job placement assistance. 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 graduate's 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 committed to each student's employment success.

Counseling

Our professional staff and faculty members will help guide you to the proper resources either at Davis College or in our community. Academic advisors, faculty, 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 participate in professional activities sponsored by the College. Students are encouraged to join the following professional organizations:

- Business Professionals of America (BPA)
- International Interior Designers Association (IIDA)
- American Society of Interior Designers (ASID)
- American Institute of Graphic Arts (AIGA)
- 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.fsaaid.ed.gov.
- 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 that will tell you the type(s) 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)

The FSEOG 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 Program Subsidized Stafford Loans

Subsidized direct 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 25 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.

Veterans Administration 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.

Call the VA Education Customer Service Office at 1-888-442-4551 for assistance.

Davis College Foundation

The Davis College Foundation is a non-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. Visit www.daviscollegefoundation.org for more information.

Davis College Foundation Merit Scholarship

The Davis College Foundation Merit Scholarship is awarded to Davis College students who are enrolled in an associate degree or a diploma program, attending full-time (12 hours or more), exhibit outstanding academic achievement, and demonstrate community involvement.

The scholarship amount is \$1500 for students enrolled in an associate degree program and \$750 for students enrolled in a diploma program. It may be

applied to tuition, books and supplies. Information and application are available in the Financial Aid Office.

Sharon Lynn Monday Memorial Scholarship

The Sharon Lynn Monday Memorial Scholarship was created in honor of 2001 Davis College graduate, Sharon Lynn Monday. Sharon passed away on January 5, 2009 following a courageous fight against leukemia.

The scholarship amount is \$1500 for students enrolled in an associate degree program and may be applied to tuition, books and supplies. Information and application are available in the Financial Aid Office.

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.

The scholarship amount is \$1000 and may be applied to tuition, books and supplies. Information and application are available in the Financial Aid Office.

Davis College Alumni Association

As the oldest college in the Toledo area, Davis College is proud of our thousands of graduates who have contributed to the growth and success of our community. Many alumni have maintained ties with Davis College by serving on advisory committees, providing current students with externship experiences and mock interviews, and hiring graduates.

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

Alumni are encouraged to share personal and/or professional accomplishments and updates on Davis College's social media sites (Instagram, Facebook,

LinkedIn and Twitter). In addition, the Davis College Atrium walls are graced with Alumni Success Stories. These success stories serve as inspiration for the College's current student body. Alumni are encouraged to provide their success stories for inclusion in the Alumni Success Stories display.

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)

Business Administration

Accounting and Human Resources (AAB)
Business Management (AAB)
Early Childhood Education (AAS)
Real Estate (Online) (C)

Design

Graphic Design (AAB)
Interior Design (AAB)

Intensive Language Learning

Intensive Language Learning Program (D)

AAB = Association 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 General Education Core is designed 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 14 credit hours
Humanities – a minimum of 4 credit hours
Social Sciences – a minimum of 4 credit hours
Mathematics – a minimum of 5 credit 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. The Business Core is designed 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 Business 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 assess student learning utilizing multiple methods that blend formative and summative measures.
- 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 remain competent professionals and instructors.

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.

Upon completion of the Associate of Applied Science degree with a major in Medical Assisting, 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 the medical office.
- Perform various administrative responsibilities in the medical office (telephone calls, appointment scheduling, EHR documentation, etc.).
- Demonstrate knowledge of medical terminology; anatomy and physiology; and diseases, disorders, and diagnoses of the human body.
- 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.
- Utilize procedural and diagnostic coding.
- Meet requirements to take the RMA certification examination.

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

Medical Assisting Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
MED101*	Medical Terminology	4
MED106*	Introduction to Medical Professions	4
MED114*	Basic Billing and Coding	4
MED118*	Anatomy and Physiology A	4
MED119*	Anatomy and Physiology B	4
MED126	Administrative Procedures	4
MED132	Electronic Health Records	2
MED134	Practice Management Software	2
MED138	First Aid & Emergency Preparedness	3
MED139	Introduction to Clinical Procedures	4
MED206	Clinic I	4
MED207	Clinic II	4
MED250	Clinical Practicum	6
BUS138	CPR	1
CAS120	Word Processing	3
MGT102	Introduction to Business	5
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	5
COM---	Communication Elective	4
HUM---	Humanities Elective	4
MTH102	Introductory Algebra I	5
SSC---	Social Science Elective	4
IDS110*	Forum on Technology and Resources	5
Total Program Credit Hours		94

*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.

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 the medical office.
- Perform various administrative responsibilities in the medical office (telephone calls, appointment scheduling, EHR documentation, etc.).
- Demonstrate knowledge of medical terminology; anatomy and physiology; and diseases, disorders, and diagnoses of the human body.
- 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 procedural and diagnostic coding.
- Meet requirements to take the RMA certification examination.

Medical Assisting Diploma Program Outline

Course No.	Course Title	Cr. Hrs.
MED101	Medical Terminology	4
MED106	Introduction to Medical Professions	4
MED114	Basic Billing and Coding	4
MED118	Anatomy and Physiology A	4
MED119	Anatomy and Physiology B	4
MED126	Administrative Procedures	4
MED132	Electronic Health Records	2
MED134	Practice Management Software	2
MED138	First Aid & Emergency Preparedness	3
MED139	Introduction to Clinical Procedures	4
MED206	Clinic I	4
MED207	Clinic II	4
MED250	Clinical Practicum	6
BUS138	Workplace Safety/CPR	1
IDS110	Forum on Technology and Resources	5
Total Program Credit Hours		55

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 and knowledge of CPT, ICD, and HCPCS.
- 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.
- 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 of the General Education Core and the Business Core.

Medical Billing and Coding Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
MED101*	Medical Terminology	4
MED106*	Introduction to Medical Professions	4
MED114*	Basic Billing and Coding	4
MED118*	Anatomy and Physiology A	4

MED119*	Anatomy and Physiology B	4
MED122	Coding and Applications A	4
MED123	Coding and Applications B	4
MED132	Electronic Health Records	2
MED134	Practice Management Software	2
MED215	Advanced Billing and Coding	4
MED220	Medical Billing and Coding Capstone	4
MED225	Medical Insurance and Coding Externship	3
CAS122	Spreadsheet Applications	3
CAS120	Word Processing	3
MGT102	Introduction to Business	5
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	5
COM---	Communication Elective	4
HUM---	Humanities Elective	4
MTH102	Introductory Algebra I	5
SSC---	Social Science Elective	4
IDS110*	Forum on Technology and Resources	5

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.

Medical Billing and Coding Diploma

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 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 and knowledge of CPT, ICD, and HCPCS.
- 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.

