2009-2010

Undergraduate Academic Catalog

Volume XXVI • U.S. Edition

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DeVry University

July 8, 2009

Since the printing of DeVry's 2009-2010 Academic Catalog, Volume XXVI, the following significant changes have been implemented and are incorporated into this document.

Page 3: Information for the spring 2010 semester has been added.

Pages 4-7: Information for the newly relocated Charlotte, NC, campus is found on these pages.

Page 13: Information in Accreditation has been updated.

Page 22: Course requirements in the Operations Management major/concentration have been updated

Page 30: Information in the Technology Integration course area has been updated.

Pages 47-79: The following new courses have been added – BIOS-195, BMET-453, BMET-454. In addition, BIOS-160 has been discontinued.

Page 90: Information in Academic Appeal/Petition has been updated.

Page 91: Information in Registration and Course Scheduling has been updated.

Mission & Purposes

The mission of DeVry University is to foster student learning through high-quality, career-oriented education integrating technology, science, business and the arts. The university delivers practitioner-oriented undergraduate and graduate programs onsite and online to meet the needs of a diverse and geographically dispersed student population.

DeVry University seeks to consistently achieve the following purposes:

- To offer applications-oriented undergraduate education that includes a well-designed liberal arts and sciences component to broaden student learning and strengthen long-term personal and career potential.
- To offer practitioner-oriented graduate education that focuses on the applied concepts and skills required for success in a global economy.
- To provide market-driven curricula developed, tested, and continually improved by faculty and administrators through regular outcomes assessment and external consultation with business leaders and other educators.
- To continually examine the evolving needs of students and employers for career-oriented higher education programs as a basis for development of additional programs.
- To promote teaching excellence through comprehensive faculty training and professional development opportunities.
- To provide an interactive and collaborative educational environment that strengthens learning, provides credentialing opportunities, and contributes to lifelong educational and professional growth.
- To provide student services that contribute to academic success, personal development, and career potential.
- To serve student and employer needs by offering effective career entry and career development services.

DeVry University

From the President

It's an important time at DeVry University. While our nation faces unprecedented challenges, DeVry is proudly shouldering the responsibility of preparing dedicated individuals to become more productive members of society through education. Nearly 70,000 students currently entrust DeVry to deliver educational programs and services that empower them to take control of their futures and help build a stronger North American work force. DeVry has played a leading role in education for 78 years, and our commitment to students and the business communities we serve is only heightened in these turbulent times.

While DeVry has enjoyed a rich history, we know that steadfast commitment to quality, integrity and innovation is key to the education needs of society. To this end, system-wide nearly 700 full-time faculty, plus thousands of practitioner adjunct instructors, deliver industry-relevant education through DeVry University's Colleges of Business & Management, Engineering & Information Sciences, Media Arts & Technology, and Health Sciences. Our associate, bachelor's and master's degree programs – as well as professional exam preparation offered by DeVry's Becker Professional Review – provide a continuum of education critical to lifelong career progression and satisfaction.

Validating DeVry's privilege to help build secure futures for students and their families is accreditation the university has earned from The Higher Learning Commission of the North Central Association, which accredits many other prestigious public and private post-secondary schools. NCA, listed by the U.S. Department of Education as a recognized accrediting association, is one of six regional agencies that accredit U.S. colleges and universities at the institutional level. Institutional accreditation, along with program-specific accreditations, provides students and employers of our alumni assurance that rigorous standards of educational quality have been met.

But quality and integrity are significant only if education is accessible when and where it's needed, and if it's attainable. DeVry delivers its educational offerings onsite and online – or through a combination of these learning environments – days, evenings and weekends. And to ensure school is affordable, DeVry's financial aid advisors help identify sources of funding, including our interest-bearing installment loan program.

To learn more about the success of those who have taken advantage of a DeVry education, I encourage you to visit our Career Services web site, www.devry.edu/cservices. There you'll see that since 1975, system-wide some 235,000 undergraduate students have proudly become DeVry alumni. And of those graduates in the active job market, 90 percent were employed in career-related positions within six months of graduation.

At DeVry, our purpose is straightforward: to help you begin, or advance, the career of your dreams. Thank you for the honor of helping you achieve your goals through the power of education, and congratulations on taking an important step toward a rewarding future.

Wishing you a lifetime of success,

David J. Pauldine
President, DeVry University

Table of Contents

Information updated after March 31, 2009, including additions and amendments, is available via www.devry.edu/uscatalog. It is the responsibility of applicants and students to check for updates.

DeVry University is a subsidiary of, and operated by, DeVry University, Inc., One Tower Ln., Oakbrook Terrace, IL 60181, 630.571.7700, 800.733.3879. DeVry University operates as DeVry College of New York in New York and DeVry Institute of Technology in Calgary, Alberta. Information pertaining to DeVry sites in Michigan, New Jersey and Calgary is in other catalogs, available via www.devry.edu/uscatalog.

DeVry reserves the right to change terms and conditions outlined in this catalog at any time without notice. Information is current at the time of printing. This printed catalog supersedes all previous printed editions and is in effect until a subsequent catalog is published either in print or online at www.devry.edu/uscatalog. Volume XXVI; changes contained herein effective July 8, 2009.

* *Program availability varies by location. At DeVry College of New York, programs are offered by schools within the College, and the Biomedical Engineering Technology program is called Biomedical Technology.*

Academic Calendar

DeVry delivers courses in a session format, with two eight-week sessions offered each semester. Some courses may also be delivered in a semester-length format.

2009 Summer Semester: July 6, 2009 – October 25, 2009

Monday, July 6	Session A begins
Monday, July 13	Semester-length courses begin
Sunday, August 30	Session A ends
Monday, August 31	Session B begins
Monday, September 7	Labor Day
Sunday, October 25	Session B and semester-length courses end

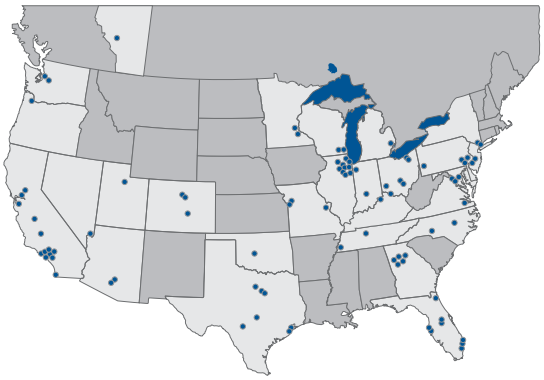
2009 Fall Semester: October 26, 2009 – February 28, 2010

Monday, October 26	Session A begins
Monday, November 2	Semester-length courses begin
Thursday, November 26 - Friday, November 27	Thanksgiving break
Sunday, December 20	Session A ends
Monday, December 21 - Sunday, January 3	Winter recess
Monday, January 4	Session B begins and semester-length courses resume
Monday, January 18	Martin Luther King Jr. Day
Sunday, February 28	Session B and semester-length courses end

2010 Spring Semester: March 1, 2010 – June 20, 2010

Monday, March 1	Session A begins
Monday, March 8	Semester-length courses begin
Friday, April 2	Spring recess
Sunday, April 25	Session A ends
Monday, April 26	Session B begins
Monday, May 31	Memorial Day
Sunday, June 20	Session B and semester-length courses end

DeVry Locations



With its nationwide network of more than 90 locations – as well as online delivery – DeVry provides the flexibility students need to complete their education at the most convenient time and place. More information on each location is available at the web addresses noted. Additional state-specific information is presented at the end of *DeVry Locations*.

