



**IACBE**

International Assembly for Collegiate Business Education

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**Annual Report – Accredited Member**

**Institution:** Davenport University  
**Academic Business Unit:** Donald W. Maine College of Business  
**Academic Year:** 2010-11

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International Assembly for Collegiate Business Education  
P.O. Box 3960  
Olathe, Kansas 66063  
USA

**IACBE ANNUAL REPORT**  
**For Academic Year:** 2010-11

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

**General Information**

Institution's Name: Davenport University

Institution's Address: 6191 Kraft Avenue, S.E.

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

Name of Submitter: Dr. Linda K. Rinker

Title: Executive Vice President for Academics and Provost

Your Email Address: linda.rinker@davenport.edu

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

Date Submitted: October 31, 2011

**Accreditation Information**

1. If applicable, when is your next institutional accreditation site visit? 2013 Year
2. When is your next reaffirmation of IACBE accreditation site visit? 2015 Year
3. Provide the website address for the location of your public notification of accreditation by the IACBE: www.davenport.edu/college-business/accreditation
4. Provide the website address for the location of your public disclosure of student learning results: www.davenport.edu/college-business/accreditation
5. If your accreditation letter from the IACBE Board of Commissioners contains "notes" that identified areas needing corrective action, please list the number of the IACBE's Accreditation Principle for each note in the table below. Indicate whether corrective action has already been taken or that you have made plans to do so. (Insert additional rows as necessary.)

<i>Commissioners' Notes</i>	<i>Action Already Taken</i>	<i>Action Planned</i>

**Administrative Information**

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

Name: Dr. Richard Pappas

Title: President

Highest Earned Degree: Ed.D. Email: rpappas@davenport.edu

Telephone (with country code if outside of the United States): 616/554-5670 Fax (with country code if outside of the United States): 616/554-5669

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

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

Name: Dr. Linda K. Rinker

Title: Executive Vice President for Academics and Provost

Highest Earned Degree: Ed.D. Email: linda.rinker@davenport.edu

Telephone (with country code if outside of the United States): 616/554-5183 Fax (with country code if outside of the United States): 616/554-5669

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

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

Name: Dr. Irene Bembenista

Title: Interim Dean, Maine College of Business; Associate Dean, Accounting and Finance

Highest Earned Degree: D.M. Email: irene.bembenista@davenport.edu

Telephone (with country code if outside of the United States): 616/554-5278 Fax (with country code if outside of the United States): 616/554-5225

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

4. Provide the following information pertaining to your current primary representative to the IACBE (if not the same as the head of the academic business unit):

Name: Dr. Irene Bembenista

Title: Interim Dean, Maine College of Business; Associate Dean, Accounting and Finance

Highest Earned Degree: D.M. Email: irene.bembenista@davenport.edu

Telephone (with country code if outside of the United States): 616/554-5278 Fax (with country code if outside of the United States): 616/554-5225

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

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

Name: Dr. Frank Novakowski

Title: Associate Dean, Mangement and Marketing

Highest Earned Degree: Ph.D. Email: frank.novakowski@davenport.edu

Telephone (with country code if outside of the United States): 616/554-4701 Fax (with country code if outside of the United States): 616/554-5225

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

### **Programmatic Information**

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

No

Yes. If yes, please identify the terminated programs on a separate page at the end of this report.

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

No

Yes. If yes, please identify the changes on a separate page at the end of this report. *See exhibit 2*

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

No (skip to the *Outcomes Assessment* section below)

Yes. If yes, please identify the new programs on a separate page at the end of this report, and answer item 4 below.

See exhibits 1 and 2.

4. If applicable, was approval of your institutional accrediting body required for any of the programs identified in item 3 above?

No

Yes. If yes, please attach a copy of the material that you sent to your institutional accrediting body.

### **Outcomes Assessment**

1. Has your outcomes assessment plan been submitted to the IACBE?

Yes

No. If no, when will the plan be submitted to IACBE? \_\_\_\_\_

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

The outcomes assessment plan that we have previously submitted is still current.