Medical Billing and Coding Diploma Program

Outline

Course No.	Course Title	Cr. Hrs.
MED101	Medical Terminology	4
MED106	Introduction to Medical Professions	4
MED114	Basic Billing and Coding	4
MED118	Anatomy and Physiology A	4
MED119	Anatomy and Physiology B	4
MED122	Coding and Applications A	4
MED123	Coding and Applications B	4
MED132	Electronic Health Records	2
MED134	Practice Management Software	2
MED215	Advanced Billing and Coding	4
IDS110	Forum on Technology and Resources	5

Total Program Credit Hours 41

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 in business 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 of the General Education Core and the Business Core.

Assessment of Student Learning

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	4
ACC111	Payroll Accounting	4
ACC135	Federal Income Tax	4
ACC225	Accounting/Human Resource Project	3
BUS---	Business Elective	1
CAS122	Spreadsheet Applications	3
CAS212	Advanced Spreadsheets	3
MGT102	Introduction to Business	5
MGT110	Personal Finance	4
MGT115	Human Resource Management	4
MGT160	Human Resource Training and Development	4
MGT220	Human Resource Law and Benefits	4
MGT---	Management Elective	4
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	5

COM---	Communication Elective	4
HUM---	Humanities Elective	4
MTH102	Introductory Algebra I	5
SSC201	Economics	4
IDS110	Forum on Technology and Resources	5

Total Program Credit Hours 91

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 of the General Education Core and the Business Core.

Assessment of Student Learning

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
BUS---	Business Elective	1
CAS122	Spreadsheet Applications	3
CAS---	Computer Elective	3
MGT102	Introduction to Business	5
MGT105	Business Law	4
MGT110	Personal Finance	4
MGT205	International Business	4
MGT211	Management Principles	4
MGT250	Business Management Externship	3
MKT201	Marketing	4
MKT206	Principles of Selling	4
-----	Management, Marketing or Real Estate Elective (MGT, MKT, or REA)	8
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	5
COM---	Communication Elective	4
HUM---	Humanities Elective	4
MTH102	Introductory Algebra I	5
SSC201	Economics	4
IDS110	Forum on Technology and Resources	5

Total Program Credit Hours **91**

Early Childhood Education Associate Degree

The Associate Degree program in Early Childhood Education prepares students for careers in early childhood settings. 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 early childcare settings.

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

- Identify the domains of child development and appropriate teaching aids for each domain.
- Identify management theories and apply these techniques to day-to-day operations of an early childhood setting.
- Analyze and resolve conflicts within an early childhood setting.
- Earn CPR certification.
- Incorporate various approaches to art, music, and play in early childhood curriculum.
- Use oral and written communication skills to interact effectively with parents, colleagues, and the community on a professional level.
- Apply the principles of the General Education Core and the Business Core.

Admissions Requirements for the Early Childhood Education program:

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 (BCII) and Federal Bureau of Investigation (FBI).

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.

Course and program requirements are subject to change as required by the Ohio Department of Job and Family Services (ODJFS) and the Ohio Department of Education (ODE).

Early Childhood Education Associate Degree Program Outline

Course No.	Course Title	Cr. Hrs.
ECE102	Introduction to Early Childhood Education	5
ECE121	Early Childhood Development, Prenatal to Kindergarten	4
ECE130	Special Education in Early Childhood	4

ECE140	Art, Music, and Play for Early Childhood Education	4
ECE150	Early Childhood Health and Safety	4
ECE205	Guidance and Classroom Management in Early Childhood	4
ECE209	Emergent Literacy for Young Children	4
ECE211	Early Childhood Organization/Administration/Licensing	4
ECE250	Early Childhood Education Practicum and Seminar	5
ACC101	Accounting Principles I	4
MGT102	Introduction to Business	5
MGT/MKT	Management or Marketing Elective	4
BUS138	Workplace Safety/CPR	1
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	5
COM---	Communication Elective	4
CAS---	Computer Elective	3
HUM---	Humanities Elective	4
MTH102	Introductory Algebra I	5
SSC---	Social Science Elective	4
IDS110*	Forum on Technology and Resources	5

Total Program Credit Hours 91

Real Estate Certificate

The Real Estate Certificate program provides 120 hours of instruction in real estate principles and practices, real estate law, real estate finance, and real estate appraisal, required of applicants for a salesperson’s license in Ohio. The courses prepare learners for the Ohio licensing exam and provide the knowledge and foundation necessary to be a successful real estate salesperson in Ohio.

Upon completion of the Real Estate Certificate program, the Davis College graduate will be prepared to:

- Apply real estate principles regarding real property ownership, agency, contracts, financing, land use controls and restrictions, and calculations used in real estate transactions.
- Apply real estate principles to solve problems of practice in a legal and ethical manner.

- Converse with lenders, appraisers, home inspectors, and escrow companies to ensure that terms and conditions of purchase agreements are met before closing date.
- Act as an intermediary in negotiations between buyers and sellers, typically representing one or the other.
- Comply with federal and Ohio laws regarding real estate transactions, agency, contracts, fair housing, disclosures, and advertising.
- Explain the duties and powers of the Ohio Real Estate Commission and the requirements to obtain and maintain a real estate license in Ohio.
- Prepare documents associated with real estate related transactions.
- Demonstrate the steps in the appraisal process and the three approaches (sales comparison, cost, and income) to appraising the value of a property.
- Advise clients related to mortgage markets, sources of funds, and types of financing available to real estate consumers.

Course No.	Course Title	Clock Hours
REA100	Real Estate Principles and Practices	40 Hours
REA105	Real Estate Law	40 Hours
REA110	Real Estate Finance	20 Hours
REA115	Real Estate Appraisal	20 Hours
Total Program Clock Hours		120 Hours

Graphic Design Associate Degree

The Graphic Design Associate Degree 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 of the General Education Core and the Business Core.
- 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	4
DSN115*	3D Design	4
DSN125*	Typography	4
DSN131*	Digital Layout and Print Publishing	5
DSN135*	History of Graphic Design	4
DSN138*	Digital Image Making	5
DSN140*	Color Principles	4
DSN220	Packaging Design	4
DSN240	Visual Identity Systems	4
DSN270	Design Externship	4
DSN275	Portfolio Preparation and Professional Practices	4
MKT239	Visual Merchandising	4
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	5
COM---	Communication Elective	4
HUM---	Humanities Elective	4
MGT102	Introduction to Business	5
MTH102	Introductory Algebra I	5

SSC---	Social Science Elective	4
IDS110*	Forum on Technology and Resources	5

Total Program Credit Hours 96

* Foundation courses (prerequisites to DSN200-level courses)

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 of the General Education Core 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	4

DSN115*	3D Design	4
DSN140*	Color Principles	4
INT122*	History of Interior Design	5
INT130*	Drafting Techniques	4
INT132*	Computer Aided Drafting and Design	5
INT138*	Textiles	4
INT220	Interior Design: Residential	4
INT230	Interior Design: Commercial	4
INT231	Space Planning	4
INT243	Interior Design Externship	4
MGT102	Introduction to Business	5
MKT239	Visual Merchandising	4
OAM223	Business Communications	4
COM121	Composition I	5
COM122	Composition II	5
COM---	Communication Elective	4
HUM---	Humanities Elective	4
MTH102	Introductory Algebra I	5
SSC---	Social Science Elective	4
IDS110*	Forum on Technology and Resources	5

Total Program Credit Hours 96

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

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

The intensive English language learning program is 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 Diploma Program Outline (I.L.P.)