Arizona

Mesa
1201 S. Alma School Rd., Ste. 5450
Mesa, AZ 85210-2011
480.827.1511
www.devry.edu/locations/campuses/loc_mesa.jsp

Phoenix
2149 W. Dunlap Ave.
Phoenix, AZ 85021-2995
602.870.9222
www.devry.edu/locations/campuses/loc_phoenixcampus.jsp

California

Alhambra
Unit 100, Bldg. A-11, 1st Flr.
1000 S. Fremont Ave.
Alhambra, CA 91803
866.613.8632
www.devry.edu/locations/campuses/loc_alhambra.jsp

Bakersfield
3000 Ming Ave.
Bakersfield, CA 93304-4136
661.833.7120
www.devry.edu/locations/campuses/loc_bakersfield.jsp

Daly City
2001 Junipero Serra Blvd., Ste. 161
Daly City, CA 94014-3899
650.991.3520
www.devry.edu/locations/campuses/loc_dalycity.jsp

Fremont
6600 Dumbarton Cr.
Fremont, CA 94555-3615
510.574.1100
www.devry.edu/locations/campuses/loc_fremontcampus.jsp

Fresno
7575 N. Fresno St.
Fresno, CA 93720-2458
559.439.8595
www.devry.edu/locations/campuses/loc_fresno.jsp

Inland Empire-Colton
1090 E. Washington, St., Ste. H
Colton, CA 92324-8180
909.514.1808
www.devry.edu/locations/campuses/loc_colton.jsp

Irvine
430 Exchange, Ste. 250
Irvine, CA 92602-1303
714.734.5560
www.devry.edu/locations/campuses/loc_irvine.jsp

Long Beach
3880 Kilroy Airport Way
Long Beach, CA 90806-2452
562.427.0861
www.devry.edu/locations/campuses/loc_longbeachcampus.jsp

Palmdale
39115 Trade Center Dr., Ste. 100
Palmdale, CA 93551-3649
661.224.2920
www.devry.edu/locations/campuses/loc_palmdale.jsp

Pomona
901 Corporate Center Dr.
Pomona, CA 91768-2642
909.622.8866
www.devry.edu/locations/campuses/loc_pomonacampus.jsp

Sacramento
2216 Kausen Dr., Ste. 1
Elk Grove, CA 95758-7115
916.478.2847
www.devry.edu/locations/campuses/loc_sacramento.jsp

San Diego
2655 Camino Del Rio N., Ste. 201
San Diego, CA 92108-1633
619.683.2446
www.devry.edu/locations/campuses/loc_sandiego.jsp

San Jose
2160 Lundy Ave., Ste. 250
San Jose, CA 95131-1862
408.571.3760
www.devry.edu/locations/campuses/loc_sanjose.jsp

Sherman Oaks
15301 Ventura Blvd., Bldg. D-100
Sherman Oaks, CA 91403-6654
888.610.0800
www.devry.edu/locations/campuses/loc_shermanoakscampus.jsp

Colorado

Colorado Springs
1175 Kelly Johnson Blvd.
Colorado Springs, CO 80920-3928
719.632.3000
www.devry.edu/locations/campuses/loc_coloradosprings.jsp

Denver South
6312 S. Fiddlers Green Cr., Ste. 150E
Greenwood Village, CO 80111-4943
303.329.3000
www.devry.edu/locations/campuses/loc_denver.jsp

Westminster
1870 W. 122nd Ave.
Westminster, CO 80234-2010
303.280.7400
www.devry.edu/locations/campuses/loc_westminstercampus.jsp

Florida

Ft. Lauderdale
600 Corporate Dr., Ste. 200
Ft. Lauderdale, FL 33334-3603
954.938.3083
www.devry.edu/locations/campuses/loc_ftlauderdale.jsp

Jacksonville
8131 Baymeadows Cr. W., Ste. 101
Jacksonville, FL 32256-1811
904.367.4942
www.devry.edu/locations/campuses/loc_jacksonville.jsp

Miami
8700 W. Flagler St., Ste. 100
Miami, FL 33174-2535
305.229.4833
www.devry.edu/locations/campuses/loc_miami.jsp

Miramar
2300 SW 145th Ave.
Miramar, FL 33027-4150
954.499.9700
www.devry.edu/locations/campuses/loc_miramarcampus.jsp

Orlando
4000 Millenia Blvd.
Orlando, FL 32839-2426
407.345.2800
www.devry.edu/locations/campuses/loc_orlandocampus.jsp

Orlando North
1800 Pembrook Dr., Ste. 160
Orlando, FL 32810-6372
407.659.0900
www.devry.edu/locations/campuses/loc_orlandonorth.jsp

Tampa Bay
3030 N. Rocky Point Dr. W., Ste. 100
Tampa, FL 33607-5901
813.288.8994
www.devry.edu/locations/campuses/loc_tampa.jsp

Tampa East
6700 Lakeview Center Dr., Ste. 150
Tampa, FL 33619-1121
813.664.4260
www.devry.edu/locations/campuses/loc_tampaeast.jsp

Georgia

Alpharetta
2555 Northwinds Pkwy.
Alpharetta, GA 30009-2232
770.619.3600
www.devry.edu/locations/campuses/loc_alpharettacampus.jsp

Atlanta Cobb/Galleria
100 Galleria Pkwy. SE, Ste. 100
Atlanta, GA 30339-3122
770.916.3704
www.devry.edu/locations/campuses/loc_cobb.jsp

Decatur
1 West Court Square, Ste. 100
Decatur, GA 30030-2556
404.270.2700
www.devry.edu/locations/campuses/loc_decaturcampus.jsp