Changes have been made and the revised plan is attached.

We have made changes and the revised plan will be sent to the IACBE by: \_\_\_\_\_

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

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

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

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

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

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

### Other Issues

Briefly comment on other issues pertaining to your academic business unit that you would like to share with the IACBE.

1. Name Change: The Maine School of Business was renamed the Maine **College** of Business, effective July 2011. The name change now aligns the College of Business with the other newly designated colleges (Health Professions, Technology, and Arts and Science) within the university. Neither the mission nor operations of the College were affected by the name change. A new strategic plan for the College will be completed within the 2011-12 academic year.
2. Integration of Existing BBA Programs: During the 2010-11 academic year the College of Business studied the feasibility of integrating two similar business degree programs: BBA – Applied Business and BBA – Business Professional Studies. As a result, these two degree programs were combined into a new BBA – General Business. This new degree incorporated the attributes of the other two degree programs, simplified admissions and advising, and removed internal and external confusion caused by the names used.
3. New Academic Structure: Effective July 2011, all of the colleges within the University were reorganized so that all faculty (full-time and adjunct) now report to their respective deans and department chairs. The position of department chair was instituted and established new accountabilities for program development and assessment. The former department coordinator role that was in place at the time of accreditation has been discontinued. Associate department chairs now perform the local campus faculty course assignment, faculty coaching and delivery oversight in line with their subject matter expertise within an assigned geographic area. Associate dean positions provide leadership for program reviews and accreditation processes. This reorganization provides more direct support for the faculty and will enhance their performance.

## Outcomes Assessment Results - ABA

For Academic Year: 2010-11

### Section I: Student Learning Assessment

#### **Student Learning Information for Associates of Business Administration**

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

#### **Student Learning Assessment for Associates of Business Administration**

Intended Student Learning Outcomes for Associate of Business Administration Program :

1. A student in the ABA program will successfully translate data from the accounting process for both merchandising and service entities to financial statements and reports for sole proprietors and partnerships.
2. Students in the ABA program will understand the four principle components of the marketing mix as applied in a wide variety of business settings. They will identify fundamental marketing ethical issues, challenges and practices in business environments. In addition, they will use fundamental electronic technologies and programs to correctly perform fundamental marketing functions.
3. Students in the ABA program will understand the four major functions of management as applied in a wide variety of business settings. They will identify fundamental management ethical issues, challenges and practices in business environments. In addition, they will use fundamental electronic technologies and programs to correctly perform fundamental business administration functions.
4. Students in the ABA program will understand the basic concepts of supply and demand, scarcity, opportunity cost, production possibilities, comparative advantage and specialization, and various economic systems.
5. Students in the ABA program will understand the major functions of an information management system and will be able to perform business management documentation development using personal computer-based programs and related technologies.

Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:	
1. Major Field Test	50 <sup>th</sup> percentile for students	
2. Accounting 201 Exam – ACCT201 Standardized Final Exam	Average student score of 75%	
3. Marketing 211 Exam	Average student score of 75%	
4. Management 211 Exam	Average student score of 75%	
5. Economics Supplement to MFT	Average student score of 50%	
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:	
1. MSB Faculty Survey	Faculty rate the student overall proficiency with the competencies associated with the curriculum at 80%	
2. MSB Student Survey	Students rate their overall proficiency with the competencies associated with the curriculum at 80%	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Major Field Test – Average 546, 50 <sup>th</sup> percentile for students and 55 <sup>th</sup> percentile for institutions	X	
2. Accounting 201 Exam – ACCT201 Standardized Final Exam – Average student score of 65%		X
3. Marketing 211 Exam – Average student score of 68%		X
4. Management 211 Exam – Average student score of 69%		X
5. Economics Supplement to MFT – Average student score of 60%	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Faculty rate the student overall proficiency with the competencies associated with the curriculum at 73%		X
2. Students rate their overall proficiency with the competencies associated with the curriculum at 75%		X