Course No.	Course Title	Clock Hours
ILP101	Speaking 1	37
ILP102	Listening 1	37
ILP103	Reading 1	37
ILP104	Writing 1	37
ILP105	Grammar 1	37
ILP201	Speaking 2	37
ILP202	Listening 2	37
ILP203	Reading 2	37
ILP204	Writing 2	37
ILP205	Grammar 2	37
ILP301	Speaking 3	37
ILP302	Listening 3	37
ILP303	Reading 3	37
ILP304	Writing 3	37
ILP305	Grammar 3	37
ILP401	Speaking 4	37
ILP402	Listening 4	37
ILP403	Reading 4	37
ILP404	Writing 4	37
ILP405	Grammar 4	37
ILP501	Speaking 5	37
ILP502	Listening 5	37
ILP503	Reading 5	37
ILP504	Writing 5	37
ILP505	Grammar 5	37
Total Program Clock Hours		925

Davis College 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, call (419) 473-2700 or info@daviscollege.edu.

It's All About Where You're Going!



Course Descriptions

Credit hours are indicated in parentheses. Clock hours are indicated where applicable. Courses may be offered as classroom, blended (where a portion of the classroom instruction is replaced by online delivery) or online. See class schedule for details.

Accounting

ACC101 Accounting Principles I (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 cash flow accounting, including bank reconciliation, are also included. Problems will be worked manually and on the computer.

ACC102 Accounting Principles II (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). Prerequisite: ACC101 Accounting Principles I.

ACC109 Accounting Software Review (4)

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 (4)

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)

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 (1-5 Credit Hours)

The student will have the opportunity to research a topic or work on a project in the field of accounting. (Permission of the Vice President of Academic and Student Services is required.)

ACC225 Accounting/Human Resource Project (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 (1)

Beginning keyboarding skills are introduced in this course. Proper keyboarding techniques are also reinforced.

BUS138 Workplace Safety/CPR (1)

In this course students will learn how to maintain a safe work environment by identifying emergencies in the workplace and how to respond to them. The student will become CPR certified following the completion of the course.

BUS142 Basic Money Management (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 concepts into their everyday lives, thus providing them with knowledge and skills that will last a lifetime.

BUS146 Business Networking (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)

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)

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

BUS156 Leadership and Team Dynamics (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 (1-5 Credit Hours)

The student will have the opportunity to research a topic or work on a project in the field of business. (Permission of the Vice President of Academic and Student Services is required.)

Computer Applications

CAS120 Word Processing (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.

CAS122 Spreadsheet Applications (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. Prerequisite: IDS110 Forum on Technology and Resources.

CAS130 Data Management and Reporting (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 (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, transitions, embedded graphics, tables, and charts. Prerequisite: IDS110 Forum on Technology and Resources.

CAS212 Advanced Spreadsheet Applications (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. Prerequisite: CAS122 Spreadsheet Applications

Communication

COM102 Introduction to Writing (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)

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 (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 learn-

ing platforms. Prerequisites: COM121 Composition I with a grade of "C" or better or permission of the General Education faculty; IDS110 Forum on Technology and Resources.

COM199 Communication Seminar (1-5 Credit Hours)

This course is designed to provide students with the opportunity to explore specific topics/projects in the field of communication. (Permission of the Vice President of Academic and Student Services is required.)

COM201 Oral Communication (4)

Students learn to communicate effectively 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.

COM202 Interpersonal Communication (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.

Design

DSN108 Drawing Foundations (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 (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 (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.

DSN125 Typography (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 (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)

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 (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.

DSN140 Color Principles (4)

Color theory and principles are investigated. The relationship between color, light, and visual perception are emphasized as well as color terminology.

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

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 Vice President of Academic and Student Services is required.)

DSN220 Packaging Design (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 (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 (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.

DSN275 Portfolio Preparation and Professional Practices (4)

The student develops a design portfolio in preparation for a job interview. Representative work that demonstrates appropriate visual language, critical thinking, and technology skills required for entry into the design profession is selected and prepared for the portfolio. Interview practices are also covered. Prerequisite: Successful completion of Mid-Program Assessment.

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

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)

This course provides an overview of the history and philosophy of Early Childhood Education and how the philosophy can be used to support best practices. Discussion will include the NAEYC Code of

Conduct, desirable qualities and characteristics in early childhood professionals, and what constitutes legal and ethical practices when working with young children and families in early childhood settings. Guidelines for appropriate presentation, demeanor, conduct and appearance will also be discussed as well as the need to access professional resources and literature. The ODE Early Learning Standards, ODJFS and SUTQ program expectations and how each relate to quality will be studied. This course will also focus on examining the diverse cultures, experiences & expectations of families and child care providers and how these differences can enhance a program.

ECE121 Early Childhood Development, Prenatal to Kindergarten (4)

This course focuses on the early development (prenatal- kindergarten) of the whole child, including physical, social, emotional, cognitive, language, and creative domains. Child development theory and research will be discussed as well as the varying levels of development for each domain for individual children. Students enrolled in this course will share activity ideas for the classroom to support children's growth & development for all domains. Prerequisite/ Co-requisite: ECE102 Introduction to Early Childhood Education in a Diverse Society

ECE130 Special Education in Early Childhood (4)

This course focuses on working with and the inclusion of children with special needs in an early childhood setting. Developmentally appropriate adaptations will be explored for a variety of exceptionalities. Methods for building family/child care/ community partnerships through good communication skills and healthy relationships will be covered. Prerequisite: ECE102 Introduction to Early Childhood Education in a Diverse Society and ECE121 Early Childhood Development, Prenatal to Kindergarten

ECE140 Art, Music, and Play for Early Childhood Education (4)

This course focuses on the importance of art, music & play for young children's development in early childhood settings. The principles of fine and gross

motor development, eye/hand coordination, intellectual development, as well as children's creative (art & music) growth and development will be explored. Prerequisite: ECE102 Introduction to Early Childhood Education in a Diverse Society and ECE121 Early Childhood Development, Prenatal to Kindergarten