Gwinnett
3505 Koger Blvd., Ste. 170
Duluth, GA 30096-7671
770.381.4400
www.devry.edu/locations/campuses/loc_gwinnett.jsp

Henry County
675 Southcrest Pkwy., Ste. 100
Stockbridge, GA 30281-7973
678.284.4700
www.devry.edu/locations/campuses/loc_henry.jsp

Illinois

Addison
1221 N. Swift Rd.
Addison, IL 60101-6106
630.953.1300
www.devry.edu/locations/campuses/loc_addisoncampus.jsp

Chicago
3300 N. Campbell Ave.
Chicago, IL 60618-5994
773.929.8500
www.devry.edu/locations/campuses/loc_chicagocampus.jsp

Chicago Loop
225 W. Washington St., Ste. 100
Chicago, IL 60606-2418
312.372.4900
www.devry.edu/locations/campuses/loc_chicagoloop.jsp

Chicago O'Hare
8550 W. Bryn Mawr Ave., Ste. 450
Chicago, IL 60631-3224
773.695.1000
www.devry.edu/locations/campuses/loc_chicagoohare.jsp

Elgin
Randall Point
2250 Point Blvd., Ste. 250
Elgin, IL 60123-7873
847.649.3980
www.devry.edu/locations/campuses/loc_elgin.jsp

Gurnee
1075 Tri-State Pkwy., Ste. 800
Gurnee, IL 60031-9126
847.855.2649
www.devry.edu/locations/campuses/loc_gurnee.jsp

Naperville
2056 Westings Ave., Ste. 40
Naperville, IL 60563-2361
630.428.9086
www.devry.edu/locations/campuses/loc_naperville.jsp

Oak Brook
One Tower Ln., 9th Fl.
Oakbrook Terrace, IL 60181-4624
630.571.1818
www.devry.edu/locations/campuses/loc_oakbrook.jsp

Tinley Park
18624 W. Creek Dr.
Tinley Park, IL 60477-6243
708.342.3300
www.devry.edu/locations/campuses/loc_tinleyparkcampus.jsp

Indiana

Indianapolis
9100 Keystone Crossing, Ste. 350
Indianapolis, IN 46240-2158
317.581.8854
www.devry.edu/locations/campuses/loc_indianapolis.jsp

Merrillville
Twin Towers
1000 E. 80th Pl., Ste. 222 Mall
Merrillville, IN 46410-5673
219.736.7440
www.devry.edu/locations/campuses/loc_merrillville.jsp

Kentucky

Louisville
10172 Linn Station Rd., Ste. 300
Louisville, KY 40223-3887
866.906.9388
www.devry.edu/locations/campuses/loc_louisville.jsp

Maryland

Bethesda
4550 Montgomery Ave., Ste. 100 N.
Bethesda, MD 20814-3304
301.652.8477
www.devry.edu/locations/campuses/loc_bethesda.jsp

Michigan

Southfield
26999 Central Park Blvd., Ste. 125
Southfield, MI 48076-4174
248.213.1610
www.devry.edu/locations/campuses/loc_southfield.jsp

Minnesota

Edina
7700 France Ave. S., Ste. 575
Edina, MN 55435-5876
952.838.1860
www.devry.edu/locations/campuses/loc_edina.jsp

St. Louis Park
400 Highway 169 S., Ste. 100
St. Louis Park, MN 55426-1105
952.738.3100
www.devry.edu/locations/campuses/loc_stlouispark.jsp

Missouri

Kansas City
11224 Holmes Rd.
Kansas City, MO 64131-3626
816.941.0430
www.devry.edu/locations/campuses/loc_kansascitycampus.jsp

Kansas City Downtown
1100 Main St., Ste. 118
Kansas City, MO 64105-2112
816.221.1300
www.devry.edu/locations/campuses/loc_kcdowntown.jsp

St. Louis
1801 Park 270 Dr., Ste. 260
St. Louis, MO 63146-4020
314.542.4222
www.devry.edu/locations/campuses/loc_stlouis.jsp

Nevada

Henderson
2490 Paseo Verde Pkwy., Ste. 150
Henderson, NV 89074-7120
702.933.9700
www.devry.edu/locations/campuses/loc_henderson.jsp

New Jersey

North Brunswick
630 U.S. Highway One
North Brunswick, NJ 08902-3362
732.729.3532
www.devry.edu/locations/campuses/loc_northbrunswickcampus.jsp

Paramus
35 Plaza
81 E. State Route 4, Ste. 102
Paramus, NJ 07652-2634
201.556.2840
www.devry.edu/locations/campuses/loc_paramus.jsp

New York

Long Island City
DeVry College of New York
3020 Thomson Ave.
Long Island City, NY 11101-3051
718.269.4200
www.devry.edu/locations/campuses/loc_longislandcitycampus.jsp

North Carolina

Charlotte
Charleston Row
2015 Ayrsley Town Blvd., Ste. 109
Charlotte, NC 28273-4068
866.923.3879
www.devry.edu/locations/campuses/loc_charlotte.jsp

Raleigh-Durham
1600 Perimeter Park Dr., Ste. 100
Morrisville, NC 27560-8421
919.463.1380
www.devry.edu/locations/campuses/loc_raleighdurham.jsp

Ohio

Cincinnati
8800 Governors Hill Dr., Ste. 100
Cincinnati, OH 45249-1367
513.583.5000
www.devry.edu/locations/campuses/loc_cincinnati.jsp

Columbus
1350 Alum Creek Dr.
Columbus, OH 43209-2705
614.253.7291
www.devry.edu/locations/campuses/loc_columbuscampus.jsp

Columbus North
8800 Lyra Dr., Ste. 120
Columbus, OH 43240-2100
614.252.8850
www.devry.edu/locations/campuses/loc_columbus.jsp

Dayton
3610 Pentagon Blvd., Ste. 100
Dayton, OH 45431-1708
937.320.3200
www.devry.edu/locations/campuses/loc_dayton.jsp

Seven Hills
The Genesis Building
6000 Lombardo Ctr., Ste. 200
Seven Hills, OH 44131-6907
216.328.8754
www.devry.edu/locations/campuses/loc_sevenhills.jsp

Oklahoma

Oklahoma City
Lakepointe Towers
4013 NW Expressway St., Ste. 100
Oklahoma City, OK 73116-1695
405.767.9516
www.devry.edu/locations/campuses/loc_oklahomacity.jsp

Oregon

Portland
9755 SW Barnes Rd., Ste. 150
Portland, OR 97225-6651
503.296.7468
www.devry.edu/locations/campuses/loc_portland.jsp

