UNIVERSITY CURRICULUM PHILOSOPHY, PRINCIPLES, AND FRAMEWORK

OPERATIONAL DEFINITIONS

Revised 2019

Curriculum—The Davenport University curriculum is a holistic program of learning that results in measurable student growth in knowledge and skills.

Profession Focused Curriculum—curriculum that blends academic with career-oriented subject matter

Program—an intentional set of structured curricular experiences a student engages in while at Davenport University.

Degrees—Davenport University awards degrees based on the definitions of each degree level as provided by the state of Michigan and the University’s requirements for degree purposes. Davenport University awards three degrees: master, bachelor, and associate.

- **Master’s degree**—“shall be granted only after the successful completion of the requirements for a bachelor’s degree and subsequent completion of at least 30 semester hours of graduate level credit.”
- **Bachelor’s degree**—“shall be granted only after the successful completion of at least 120 semester hours of collegiate level credit. Thirty semester hours...shall be in general education. If, however, the degree to be granted is a Bachelor of Arts degree, then 60 semester hours must be in general education.”
- **Associate’s degree**—“shall be granted only after the successful completion of at least 60 semester hours of collegiate level credit of which 15 semester hours shall be in general education. If, however, the degree to be granted is an Associate of Arts degree, then 30 semester hours must be in general education.”


Non-degree credentials—Davenport University awards non-degree credentials that certify the student has successfully completed a specific set of credit bearing courses with a professional focus and who has reached a specific standard of knowledge. These credentials must contain a minimum of 12 credits. The non-degree credentials awarded by Davenport University include the following:

- **Post-graduate certificate**—is granted after successful completion of the requirements for a master’s degree and subsequent completion of required courses. The post-graduate certificate consists of only graduate level courses.

Latest edition 04/25/2019 icb
• **Graduate certificate**—is granted after successful completion of the requirements for the bachelor’s degree and subsequent completion of required courses. The graduate certificate consists only of graduate level courses.

• **Post-baccalaureate certificate**—is granted after successful completion of the requirements for a bachelor’s degree and subsequent completion of required courses. The post-baccalaureate certificate consists only of undergraduate level courses.

• **Diploma program**—a set of general education and professional/vocational undergraduate studies that prepares students for a particular career. A diploma will have a minimum of 30 undergraduate credit hours.

**Major**—a set of courses that provide students with an understanding of a particular discipline. A major generally consists of a set number of required courses with a choice of several other specified courses within the discipline. Per Davenport University guidelines, a major will have a minimum of 30 credit hours in the bachelor degree and 21 in the associate degree.

**Minor**—a minor is a set of courses outside of a student’s major that enhance advanced studies or career opportunities through knowledge gained beyond that of the student’s major. Per Davenport University guidelines, a minor is optional and shall consist of 15 to 23 credits. Courses from the student’s Foundation of Excellence and/or the Foundations of the discipline program may be used to fulfill the minor requirements, as long as the credits from those foundation courses equal less than 50% of the required credits of the minor. If a student’s foundational courses create more than 50%, then approved substitutions from the department chair of the minor discipline will be required. A minimum of 25% of minor credits must be earned at Davenport University.

**Specialty**—a specialty is a set of undergraduate courses designed to provide students with focused knowledge in a specific area of the major or degree. All specialty classes are considered part of the major and will be included in the calculation of the major GPA for graduation requirements. Specialties are not available or required in all degrees.

**Course Substitute**—a course with enough similar content that supports the program learning outcomes.

**Cross-listed Course**—one of two courses with the same learning outcomes but at different levels or at the same level but in different disciplines. Course assignments must be appropriate for course level.

**Concentration**—a concentration is a focused extension within a graduate program. A concentration will have a minimum of 12 credits. A concentration may or may not lead to a graduate certificate.

**Elective**—a 100 level or above credit course that a student chooses to take as part of the degree.

  - **Open elective**—the topic of the chosen course may be in any discipline.
  - **Discipline elective**—the topic of the chosen course is discipline specific as prescribed by the particular program.
Excellence System Competencies—nine professional competencies consisting of specific learning outcomes. Certification is available in specific programs. These outcomes are assessed based upon rubrics. These competencies are interwoven throughout all bachelor degree programs.

Experiential Learning—a personal experience, as an integrated part of credit-bearing courses, adding value to the individual’s educational objectives. Development is through practical application of program and course outcomes and reflection. Certain experiences may be paid or unpaid depending upon the program.

Internships—a structured work-based learning experience, within an approved host organization, for which a student earns academic credit.

Field Work-- a graduate-level practice experience that follows the mandates of national accrediting body standards and is guided by a qualified fieldwork educator. Fieldwork is an in depth-supervised experience in assessment interventions and delivering occupational therapy services related to human occupations across the life span that reinforces didactic learning.

Practicums—Professional practice experiences designed and supervised to reinforce didactic instruction. Practicum must include program-coordinated experience at professional practice sites.

Nursing clinical—“Planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level” (CCNE Standards for Accreditation for Baccalaureate and Graduate Nursing Programs 2018).

Academic service learning—direct or indirect service with a non-profit or government organization that meets identified community needs. Outcomes of service learning include a further understanding of course or disciplinary outcomes and an enhanced appreciation of civic responsibility.

Course-embedded projects—projects with business and industry that solve organizational problems meeting client needs and/or program requirements.

Study Abroad—a course/s taken for credit that includes travel outside of the U.S.

Foundations of Excellence—the set of liberal arts and sciences courses required in a DU associate or bachelor degree.

Foundations of (discipline or degree program)—the set of introductory level discipline or degree courses (100 and 200 level) required in associate and bachelor programs within each college. These courses provide foundational knowledge for the disciplinary major and degree.

Interdisciplinary Degrees—required courses for the major are from two or more colleges which co-own the program.

Transition Program—a program that aids prospective students in developing their pre-college academic requirements when their skills in English and/or Math, according to placement scores, is below admission requirements. Students in this program take foundations of learning (English and/or Math) courses on a pass/fail basis and do not count toward a degree, along with choices from a predetermined set of courses that can be applied toward a degree if the program is successfully completed.

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Learning Outcomes—cognitive knowledge as described through the use of Bloom’s Taxonomy verbs and measured through valid and reliable instruments.

Program outcomes—the overall knowledge that is to be learned upon satisfactory completion of a program.

Course outcomes—the specific knowledge that is to be learned upon satisfactory completion of any course.

Excellence System Outcomes—a specific area of knowledge within an Excellence System competency.

Market Demand—the difference between job openings in a specific group of CIP codes and the number of competitor completions under that same CIP code.

Gap in Market—job openings is greater than completions

No demand—job openings is equal or less than completions

Annual Assessment—the annual review of academic Key Performance Indicators (KPIs) and learning outcomes

Undergraduate Program Assessment—review of academic KPIs, program learning outcomes, and Excellence System competencies at the mastery level

Graduate Program Assessment—review of academic KPIs and program learning outcomes

Course Assessment—review of Excellence System competencies at the introductory and reinforced levels in the required Foundations of Excellence

Program Review—the compiled seven-year review of a program’s annual assessments upon which curriculum changes are to be based