ECE150 Early Childhood Health and Safety (4)

Knowledge of child development contributes to a safe, healthy, and organized early childhood environment. The course focuses on the importance of health, safety and nutrition needs of young children designed to prevent disease and promote wellness. The connection between the environment and its influence on the growth and development of children (pre-natal to kindergarten) will be discussed. Students enrolled in this course will write and share developmentally appropriate lesson plans focused on teaching health and safety issues to preschool age children. Students will receive information about Common Childhood Illnesses and Child Abuse Recognition. Prerequisite: ECE102 Introduction to Early Childhood Education in a Diverse Society, ECE121 Early Childhood Development, Prenatal to Kindergarten, and ECE130 Special Education in Early Childhood

ECE205 Guidance and Classroom Management (4)

The focus of this course is on child guidance and classroom management in early childhood settings. Special attention will be paid to (but not limited to) establishing rules & routines, the importance of a developmentally appropriate daily schedule, materials in the child's environment, lesson plans, as well as the caregiver's speech. Techniques for redirecting children who are off task will be explored while continuing to build positive self-concepts & individual strengths in preschool age children. Prerequisite: Completion of 100 Level ECE courses

ECE209 Emergent Literacy for Young Children (4)

This course explores the foundations of emergent literacy from infancy to kindergarten, placing special emphasis on the relationship between emergent reading and early writing as well as the importance of speaking and listening to children's literacy development. Students will examine characteristics

of a rich literacy environment, how to foster print and phonological awareness and ways to facilitate literacy development using the ODE Early Learning Content Standards. Prerequisite: Completion of 100 Level ECE courses

ECE211 Early Childhood Organization/ Administration/Licensing (4)

The focus of this course is on the day-to-day operation of early childhood programs as well as the interrelationship between curriculum and the knowledge of early childhood development as a guide for planning lessons. Legal and ethical issues will be explored as well as the importance of accurate record keeping and using organizational skills to manage a variety of program resources. The importance of cooperation and collaboration in working as a successful member of a team will also be explored. This is a critical course in understanding the rules and regulations of ODJFS & SUTQ requirements and expectations as well as NAEYC and the Ohio Early Learning Content Standards. Prerequisite: Completion of 100 Level ECE courses

ECE250 Early Childhood Education Practicum and Seminar (5)

Students enrolled in this course will complete 120 contact hours of on-site teaching in an approved early childhood setting during the morning hours where they will have the opportunity to apply the knowledge & skills learned. Although the age groups will vary, the concentration will be on 2-5 year olds. Observation will also include the administrative role in early childhood settings. Practicum students will be observed by a Davis College Early Childhood faculty member. Prerequisite: Successful completion of ECE classes.

Humanities

HUM135 Rhetoric of Film and Culture (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.

HUM151 Literature and Culture (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 diverse groups of North America. Students also explore historical and cultural information related to authors and time periods.

HUM153 Literature of the Old Testament (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)

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

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

Students are provided the opportunity to explore specific topics/projects in the field of humanities. (Permission of the Vice President of Academic and Student Services is required.)

HUM201 Thinking Strategies (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.

Intensive Language Learning

ILP101 Speaking 1 (37 Clock Hours)

This course is a basic level English course focusing on fundamental verbal communication skills. Students develop communicative phrases that focus on using vocabularies that are essential to conduct basic daily interactions in academic and social settings. An emphasis is placed on identifying and developing basic sentence structure with the use of correct terminologies. In addition, students improve their pronunciation by learning and practicing how to correctly voice basic vocabularies. Students learn the strategies of how to make proper inferences.

The emphasis is on speaking accuracy not fluency. By the end of this course, students have the ability to introduce themselves and others, briefly express their thoughts and interests, carry basic dialogues, and make basic requests.

ILP102 Listening 1 (37 Clock Hours)

In this course, students develop and improve the listening skills needed to interact in a community and academic setting at a basic level. The main focus in this course is identifying the main ideas of the spoken subject and its related details. Scanning for contextual clues will be also covered. By the end of this course, students are able to effectively respond to basic questions, greetings, and requests.

ILP103 Grammar 1 (37 Clock Hours)

In this course, students build their grammar knowledge by learning parts of speech and basic sentence structures. Students participate in class activities, including speaking and writing activities, and gaming to grasp basic grammar concepts. By the end of this course, students are able to identify parts of speech and apply them to form passages with basic sentences.

ILP104 Writing 1 (37 Clock Hours)

In this course, students are introduced to very basic principles of writing, with an emphasis on paragraph composing. Concepts like brain storming, topic sentences, supporting ideas, relevant and irrelevant ideas, coherence, and organization are covered. By the end of this course, students are able to write simple paragraphs with acceptable structure and grammar.

ILP105 Reading 1 (37 Clock Hours)

In this course, students learn reading strategies at a basic level. The focus in this course is to help students read short texts while learning underlying vocabularies as well as to comprehend the purpose of given passages. Group activities are also incorporated so students are able to exchange responses to reading inquiries. Basic related grammar rules are also reviewed to improve students' comprehension. By the end of this course, students are able to read and comprehend short basic texts and respond to direct related inquiries.

ILP201 Speaking 2 (37 Clock Hours)

This course is open for students who master major competencies of speaking 1 course. Students further develop their oral communication skills by engaging in a variety of authentic situations. New vocabulary and rules of related parts of speech are introduced in different contexts. The course focuses more on common academic vocabularies used for different patterns of interaction in a campus setting. The emphasis is on speaking accuracy not fluency. By the end of this course, students are able to express coherent ideas using simple and compound sentences, ask basic questions, explain their opinions using logical evidences to support their views, make formal requests and suggestions, describe events, and take/give advice.

ILP202 Listening 2 (37 Clock Hours)

In this course, students further enhance their listening skills by learning how to listen actively. Students are engaged in themed unit activities in which students identify main ideas of various types of conversations. Note-taking techniques also be covered. By the end of this course, students are able to recognize main ideas of utterances in informal and formal settings, anticipate key points based on the main idea, and infer meaning at a basic level.

ILP203 Grammar 2 (37 Clock Hours)

In this course, students further develop their knowledge of parts of speech by exploring words and phrases and their functions in the sentence. Types of clauses, including adverbial, adjective, and noun clauses are also covered. Students complete a series of in-class and homework assignments to apply acquired knowledge. By the end of this course, students are able to recognize contextual grammar rules in written texts, and apply them in their other language skills.