Pennsylvania

Ft. Washington
1140 Virginia Dr.
Ft. Washington, PA 19034-3204
215.591.5700
www.devry.edu/locations/campuses/loc_ftwashingtoncampus.jsp

Philadelphia
1800 JFK Blvd., Ste. 104
Philadelphia, PA 19103-7421
215.568.2911
www.devry.edu/locations/campuses/loc_philadelphia.jsp

Pittsburgh
210 Sixth Ave., Ste. 200
Pittsburgh, PA 15222-2606
412.642.9072
www.devry.edu/locations/campuses/loc_pittsburgh.jsp

Valley Forge
701 Lee Rd., Ste. 103
Chesterbrook, PA 19087-5612
610.889.9980
www.devry.edu/locations/campuses/loc_valleyforge.jsp

Tennessee

Memphis
6401 Poplar Ave., Ste. 600
Memphis, TN 38119-4808
901.537.2560
www.devry.edu/locations/campuses/loc_memphis.jsp

Nashville
3343 Perimeter Hill Dr., Ste. 200
Nashville, TN 37211-4147
615.445.3456
www.devry.edu/locations/campuses/loc_nashville.jsp

Texas

Austin
Stratum Executive Center
11044 Research Blvd., Ste. B-100
Austin, TX 78759-5292
512.231.2500
www.devry.edu/locations/campuses/loc_austin.jsp

Ft. Worth
DR Horton Tower
301 Commerce St., Ste. 2000
Ft. Worth, TX 76102-4120
817.810.9114
www.devry.edu/locations/campuses/loc_ftworth.jsp

Houston
11125 Equity Dr.
Houston, TX 77041-8217
713.973.3100
www.devry.edu/locations/campuses/loc_houstoncampus.jsp

Houston Galleria
2000 West Loop S., Ste. 150
Houston, TX 77027-3513
713.850.0888
www.devry.edu/locations/campuses/loc_houston.jsp

Irving
4800 Regent Blvd.
Irving, TX 75063-2439
972.929.6777
www.devry.edu/locations/campuses/loc_irvingcampus.jsp

Richardson
2201 N. Central Expressway, Ste. 149
Richardson, TX 75080-2754
972.792.7450
www.devry.edu/locations/campuses/loc_richardson.jsp

San Antonio
1919 NW Loop 410, Ste. 150
San Antonio, TX 78213-2300
210.524.5400
www.devry.edu/locations/campuses/loc_sanantonio.jsp

Utah

Sandy
9350 S. 150 E., Ste. 420
Sandy, UT 84070-2704
801.565.5110
www.devry.edu/locations/campuses/loc_sandy.jsp

Virginia

Arlington
2450 Crystal Dr.
Arlington, VA 22202-3843
703.414.4000
www.devry.edu/locations/campuses/loc_arlingtoncampus.jsp

Manassas
10432 Balls Ford Rd., Ste. 130
Manassas, VA 20109-3173
703.396.6611
www.devry.edu/locations/campuses/loc_manassas.jsp

South Hampton Roads
1317 Executive Blvd., Ste. 100
Chesapeake, VA 23320-3671
757.382.5680
www.devry.edu/locations/campuses/loc_chesapeake.jsp

Washington

Bellevue
Bellevue Corporate Plaza
600 108th Ave. NE, Ste. 230
Bellevue, WA 98004-5110
425.455.2242
www.devry.edu/locations/campuses/loc_seattle.jsp

Federal Way
3600 S. 344th Way
Federal Way, WA 98001-9558
253.943.2800
www.devry.edu/locations/campuses/loc_federalwaycampus.jsp

Wisconsin

Milwaukee
411 E. Wisconsin Ave., Ste. 300
Milwaukee, WI 53202-4400
414.278.7677
www.devry.edu/locations/campuses/loc_milwaukee.jsp

Waukesha
Stone Ridge Business Center
N14 W23833 Stone Ridge Dr., Ste. 450
Waukesha, WI 53188-1157
262.347.2911
www.devry.edu/locations/campuses/loc_waukesha.jsp

Alberta, Canada

Calgary
DeVry Institute of Technology
2700 3rd Ave. SE
Calgary, AB Canada T2A 7W4
403.235.3450
www.devry.edu/calgary

State-Specific Information

Maryland: *The Montgomery County library system has an exchange agreement with library systems in northern Virginia; Washington, DC; and other Maryland counties. By presenting a valid library card for any of these systems, students may use all resources within Montgomery County libraries.*

New York: *Classes are also offered at DeVry's Manhattan extension center, 120 W. 45th St., 6th Flr., New York, NY 10036, 212.556.0002.*

North Carolina: *Three-semester-credit-hour undergraduate courses offered through DeVry's North Carolina locations meet eight weeks for 3.5 hours of classroom instruction each week, plus two hours of online instructor-mediated work per week, for a total of 44 hours. Four-semester-credit-hour undergraduate courses meet eight weeks for 3.5 hours of classroom instruction each week, plus three hours of online instructor-mediated work per week, for a total of 52 hours.*

- *Charlotte Campus: Nearby healthcare services are located at Presbyterian Urgent Care, 1918 Randolph Rd., Charlotte, NC 28207, 704.316.1050.*
- *Raleigh-Durham Campus: Nearby healthcare services are located at Rex Healthcare, 4420 Lake Boone Trl., Raleigh, NC 27607, 919.784.3100.*

Pennsylvania: *Classes are also offered in the Pittsburgh area, at the Regional Learning Alliance of Southwestern Pennsylvania's center at Cranberry Woods, 850 Cranberry Woods Dr., Cranberry, PA 16066; 724.741.1039; center dean: Tiffany Evans, MBA - Keller Graduate School of Management.*

DeVry Online Delivery

Administrative Offices
DeVry Online
1200 E. Diehl Rd.
Naperville, IL 60563-9347
800.231.0497 - Admissions
877.496.9050 - Student Services
www.devry.edu/online

For more than a decade, DeVry has leveraged the Internet to deliver high-quality educational offerings and services online.

Integrating online capabilities with its proven educational methodologies, DeVry offers "anytime, anywhere" education to students who reside beyond the geographic reach of DeVry locations, whose schedules preclude onsite attendance or who want to take advantage of the tremendous flexibility afforded by online attendance. Interactive information technology enables students to effectively communicate with instructors, as well as to participate in group activities with fellow online students.

DeVry's online learning platform – accessible 24 hours a day, seven days a week – offers:

- Course syllabi and assignments, DeVry's virtual library and other web-based resources.
- Email, threaded conversations and chat rooms.
- Text and course materials, available through DeVry's online bookstore.
- CD-ROM companion disks.
- Study notes or "instructor lectures" for student review.