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

1. *(Course of Action 1)* As previously reported, the standardized final exam for ACCT201 was redeveloped by the Accounting Division and implemented in Winter 2010 ensuring that both in-seat and comparative results were available for 2010-11. The performance on this improved exam will continue to be analyzed in 2011-12, and particular attention will be paid to journal entries in the in-seat versus online scores.
2. *(Course of Action 2)* MGMT211 and MKTG211 standardized final exams: Individual student performance on the exams for these courses have been reported as an aggregate score. This did not provide information relating performance to learning outcomes and prevented academic analysis that would identify areas that need improvement. In 2010-11, specialized software that would provide this information was identified and tested. In the 2011-12 academic year, the EAC software will be used to extract test data that will relate performance by learning outcome, by degree program, and delivery modality.
3. *(Course of Action 3)* Major Field Test scores: This direct assessment was implemented in 2009-10 on a voluntary basis as the university was phasing in its implementation. Prior reported data reflected the scores of a volunteer population. In 2010-11, ALL students who were graduating were required to take the MFT. There was no passing score and thus no pass or failure rate. Students who took the exam simply did so to fulfill a completed requirement. In reviewing data by academic area, scores are skewed at both extremes indicating that some students did perform well where others may have just “completed” with no significant effort made to answer the questions correctly. The university will continue to study this situation in 2011-12.
4. Overall Proficiency Ratings: In 2010-11, the target for the overall proficiency scores from the faculty and student surveys was increased from 75% to 80% to be in alignment with the university’s Vision 2015. By 3/31/2012, focus groups of faculty and students will be conducted to investigate the perceptions of overall proficiency.

## Outcomes Assessment Results - BBA

For Academic Year: 2010-11

### Section I: Student Learning Assessment

#### Student Learning Information for *Bachelor of Business Administration*

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

#### Student Learning Assessment for *Bachelor of Business Program*

Intended Student Learning Outcomes for Associate of Business Administration Program :

1. A student in the BBA program will successfully administer financial and managerial accounting information for merchandising and service entities for sole proprietorships, partnerships, and corporations.
2. A BBA student will successfully conduct market research, market analysis and develop marketing strategies and plans for a variety of products and services in different industries. They will apply critical thinking and decision-making skills in the analysis of the principle marketing functions.
3. A BBA student will successfully conduct business research, develop business strategies and plans for a variety of organizations, product and services in different industries. They will apply critical thinking and decision-making skills in the analysis of principle management functions.
4. A student in the BBA program will successfully formulate financial statements and reports that are effective decision-making tools for organizational stakeholders.
5. Students in BBA programs will be able to apply the basics of supply and demand; elasticity; foundations of consumer demand; consumer and producer surplus, tax incidence, theory of the business firm and costs of production; and the various market structures to satisfy the microeconomics competency requirement. Students will understand the terminology of macroeconomics, macroeconomic goals of full

employment; stable prices and economic growth; macroeconomic problems of unemployment and inflation; long-run and short-run economic models; market for loanable funds; money and banking the role of the Federal Reserve System; and fiscal and monetary policy to satisfy the macroeconomic competency requirement.	
6. The student will successfully identify an organization’s essential business information technologies and understand the systems and processes commonly used to conduct business functions. They will be able to perform business management documentation development using personal computer-based programs and related technologies.	
7. The student will successfully identify an organization’s essential business information technologies and understand the systems and processes commonly used to conduct business functions. They will be able to perform business management documentation development using personal computer-based programs and related technologies.	
8. Students will understand fundamental statistical methods and be able to successfully apply them in professional business environments that require data collection, analysis, interpretation and presentation. Students will be able to successfully use computer programs that aid in statistical calculation and analysis.	
Assessment Tools for Intended Student Learning Outcomes— Direct Measures of Student Learning:	Performance Targets/Criteria for Direct Measures:
1. Major Field Test	50 <sup>th</sup> percentile for students
2. Accounting 201 Standardized Final Exam	Average student score of 75%
3. Accounting 202 Practice Set	Average student score of 75%
4. Finance 211 Standardized Exam Questions	Average student score of 75%
5. Marketing 211 Exam	Average student score of 75%
6. Management 211 Exam	Average student score of 75%
7. Legal 210 Exam	Average student score of 75%
8. Quantitative Literacy Exam – MFT Supplement	Average student score of 50%
9. Economics Exam – MFT Supplement	Average student score of 50%
Assessment Tools for Intended Student Learning Outcomes— Indirect Measures of Student Learning:	Performance Targets/Criteria for Indirect Measures:
1. MSB Faculty Survey	Faculty rate the student overall proficiency with the competencies