ILP204 Writing 2 (37 Clock Hours)

In this course, students expand on what they learned in Writing 1 course. They learn and practice writing different types of paragraphs, including descriptive, narrative, expository, and persuasive. Related grammar rules like the appropriate use of transitions and the principles of editing and revising are also

covered. By the end of this course, students are able to write well-organized paragraph in response to different prompts.

ILP205 Reading 2 (37 Clock Hours)

In this course, students further advance their reading skills of longer reading passages of different topics. Students get the chance to select topics to read, relate to reading passages from their past experience, and then share comprehended information with classmates. More reading strategies like the basic principles of skimming and scanning for clues and related information are also discussed. By the end of this course, students are able to read and grasp the purpose of intermediate-level written texts, respond to related activities, make inferences, and analyze and synthesis information at a basic level.

ILP301 Speaking 3 (37 Clock Hours)

This is a continuation to Speaking 2 course. In this course students build on what they learned in Speaking 2 with more in-depth academic vocabulary and collocations. The term is divided into several themed units that focus on two aspects of the spoken collegial experience: Storytelling and Conversation. Students participate in group activities and simulation experiences to practice appropriate linguistic responses that are culturally proper. Stress and intonation of English are also be emphasized. In this course, the emphasis is on speaking accuracy and fluency. By the end of this course, students are able to communicate their needs in formal and informal settings and describe events and details using various forms of compound sentences.

ILP302 Listening 3 (37 Clock Hours)

This course is designed to strengthen the students' note taking and inference skills. Students learn how to take notes and record ideas, as they comprehend the purpose of the speech. Students will participate in class discussion and role-plays to get exposed to American dialects through authentic social and academic audios and videos. By the end of this course, students will be able to infer meaning and attitude while taking efficient notes to effectively respond to related inquiries.

ILP303 Grammar 3 (37 Clock Hours)

This course focuses more on verb tenses, verb types, types of objects, modal verbs, gerunds and infinitives, superlatives and comparisons. Questions types and formulation are also covered. By the end of the course, students are more competent in writing correct basic sentences, and correcting grammatical mistakes associated with the learned concepts.

ILP304 Writing 3 (37 Clock Hours)

In this course, students are introduced to essay writing with focus on the principles of editing and revising. Major types of paragraphs, related grammar use are also discussed. By the end of this course, students have the skills to write, edit, and revise organized paragraphs and basic essays.

ILP305 Reading 3 (37 Clock Hours)

In this course, students are introduced to basic academic readings and effective reading strategies. Activities for related vocabulary building and literal comprehension are also incorporated. By the end of this course, students acquire the fundamental skills of reading basic academic texts and responding to related inquiries verbally and in writing. Students are able to analyze, synthesis, and organize information in written texts.

ILP401 Speaking 4 (37 Clock Hours)

This course is designed to improve students' communication skills and awareness of the American culture. Students further improve their pronunciation, with specific attention to classroom discourse and use of key terms in the educational settings. Furthermore, students develop an awareness of the culture of the undergraduate American classroom and ways as how to best deal with the instructor and classmates. The course also covers the elements of the non-verbal communication and American language etiquettes. Students engage in themed group activities as to reflect related real-life classroom situations. Several speaking activities that better students' fluency are completed in this level. By the end of this course, students learn and practice how to successfully interact with people inside and outside classroom settings that are culturally appropriate. Students will also be able to conduct formal presentations.

ILP402 Listening 4 (37 Clock Hours)

This course focuses on more advanced listening strategies. Students learn how to infer connections among ideas and unstated meaning. Self-correction and oral paraphrasing strategies are also covered. Students participate in groups and one-on-one activities to apply what they learned. The course also focuses on word stress and intonation. By the end of the course, students are able to actively listen and respond to academic lectures and conversations by applying strategies learned.

ILP403 Grammar 4 (37 Clock Hours)

This course focuses on the structure of simple, compound, and complex sentences. Grammar rules and concepts like relative pronouns, passive and active voice sentences, and conditional sentence structures. By the end of this course, students are able to write various sentences with different structures that are grammatically correct.

ILP404 Writing 4 (37 Clock Hours)

In this course, the concepts of summarizing and paraphrasing essays are covered. Students learn the purpose and usage of each concept. Principles of citations and basic research formatting are also discussed. By the end of this course, students are able to summarize and paraphrase short articles and stories and write well organized essays.

ILP405 Reading 4 (37 Clock Hours)

In this course, students enhance their academic readings by practicing various reading topics and reflecting on selected readings. Concepts of reading accuracy and fluency are also discussed. Identifying the author's purpose and related details are discussed. By the end of this course, students will be able to actively read basic academic texts of different topics and reflect on their reading using analytical strategies learned.

ILP501 Speaking 5 (37 Clock Hours)

This is the final course in the speaking courses sequence. During this course, students further enhance their verbal communication skills in various authentic situations. Public speaking elements and techniques are also covered. Students learn how to collect information for their speeches. Fluency and accuracy

of spoken language are also improved. By the end of this course, students are able to prepare and present information individually or as part of a group using various sentence structure including complex compound sentences. They will also be able to identify their spoken mistakes and rather correct them. Students will be ready to successfully participate in any academic or social setting and with confidence.

ILP502 Listening 5 (37 Clock Hours)

This is the last course in the listening sequence courses. It is designed to evaluate students' overall listening and speaking abilities and skills. Students have a comprehensive review for previously taught listening and speaking strategies. They are engaged in simulated authentic academic and social conversations and lectures. Comprehensive feedback from teachers and peers with recommendations are provided for more objectivity. By the end of the course, students are prepared to take an active role in academic class discussions, express their thoughts, and respond to formal and informal inquiries.

ILP503 Grammar 5 (37 Clock Hours)

This course includes a comprehensive review of previously taught grammar rules. Application of grammar rules through short paragraph writing and editing is also covered. By the end of this course, students are effectively apply complex grammar rules by writing well-organized paragraphs and edit peers' written texts with focus on errors in grammar.

ILP504 Writing 5 (37 Clock Hours)

This is the last course in the writing sequence. In this course, students are introduced to research writing basics and information documentation. Academic research plagiarism is also fully discussed. By the end of this course, students have the essential skills to identify and write basic and short research papers with proper citations and essays.

ILP505 Reading 5 (37 Clock Hours)

In this course, students have a comprehensive review of major reading strategies. Students work in groups to analyze selected texts, activate prior related knowledge, highlight main ideas, and write accurate summaries. Students also learn how to reflect on their reading through visual-aided presentations. By

the end of this course, students have the skills needed to comprehend academic texts, respond to relative complex inquiries, and present their responses in legibly academic format. They can also analyze and synthesize different types of reading genres with confidence.