Instructors for online courses are drawn from DeVry's faculty throughout North America as well as from leading organizations in business and technology. To ensure effective delivery of course materials, as well as their ability to facilitate participation from all class members, faculty teaching online complete specialized instruction to prepare them to teach via this medium. As a result, students are provided with a comprehensive learning experience that enables them to master course content.

The people supporting students taking advantage of DeVry's dynamic online learning experience are located in suburban Chicago and help provide students with access to a full range of support services, including admission and registration information, academic advising and financial aid information. Students can complete all administrative details online, including purchasing textbooks.

University Leadership & Quality

Backing all DeVry University degree programs and services is a solid core of experts in the education arena as well as seasoned business professionals. These leaders lend their expertise to the University to enhance our value to students and the communities we serve.

Serving as a hallmark of a DeVry University education is the accreditation the University has been granted from The Higher Learning Commission of the North Central Association. The in-depth accreditation process, along with program-specific accreditations, provides assurance that rigorous standards of quality have been met.

The following pages feature DeVry University leadership, as well as detailed information on our accreditation and state approvals.

DeVry University Leadership

DeVry Inc. Board of Directors

Harold T. Shapiro, PhD
Board Chair
President Emeritus
Princeton University

Charles A. Bowsher
Retired Comptroller General
of the United States

David S. Brown, Esq.
Attorney-at-Law (Retired)

Connie R. Curran, EdD, RN, FAAN
President
Curran & Associates

Daniel Hamburger
President and Chief Executive Officer
DeVry Inc.

William T. Keevan
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Accreditation & Approvals

Accreditation
DeVry University is accredited by The Higher Learning Commission and is a member of the North Central Association (NCA), 30 North LaSalle Street, Chicago, Illinois 60602, www.ncahlc.org. The University's Keller Graduate School of Management is included in this accreditation. NCA is listed by the U.S. Department of Education as a recognized accrediting association and is one of the six regional agencies that accredit U.S. colleges and universities at the institutional level. Accreditation provides assurance to the public and to prospective students that standards of quality have been met.

DeVry University is a member of CHEA, a national advocate and institutional voice for self-regulation of academic quality through accreditation. CHEA, an association of 3,000 degree-granting colleges and universities, recognizes 60 institutional and programmatic accrediting organizations.

The following programs, at the following locations, are accredited by the Technology Accreditation Commission of ABET, 111 Market Place, Baltimore, Maryland 21202, 410.347.7700:

- **Baccalaureate Biomedical Engineering Technology (BMET):** Decatur/Alpharetta, Federal Way, Kansas City, Northern California (Fremont), Phoenix
- **Baccalaureate Computer Engineering Technology (CET):** Addison (Tinley Park), Arlington, Chicago, Columbus, Decatur/Alpharetta, Federal Way, Ft. Washington, Houston, Irving, Kansas City, Long Island City, Northern California (Fremont), Orlando, Phoenix, South Florida (Miramar), Southern California (Long Beach, Pomona, Sherman Oaks), Westminster
- **Baccalaureate Electronics Engineering Technology (EET):** Addison (Tinley Park), Arlington, Chicago, Columbus, Decatur/Alpharetta, Federal Way, Ft. Washington, Houston, Irving, Kansas City, Long Island City, New Jersey (North Brunswick only), Northern California (Fremont, Sacramento), Orlando, Phoenix, South Florida (Miramar), Southern California (Long Beach, Pomona, Sherman Oaks), Westminster

TAC of ABET requires separate review of each engineering technology program at each location, as well as of online programs. The initial evaluation for newer programs, as well as programs at newer locations, may not be requested until the first class of students has graduated. The CET and EET programs at DeVry Calgary are not eligible for this accreditation. The most recent information on the status of TAC of ABET accreditation is available at each location and at www.devry.edu.

The following programs, at the following locations, are accredited by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM, www.cahiim.org):

- **Associate Health Information Technology (HIT):** Online, Alpharetta, Chicago, Columbus, Decatur, Ft. Washington, Houston, Irving, North Brunswick, Pomona
- **Baccalaureate Technical Management (BSTM) with Health Information Management Specialty:** Online

CAHIIM requires separate review of each eligible program at each location. A location may not apply for accreditation review of a given program until the program is fully operational. The most recent information on the status of CAHIIM accreditation of a location's HIT program, or of the BSTM program with a technical specialty in Health Information Management, is available from the location and at www.devry.edu.

DeVry University's Business Administration program, when completed with a project management major/concentration, is accredited by the Project Management Institute's Global Accreditation Center. More information is available via www.pmi.org.

In the United States, current or prospective students may review information regarding accreditation, approvals and licensing by contacting the chief location administrator.

NOTE: DeVry University operates as DeVry College of New York in New York and DeVry Institute of Technology in Calgary, Alberta. The Alpharetta and Tinley Park sites operate as branches of DeVry Decatur and DeVry Addison, respectively. More information on accreditation in Calgary is available via www.devry.edu/calgary.

Approvals
Arizona: DeVry is authorized to operate and grant degrees by the Arizona State Board for Private Postsecondary Education, 1400 W. Washington, Phoenix 85007, 602.542.5709.

California: Through voluntary agreement with the Department of Consumer Affairs, DeVry University California remains authorized to grant degrees and is in compliance with all state statutes, rules and regulations in effect as of the Bureau's close of business June 30, 2007. Information regarding the voluntary agreement is found at www.bppve.ca.gov/forms_pubs/voluntaryagreelist.pdf.

Colorado: DeVry is approved to operate by the Colorado Commission on Higher Education, 1290 Broadway, Denver 80203, 303.866.2723.

Florida: DeVry is licensed by the Commission for Independent Education, Florida Department of Education. Additional information regarding this institution may be obtained by contacting the Commission at 325 W. Gaines St., Ste. 1414, Tallahassee 32399, toll-free telephone number 888.224.6684.

Georgia: DeVry is authorized to operate by the Georgia Nonpublic Postsecondary Education Commission, 2189 Northlake Pkwy., Tucker 30084, 770.414.3300.

Illinois: DeVry is authorized to operate and grant degrees by the Illinois Board of Higher Education, 431 E. Adams, Springfield 62701, 217.782.3442.

Indiana: DeVry is regulated by the Indiana Commission on Proprietary Education, 302 W. Washington St., Rm. E201, Indianapolis 46204, 800.227.5695 or 317.232.1320.

Kentucky: DeVry University is licensed by the Kentucky Council on Postsecondary Education, 1024 Capital Center Dr., Ste. 320, Frankfort 40601, 502.573.1555.