	associated with the curriculum at 80%		
2. MSB Student Survey	Students rate their overall proficiency with the competencies associated with the curriculum at 80%		
Summary of Results from Implementing Direct Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Major Field Test – Average 150, 35 <sup>th</sup> percentile for students, 20 <sup>th</sup> percentile for institutions			X
2. Accounting 201 Exam – ACCT201 Standardized Final Exam – Average student score – 65%			X
3. Accounting 202 Practice Set-Average student score - Average student score – 76%		X	
4. Finance 211 – Average student score – not yet available			X
5. Marketing 211 Exam – Average student score – 68%			X
6. Management 211 Exam – Average student score – 70%			X
7. Legal 210 Exam – Average student score – 79%		X	
8. Quantitative Literacy Exam – MFT Supplement – Average student score – 37%			X
9. Economics Exam – MFT Supplement – Average student score – 39%			X
Summary of Results from Implementing Indirect Measures of Student Learning:		Performance Target Was...	
		Met	Not Met
1. Faculty rate the overall proficiency with the competencies associated with the curriculum at 68.4%			X
2. Students rate their overall proficiency with the competencies associated with the curriculum at 72%			X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:			
1. <i>(Course of Action 1) As previously reported, the standardized final exam for ACCT201 was redeveloped by the Accounting Division and implemented in Winter 2010 ensuring that both in-seat and comparative results were available for 2010-11. The performance on this improved exam will continue to be analyzed in 2011-12, and particular attention will be paid to journal entries in the in-seat versus online scores.</i>			
2. <i>(Course of Action 2) Finance 211 standardized final exam questions: Winter 2010 was the first time the standardized final exam questions were applied. As such, 100% participation in all Finance 211 courses did not occur. Notice was given to all finance faculty and the Recommendations to</i>			

<i>Instructors have been updated to include this required assessment.</i>
3. <i>(Course of Action 3) MGMT211 and MKTG211 standardized final exams: Individual student performance on the exams for these courses have been reported as an aggregate score. This did not provide information relating performance to learning outcomes and prevented academic analysis that would identify areas that need improvement. In 2010-11, specialized software that would provide this information was identified and tested. In the 2011-12 academic year, the EAC software will be used to extract test data that will relate performance by learning outcome, by degree program, and delivery modality.</i>
4. <i>(Course of Action 4) Major Field Test scores: This direct assessment was implemented in 2009-10 on a voluntary basis as the university was phasing in its implementation. Prior reported data reflected the scores of this volunteer population. In 2010-11, ALL students who were graduating were required to take the MFT. There was no passing score and no pass or failure rate. Students who took the exam simply did so to fulfill a degree completion requirement. In reviewing data by academic area, scores are skewed at both extremes indicating that some students did perform well where others may have just “completed” the exam with no significant effort made to answer the questions correctly. The university will continue to study this situation in 2011-12. The Coolege of Business will also conduct programs that will encourage “best effort” performance during the remainder of 2011-12.</i>
5. <i>(Course of Action 5) Questions for the supplemental portions of the MFT (quantitative literacy and economics) will be reexamined to assure their appropriateness in context of the learning outcomes of the degree program. This review will be complete by 3/31/2012.</i>
6. Overall Proficiency Ratings: In 2010-11, the target for the overall proficiency scores from the faculty and student surveys was increased from 75% to 80% to be in alignment with the university’s Vision 2015. By 3/31/2012, focus groups of faculty and students will be conducted to investigate the perceptions of overall proficiency.