Interdisciplinary

IDS110 Forum on Technology and Resources (5)

This interdisciplinary 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, critical thinking, learning strategies, and time management. Students will research topics for written and oral reports and develop a career portfolio.

IDS201 Service Learning (3)

The course is designed to enhance 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 or permission of Program Director.

Interior Design

INT122 History of Interior Design (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 (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 (5)

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

INT138 Textiles (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 (1-5 Credit Hours)

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 Vice President of Academic and Student Services is required.) Prerequisite: Successful completion of Mid-Program Assessment.

INT220 Interior Design: Residential (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 are a major part of this course. Prerequisite: Successful completion of Mid-Program Assessment.

INT230 Interior Design: Commercial (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 (4)

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

INT243 Interior Design Externship (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 (1-5 Credit Hours)

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)

Identification of medical terminology elements, proper pronunciation, spelling, and medical abbreviations are the focus of the course.

MED106 Introduction to Medical Professions (4)

The course introduces the student to the health care system, healthcare professions, ethics and law for the medical office, along with the basics of nutrition. The student will learn how to maintain boundaries and respect in communication with other allied health professionals and patients. Medical asepsis, OSHA guidelines, and physical exams will be discussed and demonstrated.

MED114 Basic Billing and Coding (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.

MED118 Anatomy and Physiology A (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. This course will focus on various diseases affecting the human body with the emphasis on disease definitions, etiology, diagnostic studies and treatments. Laboratory instruction and assignments are included in this course to reinforce classroom learning.

MED119 Anatomy and Physiology B (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. This course will focus on various diseases affecting the human body with the emphasis on disease definitions, etiology, diagnostic studies and treatments. Laboratory instruction and assignments are included in this course to reinforce classroom learning.

MED122 Coding and Applications A (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)

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)

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.

MED126 Administrative Procedures (4)

The administrative course will focus on the types of medical records, patient reception, telephone techniques, scheduling and canceling of appointments, written communication and mail processing.

MED132 Electronic Health Records (2)

This course will review the history of the electronic health record and current trends in the healthcare setting, and is designed to give students experience working with health information technology and electronic health records. The students will have hands-on experience working in an EHR system by creating an electronic medical record, creating electronic prescriptions and lab requisitions, performing electronic history, performing electronic scheduling functions, and documenting information regarding the professional encounter. Prerequisite: IDS110 Forum on Technology and Resources; MED101 Medical Terminology.

MED134 Practice Management Software (2)

This course introduces the student to medical billing software and how it is used in a medical practice. The student will manage the revenue cycle, document patient encounters, enter charges, submit electronic insurance claim forms, post payments, produce reports, and learn collection processes through utilization of patient management software. In addition, the student will gain an understanding of office professionalism along with procedures in managing office supplies and equipment and proper telephone techniques. Prerequisite: IDS110 Forum on Technology and Resources.

MED138 First Aid & Emergency Preparedness (3)

This course introduces the student to the effects of a disaster, an emergency action plan, office emergency situations, and first aid.

MED139 Introduction to Clinical Procedures (4)

This course introduces the student to sterilization and disinfection, vital signs, eye and ear assessment and procedures, the gynecologic examination and prenatal care, the pediatric examination, and cardiopulmonary procedures. Pre-requisites: MED106 Introduction to Medical Professions

MED199 Independent Study/Seminar (1-5 Credit Hours)

The student will have the opportunity to research a topic or work on a project in the medical field. (Permission of the Vice President of Academic and Student Services is required.)

MED206 Clinic I (4)

This course introduces the student to minor office surgeries, the administration of medication and intravenous therapy, and specialty examinations and procedures. Prerequisite: MED139 Introduction to Clinical Procedures

MED207 Clinic II (4)

This course introduces the student to the clinical laboratory, urinalysis, phlebotomy, hematology, blood chemistry and immunology. Prerequisites: MED139 Introduction to Clinical Procedures

MED215 Advanced Billing and Coding (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.

MED220 Medical Billing and Coding Capstone (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 Billing and Coding Externship.

MED225 Medical Billing and Coding Externship (3)

Medical Billing 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 average of 2.0 or higher, report of a physical examination and drug screen on file at the College, if required by the site, and attendance at the pre-externship meeting.

MED250 Clinical Practicum (6)

This course will allow the student to utilize and enhance knowledge and skills while receiving hands-on experience working in an allied healthcare facility. The student will, under supervision, complete a minimum of 160 hours of practicum (externship) experience in an allied healthcare setting. Students will meet weekly for certification preparation and discussion of learning outcomes derived from their practicum experiences. To be eligible, the student must have a GPA of 2.0 and have completed all the core medical assisting courses.

Management**MGT102 Introduction to Business (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)

This course introduces the student to the legal aspects of common business transactions, contract law, tort law, business organizations, agency law, and governmental regulations.

MGT110 Personal Finance (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.

MGT115 Human Resource Management (4)

As an introduction to the field of human resource management, the role and responsibility of the human resource manager will be explored. 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.

MGT118 Special Event Management (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, sponsorships, coordinating food and beverage, event safety, working with volunteers and customer service and satisfaction.

MGT160 Human Resource Training and Development (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. Prerequisite: MGT115 Human Resource Management

MGT199 Independent Study/Seminar (1-10 Credit Hours)

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 Vice President of Academic and Student Services is required.)

MGT205 International Business (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.

MGT211 Management Principles (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)

This course introduces the student to management concepts specific to entrepreneurial and small business in the domestic and global environments. Students will engage in discussion on the current trends challenging entrepreneurs and small business owners. Students will develop an understanding of managerial planning and decision making, organizational structures and the dynamics of operating in small businesses.

MGT220 Human Resource Law and Benefits (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. Prerequisite: MGT115 Human Resource Management

MGT230 Statistics (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 (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 (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.

MKT201 Marketing (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. Prerequisite: MGT102 Introduction to Business.

MKT206 Principles of Selling (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. Students enrolled in Business Management will take this course in conjunction with their externship.

MKT221 Referral-Based Marketing (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 (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.

MKT239 Visual Merchandising (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)

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 percent. Correct terminology will be used. Application problems are used extensively throughout the course.

MTH102 Introductory Algebra I (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 (1-5 Credit Hours)

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 Vice President of Academic and Student Services is required.)

Office Administration

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

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 Vice President of Academic and Student Services is required.)

OAM219 Administrative Professional Capstone (3)

This course will provide assessment for various skill sets within program majors during a student's 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 (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. 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 (4)

Students will write various types of business correspondence such as letters, e-mail, and reports. The importance of correct mechanics, clear expression, correct style, and thorough planning will be emphasized. The student will prepare professional employment communications, participate in a mock

interview, and complete a portfolio review. 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)

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).