Maryland: DeVry University is approved to operate under authority of the Maryland Higher Education Commission, 16 Francis St., Annapolis 21401, 410.260.4500.

Minnesota: DeVry University is registered as a private institution with the Minnesota Office of Higher Education (1450 Energy Park Dr., Ste. 350, St. Paul 55108) pursuant to sections 136A.61 to 136A.71. Registration is not an endorsement of the institution. Credits earned at the institution may not transfer to all other institutions.

Missouri: DeVry is certified to operate by the Missouri Coordinating Board for Higher Education, 3515 Amazonas Dr., Jefferson City 65109, 573.751.2361.

Nevada: DeVry is licensed to operate in the state of Nevada by the Nevada Commission on Postsecondary Education, 1820 E. Sahara Ave., Las Vegas 89104, 702.486.7330.

New York: DeVry has received permission to operate its academic programs in New York from the University of the State of New York Board of Regents/The State Education Department, 89 Washington Ave., 5 North Mezzanine, Albany 12234, 518.474.2593. The following programs are registered with the state: Bachelor of Professional Studies in Business Administration, Computer Information Systems, and Network & Communications Management; Bachelor of Technology in Biomedical Technology, Computer Engineering Technology and Electronics Engineering Technology.

North Carolina: DeVry has been evaluated by the University of North Carolina (910 Raleigh Rd., Chapel Hill 27515, 919.962.4559) and is licensed to conduct higher education degree activity. DeVry University is owned and operated by DeVry Inc., One Tower Ln., Oakbrook Terrace, IL 60181-4624. The School's guaranty bond for unearned prepaid tuition is on file with the Board of Governors of the University of North Carolina and may be viewed by contacting the Licensing Department at DeVry Inc.

Ohio: DeVry holds Certificate of Authorization by the Ohio Board of Regents, 30 E. Broad St., Columbus 43215, 614.466.6000.

Oklahoma: DeVry University is authorized to offer degree programs by the Oklahoma State Regents for Higher Education, 655 Research Pkwy., Ste. 200, Oklahoma City, 73104, 405.225.9100.

Oregon: DeVry University is a unit of a business corporation authorized by the state of Oregon to offer and confer the academic degrees described herein, following a determination that state academic standards will be satisfied under OAR 583-030. Inquiries concerning the standards or school compliance may be directed to the Office of Degree Authorization, 1500 Valley River Dr., Ste. 100, Eugene 97401.

Pennsylvania: DeVry is approved and authorized to operate by the Pennsylvania Department of Education, 333 Market St., Harrisburg 71726, 717.783.9255. In Pennsylvania, instructional hours for all courses scheduled to meet on days falling on recognized holidays will be made up by one or more of the following deemed appropriate by the faculty and approved by the dean of academic affairs: lengthened class sessions, pre-course readings, team projects, group meetings.

Tennessee: DeVry University is authorized by the Tennessee Higher Education Commission, Parkway Towers, Ste. 1900, Nashville 37243, 615.741.5293. This authorization must be renewed each year and is based on an evaluation by minimum standards concerning quality of education, ethical business practices, health and safety, and fiscal responsibility.

Texas: DeVry is authorized to grant degrees by the Texas Higher Education Coordinating Board, Box 12788, Austin 78711, 512.427.6225, 512.427.6168 fax.

Utah: As a regionally accredited institution, DeVry University is exempt from registration requirements according to the Utah Postsecondary Proprietary School Act. State of Utah Department of Commerce, 160 E. 300 South, Salt Lake City 84114.

Virginia: DeVry is certified to operate by the State Council of Higher Education for Virginia, 101 N. 14th St., Richmond 23219, 804.255.2621.

Washington: DeVry University is authorized by the Washington Higher Education Coordinating Board and meets requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes DeVry University to offer the following degree programs: Associate of Applied Science in Accounting, Electronics & Computer Technology, Health Information Technology, Network Systems Administration and Web Graphic Design; Bachelor of Science in Biomedical Engineering Technology, Business Administration, Computer Engineering Technology, Computer Information Systems, Electronics Engineering Technology, Game & Simulation Programming, Multimedia Design & Development, Network & Communications Management, and Technical Management. Authorization by the HECB does not carry with it an endorsement by the board of the institution or its programs. Any person desiring information about requirements of the Act or applicability of those requirements to the institution may contact the HECB at P.O. Box 43430, Olympia, WA 98504-3430. In addition, selected programs of study at DeVry University are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Wisconsin: DeVry is approved by the Wisconsin Educational Approval Board, 30 W. Mifflin St., Madison 53708, 608.266.1996.

Colleges & Programs

of Study

College of
Business & Management

- Accounting – Associate Degree
- Business Administration – Bachelor's Degree
- Technical Management – Bachelor's Degree

College of
Engineering & Information Sciences

- Electronics & Computer Technology – Associate Degree
- Network Systems Administration – Associate Degree
- Biomedical Engineering Technology – Bachelor's Degree
- Computer Engineering Technology – Bachelor's Degree
- Computer Information Systems – Bachelor's Degree
- Electronics Engineering Technology – Bachelor's Degree
- Game & Simulation Programming – Bachelor's Degree
- Network & Communications Management – Bachelor's Degree

College of
Media Arts & Technology

- Web Graphic Design – Associate Degree
- Multimedia Design & Development – Bachelor's Degree

College of
Health Sciences

- Health Information Technology – Associate Degree

College of Business & Management

DeVry University's College of Business & Management offers a variety of degree programs to help students meet their educational goals and enhance their career success. Programs and courses – offered onsite and online days, evenings and weekends – are taught by faculty with real-world experience, who translate theory into practice and provide an enriching education through experiential learning, practitioner-based projects, case studies and more. Programs include:

Associate Degree
- Accounting

Bachelor's Degree
- Business Administration
- Technical Management

Master's Degree
- Accounting & Financial Management
- Business Administration
- Human Resource Management
- Project Management
- Public Administration

The following pages provide details on undergraduate programs offered through the College of Business & Management. DeVry's graduate catalogs, available via www.devry.edu/uscatalog, offer more information on master's degree programs in the College of Business & Management, as well as on the University's other management-relevant graduate-level offerings.

Accounting Program

DeVry's Accounting program equips students with the knowledge, skills and abilities needed to function as entry-level accounting professionals in public accounting, industry, nonprofit organizations and government. Coursework is taught from the practitioner's perspective, and focuses on applying accounting and financial management concepts and skills to real-world applications while providing students with a solid base in accounting theory.

Coursework builds students' knowledge and skills in key functional areas including financial accounting and reporting, managerial accounting, personal taxation and accounting technology. The program also addresses key principles of business administration and provides students with a solid base in general education.