### Outcomes Assessment Results - MBA

For Academic Year: 2010-11

#### Section I: Student Learning Assessment

#### Student Learning Information for *Master of Business Administration*

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

**Student Learning Assessment for *Master of Business Program***

**Intended Student Learning Outcomes for Master of Business Program :**

1. The MBA graduate will complete a situational analysis in order to develop and present strategies and tactics that enhance an organization's strategic position.
2. The MBA graduate will make ethical, legal, and socially responsible decisions in global environment to address comprehensive managerial problems.
3. The MBA graduate will demonstrate the interpersonal and oral communication skills necessary for effective teamwork and clear and succinct communication with diverse audiences in order to work toward achieving organizational goals.
4. The MBA graduate will demonstrate collaborative leadership capabilities necessary to successfully manage, influence and lead in a global environment.
5. The MBA graduate will apply appropriate quantitative and qualitative inquiry methods to identify and solve organizational strategic problems and explore business opportunities.

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

**Performance Targets/Criteria for Direct Measures:**

- |                            |                             |
|----------------------------|-----------------------------|
| 1. Capstone Project/Rubric | Average student score – 85% |
| 2. Internship Evaluation   | Average student score – 85% |

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

**Performance Targets/Criteria for Indirect Measures:**

- |                   |  |
|-------------------|--|
| 1. Faculty Survey | Faculty rate the student overall proficiency with the competencies associated with the curriculum at 75% |
|-------------------|--|

2. Graduate Alumni Survey – Job Placement Rate	Job placement rate will be 95% or higher	
Summary of Results from Implementing Direct Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Capstone Project/Rubric – Average student rating of 87%	X	
2. Internship Evaluation – Average student rating of 85%	X	
Summary of Results from Implementing Indirect Measures of Student Learning:	Performance Target Was...	
	Met	Not Met
1. Faculty Survey – Faculty rate the overall student proficiency with the competencies associated with the curriculum at 80%	X	
2. Graduate Alumni Survey – Job Placement Rate – 82.3%		X
Proposed Courses of Action for Improvement in Areas for which Performance Targets Were Not Met:		
1. <i>(Course of Action 1) Graduate survey: This result is a reflection of the economic conditions, primarily in the MI region this university serves. We are emphasizing entrepreneurship to create more opportunities for our students.</i>		
2. <i>(Course of Action 2) Graduate survey: The College of Business will increase the number of internship opportunities for its graduate students by working collaboratively with Career Services and the program advisory board.</i>		

## **Exhibit 1**

### **Program Change Information**

1. Financial Management Specialty: The 9 credit course requirement in the Financial Management Specialty (MGFN) has been changed to 15 credits. Students also have the option to choose an emphasis in Financial Analysis (FINC221 – Financial Analysis and FINC320 – International Finance) or Investments (FINC215 – Investment Planning and FINC402 – Portfolio Management). This change improves the academic content of the specialty.
2. Sustainable Business Development Specialty (SBDV): This new 15 credit hour specialty and post-baccalaureate certificate have been added to the Bachelor of Business Administration in Management program. This change enhance the course offering in the degree program and offeres knowledge content on a variety of business sustainability practices.
3. BBA General Business: This new degree program is the result of the merger of two prior programs: Applied Business and Business Professional Studies. The intent of the merger was to better describe the general business curriculum and to simplify the offering from two degrees to one. It was to keep the transfer friendliness of BPS and the attractiveness of AB for those holding appropriate associates degrees. Two tracks were defined and included in the new program offering. See exhibit 2 for detailed information.