Real Estate

REA100 Real Estate Principles and Practices: Online Course (40 Clock Hours*)

This course provides 40 hours of instruction in real estate principles and practices, required of all applicants for a salesperson's license in Ohio. The course prepares learners for the Ohio licensing exam and provides the real estate principles and practices knowledge and foundation necessary to be a successful real estate salesperson in Ohio. Topics include real estate brokerage, real property, agency, real estate contracts, financing, and deeds and transfer of title.

REA105 Real Estate Law: Online Course (40 Clock Hours*)

This course provides 40 hours of instruction in Ohio real estate law, including instruction in civil rights, housing discrimination, and desegregation problems, required of all applicants for a salesperson's license in Ohio. The course prepares learners for the Ohio licensing exam and provides the real estate law knowledge and foundation necessary to be a successful real estate salesperson in Ohio. Topics include license law, agency relationships, state and federal laws, ethical conduct, real estate contracts, and closing transactions.

REA110 Real Estate Finance: Online Course (20 Clock Hours)**

This course provides 20 hours of instruction in real estate finance required of all applicants for a salesperson's license in Ohio. The course prepares learners for the Ohio licensing exam and provides the real estate finance knowledge and foundation necessary to be a successful real estate salesperson in Ohio. Topics include sources of funds, loan types, lender loan processes, mortgage markets, government loans, and foreclosures.

REA115 Real Estate Appraisal: Online Course (20 Clock Hours)**

This course provides 20 hours of instruction in real estate appraisal, required of all applicants for a salesperson's license in Ohio. The course prepares learners for the Ohio licensing exam and provides the real estate appraisal knowledge and foundation necessary to be a successful real estate salesperson in Ohio. Topics include the appraisal process, the sales comparison approach, the cost approach, income approaches, and appraisal reports.

*May be transferred in as a two credit hour course elective in the Business Management program.

**May be transferred in as a one credit hour course elective in the Business Management program.

Social Science**SSC145 Child Psychology (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 (1-5 Credit Hours)

Students will have the opportunity to explore specific topics/projects in the field of the social sciences. (Permission of the Vice President of Academic and Student Services is required.)

SSC201 Economics (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.

SSC213 Introduction to Psychology (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.



Organization Ownership

Davis College, Inc. is an Ohio corporation. 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, Ph.D., Chairman

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

John Lambert

President Emeritus, Davis College

Timothy Brunner

Vice President of Institutional Advancement, 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

Administration

Diane Brunner (1984)

President
Career Services Director
Title IX Coordinator
M.Ed., University of Toledo; B.A., Michigan State University

John Lambert (1979)

President Emeritus
B.B.A., California Coast University

Timothy Brunner (1987)

Vice President of Institutional Advancement
Admissions Director
M.A., Eastern Michigan University; B.F.A., University of Toledo

Mary Ryan-Bulone (1978)

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

Staff

James Burgess (2017)

Admissions Representative
B.S., Lourdes University; A.A.B., Davis College

Terry Dippman (1983)

Financial Aid Director
M.Ed., B.Ed., University of Toledo

Barb Helmlinger (1983)

Bursar
VA Coordinator
A.A.B., Davis College

Margaret Peterson-Seniuk (1998)

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

Mary Kay Stobinski (2006)

Academic Advisor

Faculty

Tycie Alcorn (2017)

Assistant Professor
M.A., University of the Rockies; B.S. University of Toledo

Moaiad Almousa (2016)

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

Paula Birney (2015)

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

Diane Brunner (1984)

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

Kelley Colston (2015)

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

Mary Deloe (2001)

Dean of Faculty
Business Program Director
Assistant Professor
M.B.A., LeTourneau University; B.S., Butler University

Terry Dippman (1983)

Assistant Professor
M.Ed., B.Ed., University of Toledo

Sandra Ellis (1980)

Instructor
A.A.S., Davis College

Sandra Hall (2017)

Assistant Professor
M. Ed., Bowling Green State University; B.S. Lourdes University

Anita Harris (2014)

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

Katharine Heintschel (2017)

Assistant Professor
M.F.A., Ashland University; M. Ed., University of Toledo; B.S. University of Toledo

Sarah Hess (2013)

Master Instructor
B.F.A., Bowling Green State University

Owen Hoskins (2016)

Assistant Professor
M.B.A., University of Michigan; B.S. University of Toledo

Ghada Itayem (2016)

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

Clayton Jagodzinski (2017)

Instructor
A.A.S., Davis College; CPC

Marsha Klingbeil (1974)

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

Jill Malloy (2018)

Instructor
Licensed Associate Broker

Lois Kossel-Martinez (2015)

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

Sally Mielcarek (1995)

Master Instructor
B.A., Bowling Green State University

Jane Mintun (2013)

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

Laura Mitchell (2018)

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

Teddi Moorman (2015)

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

Diane Morlock (2018)

Program Director, Allied Health
Assistant Professor
M.H.A., Capella University; B.S., Spring Arbor University

Alison Mowery (2017)

Master Instructor
B.S., University of Toledo

Karen Patton (2004)

Master Instructor
B. A., University of Toledo
CPC; CMC; CCP; CCMA

Jane Pfeifer (2008)

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

Laura Randall (2002)

Master Instructor
B.A., Michigan State University
CPA

Karen Roadruck (2017)

Assistant Professor
M.Ed., University of Toledo; B.S., The Ohio State University

James Scharer (2015)

Master Instructor
B.E., University of Toledo

Marjorie Smith (2016)

Instructor
LPN, Northwest Ohio LPN
LMT, Northwest Ohio Massage Therapy

Roger Smith (1988)

Assistant Professor
M.Ed., B.Ed., University of Toledo

Uma Vora (2017)

Master Instructor
B.A., Sophia College; A.A.S Indiana-Purdue University

Janet Weber (1990)

Assessment Coordinator
Design Program Director
Master Instructor
B.A., Art, University of Toledo; B.A., Art History, University of Toledo
LEED AP

Holly Whitney (2000)

Master Instructor
B.A., University of Toledo

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 stu-

dents. 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, Ph.D.

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 Davis College with valuable information including employment trends, employer expectations for new hires, and utilization of technology, that impacts the quality and relevance of the institution's academic programs. Community and business leaders including alumni, employers, college educators, and high school educators join Davis College faculty and representatives to form Advisory Committees. Davis College is grateful to the following individuals for their guidance and support.