PROGRAM OBJECTIVES

The Accounting program is designed to produce graduates who are able to:

- Apply accounting and finance principles to fundamental accounting tasks.
- Use accounting technology for accounting and financial tasks and data analysis.
- Communicate effectively both orally and in writing.
- Demonstrate teamwork skills.
- Apply problem-solving skills.

DeVry accomplishes these goals by:

- Providing an academic program that offers foundational knowledge of accounting, tax and related concepts, as well as analysis techniques integrated with contemporary technology.
- Incorporating application technology into courses for reinforcement and problem-solving.
- Integrating general competencies into technical and nontechnical courses throughout the program.

PROGRAM DETAILS

Degree: Associate of Applied Science in Accounting (in Florida, Associate of Science in Accounting; in Minnesota, Associate in Applied Science in Accounting)

Semesters: 4 full time

Minimum credit hours required for graduation: 65

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-135 (c) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	11
Humanities (a) HUMN-232	3
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190	3
Personal and Professional Development (a) all of: CARD-205; COLL-148	5
Mathematics and Sciences (a) MATH-114 (b) one of: BIOS-120; BIOS-135; BIOS-140; PHYS-216; SCI-204; SCI-214; SCI-224; SCI-228	8
Business and Accounting (a) all of: ACCT-212; ACCT-216; ACCT-217; ACCT-224; ACCT-244; ACCT-251; BIS-155; BIS-245; BUSN-115; BUSN-278; COMP-100	35

Business Administration Program

Students in DeVry's Business Administration program develop competency in applying technology to business strategy, management and decision-making through case studies, team projects, Internet use and web page development, as well as computer applications and systems integration. Majors (concentrations in Illinois, New York and Pennsylvania) are offered in Accounting, Business Information Systems, Finance, Health Services Management, Hospitality Management, Human Resource Management, Operations Management, Project Management, Sales & Marketing, Security Management, Small Business Management & Entrepreneurship, and Technical Communication. Availability of majors/concentrations varies by location. In addition, general business options are available in lieu of a specific major/concentration.

Students who have not chosen an area of specialization may begin the program in "Undeclared" status; however, they must select a major/concentration or general business option plan by the time they have earned, at DeVry, 30 semester-credit hours toward their degree.

PROGRAM OBJECTIVES

The Business Administration program is designed to produce graduates who are able to:

- Communicate effectively using oral, written and electronic documentation skills.
- Demonstrate leadership while working effectively in a team environment to accomplish a common goal.
- Demonstrate a foundation of business knowledge and decision-making skills that supports and facilitates lifelong professional development.
- Understand the legal, ethical and human value implications of personal, social and business activities, as well as the significance of business trends to the larger society.
- Use critical thinking, and creative and logical analysis skills, strategies and techniques to solve complex business problems.
- Implement and apply current technical and/or nontechnical solutions to business activities, systems and processes.

PROGRAM DETAILS – BUSINESS ADMINISTRATION PROGRAM WITH MAJORS/CONCENTRATIONS

Degree: Bachelor of Science in Business Administration (in Ohio, Bachelor of Business Administration; in New York, Bachelor of Professional Studies in Business Administration)

Semesters: 8 full time

Minimum credit hours required for graduation: 124

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-135 (c) one of: ENGL-216; ENGL-219; ENGL-227 (d) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	15
Humanities (a) one of: HUMN-303; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-450 (b) one of: HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-445; HUMN-447; HUMN-448; HUMN-449 (c) HUMN-432	9
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190 (b) one of: PSYC-285; PSYC-305; PSYC-307 (certain online students only); PSYC-315; SOCS-315; SOCS-335; SOCS-350; SOCS-410 (c) one of: LAWS-310; LAWS-420; POLI-330; POLI-332 (required in Nevada); POLI-410	9
Personal and Professional Development (a) all of: CARD-405; COLL-148	5
Mathematics and Sciences (a) all of: MATH-114; MATH-221 (b) one of: BIOS-120; BIOS-135; BIOS-140; PHYS-216; SCI-204; SCI-214; SCI-224; SCI-228	12

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Business Core*	36
(a) all of: ACCT-212; BIS-155; BUSN-115; BUSN-319; BUSN-379; COMP-100; ECON-312; MGMT-303	
(b) one of: ACCT-344; ACCT-346	
(c) one of: BIS-245 (required for Business Information Systems major/concentration); ECOM-210	
(d) one of: ACCT-349 (Accounting major/concentration only); ACCT-424 (Accounting major/concentration only); MGMT-404 (all other majors/concentrations)	
Electives*	9
Electives are chosen through academic advising from courses that are substantially different from those used to meet any other graduation requirement. They may be selected from the following courses, from another course area in the Business Administration program, or from courses offered as part of another DeVry degree program, provided prerequisites are satisfied. Where noted, some elective hours must be used to satisfy prerequisites for courses in the major/concentration. Qualifying prior college coursework not meeting other program requirements may be applied toward the elective hours.	
ACCT-424; BSOP-206 (required for Operations Management major/concentration); BSOP-431; BUSN-380; BUSN-412; BUSN-420; BUSN-427; ECOM-210; MGMT-439	
Major/Concentration* – one of the following is selected	30
Accounting	
(a) all of: ACCT-304; ACCT-305; ACCT-312; ACCT-444; BUSN-460	
(b) one of: ACCT-324; ACCT-429	
(c) one of: ACCT-352; ACCT-451	
(d) one of: ACCT-405; advanced course option†	
Business Information Systems	
(a) all of: BIS-261; BIS-311; BIS-325; BIS-345; BIS-360; BIS-445; BIS-450; BUSN-460	
Finance	
(a) all of: ACCT-304; BUSN-278; BUSN-460; FIN-382	
(b) three of: ACCT-429; FIN-351; FIN-364; FIN-385; FIN-417; FIN-426; FIN-463	
(c) advanced course option†	
Health Services Management	
(a) all of: BUSN-460; HSM-310; HSM-320; HSM-330; HSM-340; HSM-410; HSM-420	
(b) one of: HSM-430; advanced course option†	
Hospitality Management	
(a) all of: BUSN-460; HMT-310; HMT-320; HMT-330; HMT-410; HMT-420; HMT-450	
(b) one of: HMT-440; advanced course option†	
Human Resource Management	
(a) all of: BUSN-460; HRM-320; HRM-340; HRM-410; HRM-420; HRM-430; MGMT-410	
(b) one of: HRM-330; advanced course option†	

** Some courses may appear in more than one course area, to permit flexibility in pursuing areas of interest. However, each course may be applied to graduation requirements in one course area only.*

† A minimum of three credit hours is selected from courses offered in any major/concentration and for which course prerequisites have been satisfied.