## Exhibit 2



### General Business (2011-12)

#### **BACHELOR OF BUSINESS ADMINISTRATION • 120 CREDITS • GEN BUS BBA**

The General Business degree prepares students to enter either the business or government sectors as general managers. Presented with learning opportunities ranging from lecture and textbook study to case analysis and business simulations, students are grounded in the fundamentals of business, with emphasis on critical thinking and problem solving. The substantial number of elective courses allows students to tailor this degree program to individual career objectives.

<b>Foundations of Excellence</b>		<b>39 credits</b>
COMM120	Presentation Techniques	3
ECON200	Microeconomics	3
ECON201	Macroeconomics	3
ENGL109	Composition	3
ENGL110	Advanced Composition	3
ENGL311	Professional Writing	3
FRSM100	Career and Education Seminar <b>or</b> (if exempt) Open Electives	3
MATH125	Intermediate Algebra	3
STAT220	Introduction to Statistics	3
SOSC201	Diversity in Society	3
	Humanities Electives	3
	Social Science Electives	3
ENVS125	Environmental Studies <b>or</b> Science/Mathematics elective	3
<b>Foundations of Business</b>		<b>32 credits</b>
ACCT201	Accounting Foundations I	4
ACCT202	Accounting Foundations II	4
BITS211	Microcomputer Applications: Spreadsheets	3
BUSN120	Introduction to Business <b>or</b> Business Elective	3
BUSN210	Professional Ethics	3
CISP112	Applied Information Technology	3
FINC211	Corporate Finance	3
LEGL210	Business Law Foundations	3
MGMT211	Management Foundations	3
MKTG211	Marketing Foundations	3
<b>Major</b>		<b>43 credits</b>
BUSN303	Business Research	3
BUSN488T	BBA Major Field Test	0
BUSN495	Business Planning Capstone	4
FINC223	Entrepreneurial Finance <b>or</b>	
FINC235	Financial Analysis for Business Managers	3
GPMT350	Principles of Project Management	3
HRMG213	Human Resource Management	3
MGMT375	Leadership Theory and Discovery	3

## General Business BBA (cont'd)

OPTION 1\*\* Completed Associate Degree on file (OPT1) (24 credits)  
Specialty courses comprising the major area of the associate's degree

This option is specifically designed for those who have already attained an associate's degree. The distinctive feature of this program is its recognition of the expertise evidenced by the earned associate's degree. The associate's degree must include at least 24 semester hours (36 quarter hours) in a suitable major area of study that is not business, health, technology, general studies or liberal arts.

OPTION 2 General Business (OPT2) (24 credits)

**Choose 24 credits from the following courses:**

BUSN225	International Business	3
BUSN265	Entrepreneurship	3
BUSN311	Business Planning for Entrepreneurs	3
HRMG313	Staffing Organizations	3
HRMG314	Managing Change in Organizations	3
HRMG431	Negotiation and Dispute Resolution	3
LEGL401	Employment and Labor Law	3
MGMT312	Creativity and Innovation	3
MGMT321	Organizational Behavior	3
MGMT357	Operations Management	3
MGMT370	Sustainability Principles and Theories	3
MGMT399	Certified Manager Preparation	3
MGMT440	Strategic Management	3
MGMT412	Quality Management	3
MGMT413	Sustainable Supply Chain Management	3
MGMT420	Ethical Leadership & Corp. Social Responsibility	3
MGMT450	Sustainable Global Design/Strategy	3
MGMT490	Management Internship	3
MKTG320	Marketing of Services	3
MKTG404	Business-to-Business Marketing	3
MKTG430	New Product Development and Innovation	3
SABR381	Study Abroad Experience	3

**Open Electives**

**6 credits**

\*\* Students must take a minimum of 30 semester hours at Davenport to fulfill residency requirements. This includes at least 15 semester hours of their Foundations of Business requirements and the BUSN495 Business Planning Capstone course at Davenport.

*This degree program may not be used as part of a double major.*