Allied Health Advisory Committee**Judie Alessi, CMA****Michelle Bassiouni, PA**

Mercy Health System

Jule Eick

The Toledo Clinic

Karen Fitzgerald

Promedica

Casey Hem

Anders Dermatology

Amy Horak

Drs Ahmed, Mahboob, Zeitouni and Ali (retired)

Lois Kossel-Martinez

St. Ursula Academy

Laura Mitchell

Best Upon Request

Haley Nagle

Farmers & Merchants Bank

Karen Patton, CPC, CCMA

Dr. Ajeet Sharma

Cherie Sexton, NP

Mercy Health System

Marjorie Smith

Promedica, Toledo Hospital

Renee Wendt, CMA, RMA, CPC**Tiffany Westhoven**

Promedica

Jeanna Williamson, CPC

APS Medical Billing

Leslie Zenz, RN

Promedica

Heather Zisko, CMA, BAHC**Business Administration Advisory Committee****Julie Bolfa**

Greater Toledo Convention and Visitor's Bureau

Kelley Colston

Davis College

Heather Dunzweiler

Step Up to Quality YWCA

Suzanne Gall

YWCA Childcare Resource & Referral

Gina Lundquist

Bedford High School

Jane Mintun

Davis College

Neil Neukam

The Toledo Walleye

Lisa Nowak

Maria Early Learning Center

Rachel Pacer

Lutheran Homes Society

Claire Proctor

Sylvania Community Services

Laura Randall

Willy's Fresh Salsa

Karen Roadruck

Davis College

Alina Rodriguez

Toledo Public Schools

Jim Scharer

Northwood High School

Lori Schoch-Mann SPRH

Signature Bank

Cindi Taylor

Children's Discovery Center

Desiree Thompson

Sylvania Community Services

Angela Wingerd, CFP

Mass Mutual Financial Group

Design Advisory Committee**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

Modern Builders Supply, Inc.

Kim Marion

Clair David Office Furniture & Design

W. Gene Powell

Spoke LLC

Uma Vora

Davis College

General Education Advisory Committee**Katherine Beutel**

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Marc Delph

Herzing University

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Katharine Heintschel

Davis College

Marsha Klingbeil

Davis College

Peggy Peterson-Seniuk

Davis College

Linda Schlacter

Davis College, Retired

Roger Smith

Davis College

Real Estate Advisory Committee**Andrew Berkhoudt**

Key Realty, LTD

Timothy Brunner

Davis College

Mary Deloe

Davis College

David Kerscher

Miller-Danberry Commercial Realty, LLC

Michael Matoush

The CE Shop

Michael McAllister

The CE Shop

Timothy Schlacter

Miller-Danberry Commercial Realty, LLC

Staff and Faculty Memberships**Professional Memberships**

American Academy of Professional Coders (Great Lake Chapter)

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

American Advertising Federation (Toledo Chapter)

American Association of Medical Assistants (AAMA)

American Society of Interior Designers (ASID) Allied Member

Bedford High School Advisory Board

Business Professionals of America - Advisor

Davis College Alumni Association

International Honor Society

Jobs4GradsNow/Jobs4AllNow

Kappa Gamma Pi

National Art Education Association (NAEA)

National Catholic College Graduate Honor Society

National Institute of Health (NIH)

Ohio-Michigan Association of Career Colleges and Schools Board

Pax Christi USA

Pi Lambda Theta

Professional Association in Education

Toledo Area Librarians' Association

Personal/Recreational Memberships

Anthony Wayne Alumni Association

Cancer Connection of Northwest Ohio (CCNWO)

Christ Child Society of Toledo

Flourish at Artisan Indie

Friends of Ottawa Wildlife Refuge

Friends of the Library
 Girls on the Run of Northwest Ohio
 Heartbeat of Toledo
 Junior League of Toledo
 Mercy Community and Patient Advocacy Member
 Metroparks of Toledo
 Michigan State University Alumni Association
 St. John's Jesuit High School and Academy Hockey Program Steering Committee
 Toledo Museum of Art
 Toledo Roadrunners
 Toledo Zoo
 University of Toledo Women's Basketball Fan Club (UTWBFC)
 University of Cincinnati Parents Association
 University of Kentucky Parents Association
 University of Toledo Alumni
 Way Public Programs
 Whitehouse American Legion Auxiliary
 Wood County Farm Bureau

Glossary

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

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.)

2018–2020 Academic Calendar

Fall Quarter (20184)

August 20–November 2, 2018

New Student Orientation

August 16, 2018

Labor Day

September 3, 2018 (Building Closed)

Finals Week

October 29 –November 2, 2018

Break Week

November 5 – 9, 2018

Winter Quarter (20185)

November 12, 2018–February 8, 2019

New Student Orientation

November 8, 2018

Thanksgiving Break

November 21- November 23, 2018 (Building Closed)

Christmas Vacation

December 21, 2018 – January 4, 2019

Classes Resume

January 7, 2019

Martin Luther King, Jr. Day

January 21, 2019 (No Classes)

Finals Week

February 4 – 8, 2019

Break Week

February 11 – 15, 2019

Spring Quarter (20192)

February 19 – May 3, 2019

New Student Orientation

February 14, 2019

Finals Week

April 29 – May 3, 2019

Break Week

May 6 – 10, 2019

Summer Quarter (20193)

May 13 - July 19, 2019

New Student Orientation

May 9, 2019

Memorial Day

May 27, 2019 (Building Closed)

Independence Day

July 4, 2019 (Building Closed)

Finals Week

July 15 – 19, 2019

Break Week

July 22 – August 23, 2019

Fall Quarter (20194)

August 26 - November 8, 2019

New Student Orientation

August 22, 2019

Labor Day

September 2, 2019 (Building Closed)

Finals Week

November 4 – 8, 2019

Break Week

November 11 – 15, 2019

Winter Quarter (20195)

November 18, 2019 – February 14, 2020

New Student Orientation

November 14, 2019

Thanksgiving Break

November 20 – 22, 2019 (Building Closed)

Christmas Vacation

December 23, 2019 – January 3, 2020

Classes Resume

January 7, 2020

Martin Luther King, Jr. Day

January 20, 2020 (No Classes)

Finals Week

February 10 – 14, 2020

Break Week

February 17 – 21, 2020

Spring Quarter (20202)

February 24–May 8, 2020

New Student Orientation

February 20, 2020

Finals Week

May 3–8, 2020

Break Week

May 11 – 15, 2020

Summer Quarter (20203)

May 18–July 24, 2020

New Student Orientation

May 14, 2020

Memorial Day

May 25, 2020 (Building Closed)

Independence Day

July 4, 2020 (Observed July 3, Building Closed)

Finals Week

July 20 – 24, 2019

Break Week

July 27 – August 24, 2020

The Catalog Supplement, Student Handbook, and the Allied Health Policy Manual (Medical Assisting students only) are additional essential components of this Academic Catalog. These documents are available either online at www.daviscollege.edu or by request.

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

www.daviscollege.edu
learn@daviscollege.edu