Business Administration Program (continued)

COURSE AREA	MINIMUM CREDIT HOURS

Each lettered group below represents a graduation requirement, with any alternate choices.

Operations Management
(a) all of: BSOP-326; BSOP-330; BSOP-334; BSOP-429; BSOP-434; BUSN-460; advanced course option†
(b) one of: BSOP-209; MGMT-340

Project Management
(a) all of: ACCT-434; BSOP-326; BUSN-460; MGMT-340; PROJ-410; PROJ-420; PROJ-430
(b) one of: PROJ-330; advanced course option†

Sales & Marketing
(a) all of: BUSN-460; MKTG-310; MKTG-320; MKTG-410; MKTG-420; MKTG-430; SBE-330
(b) one of: ECOM-340; advanced course option†

Security Management
(a) all of: BUSN-460; SMT-310; SMT-320; SMT-330; SMT-410; SMT-415; SMT-420; advanced course option†

Small Business Management & Entrepreneurship
(a) all of: BUSN-258; BUSN-278; BUSN-460; SBE-310; SBE-430; SBE-440
(b) one of: SBE-330; SBE-420
(c) one of: MGMT-410; advanced course option†

Technical Communication
(a) all of: BUSN-460; TC-220; TC-310; TC-320; TC-360; TC-420; TC-440
(b) one of: TC-160; TC-430; TC-450

Business Administration Program – General Business Option Plan I

When appropriate, and in lieu of a major/concentration, students may select the senior project course, BUSN-460, and a sequence of business or technical courses that is closely aligned with their personal career goals. Selected coursework must total at least 27 semester-credit hours, and students' total program must include at least 42 semester-credit hours (45 semester-credit hours in Kansas) of upper-division coursework (DeVry courses numbered 300-499). All prerequisites for coursework selected must be satisfied. Business sequences are typically built from the array of courses listed in the Business Administration majors/concentrations or are shown in the elective choices. Technical sequences focus on a particular career area and need not be business-related. Approved sequences comprise a coherent series of interrelated courses and are determined by students in consultation with the business program administrator. They may include selected DeVry coursework, qualifying coursework from a prior college experience or a combination of both. The plan provides a solid base in business fundamentals and general education, as well as in-depth skills in an area of interest. This combination of knowledge and skills qualifies graduates to contribute to organizational success in a wide variety of areas.

Business Administration Program – General Business Option Plan II

Qualified graduates of approved international three-year business-related programs may select this option, which provides a direct path to earning a recognized bachelor's degree. International credentials considered for approval – from China, India, Singapore and the United Kingdom, among others – include higher national diplomas, three-year bachelor's degrees and the equivalent. Plan II also paves the way for graduate study. In lieu of choosing a major/concentration leading to specialized knowledge and skills, students choose to become business generalists, familiar with many aspects of international business and qualified for entry-level opportunities in business areas. Eligible students receive general credit of 83 semester-credit hours for their qualifying credential and must meet the additional course requirements for graduation as follows:

† *A minimum of three credit hours is selected from courses offered in any major/concentration and for which course prerequisites have been satisfied.*

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) ENGL-135 (b) one of: ENGL-112; ENGL-216; ENGL-219; ENGL-220H; ENGL-227; ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	7
Humanities (a) one of: HUMN-303; HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-445; HUMN-447; HUMN-448; HUMN-449; HUMN-450 (b) HUMN-432	6
Social Sciences (a) one of: PSYC-110; PSYC-285; PSYC-305; PSYC-307 (certain online students only); PSYC-315; SOCS-185; SOCS-187; SOCS-190; SOCS-315; SOCS-335; SOCS-350; SOCS-410 (b) one of: LAWS-310; LAWS-420; POLI-330; POLI-332 (required in Nevada); POLI-410	6
Personal and Professional Development (a) CARD-405	2
Mathematics and Sciences (a) MATH-221 (b) one of: BIOS-120; BIOS-135; BIOS-140; PHYS-216; SCI-204; SCI-214; SCI-224; SCI-228	8
Business (a) all of: BIS-155; BUSN-460; MGMT-303; MGMT-404	12

Technical Management Program

To meet the special needs of adult students, DeVry developed its bachelor's-degree-completion program in Technical Management. The curriculum helps students with qualifying prior college experience add an important credential – a bachelor's degree – to their resume. The program also facilitates students' advancement to supervisory or management positions in their chosen field of specialization, enabling them to reap greater career and financial rewards.

The Criminal Justice specialty is designed for students with at least one year of professional experience in law enforcement, criminal justice or a closely related field.

To enroll in Health Information Management specialty courses, students must hold a DeVry-approved associate degree in health information technology.

Students who have not chosen an area of specialization may begin the program in "Undeclared" status; however, they must select a technical specialty option by the time they have earned, through external and DeVry credit, 30 semester-credit hours toward their degree*.

PROGRAM OBJECTIVES

The Technical Management program is designed to produce graduates who are able to:

- Use applied research and problem-solving skills, including presenting recommendations through comprehensive reports, communicating effectively both orally and in writing, and working effectively in leadership and support roles within a team environment.
- Demonstrate supervisory and management skills needed to effectively lead and support others within a specialty and across business functions.
- Apply critical thinking skills to identify and evaluate existing processes, identify needs, and structure business approaches by using established methodologies and standards.

PROGRAM DETAILS

Degree: Bachelor of Science in Technical Management (in New York, Bachelor of Professional Studies in Technical Management; in Ohio, Bachelor of Technical Management)

Semesters: 8 full time

Minimum credit hours required for graduation: 122

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
General Education Of the 40 required hours in General Education, a minimum of six semester-credit hours must be successfully completed in each of the following disciplines: Communication Skills (ENGL and SPCH courses), Humanities (HUMN courses), Mathematics and Sciences (BIOS, MATH, PHYS and SCI courses), and Social Sciences (ECON, LAWS, POLI, PSYC and SOCS courses). Students should check with their advisor to ensure that specific courses will apply to their General Education requirements.	40
(a) one of: CARD-205 and CARD-415† (for DeVry associate degree program graduates); CARD-405† (b) all of: ENGL-135; HUMN-432†; MATH-114; MATH-221 (c) one of: BIOS-105; BIOS-120; BIOS-135; BIOS-140; BIOS-250; BIOS-254; BIOS-270; PHYS-216; SCI-204; SCI-214; SCI-224; SCI-228 (d) The remaining 19 semester-credit hours are selected from courses with prefixes BIOS, COLL, ENGL, ECON, HUMN (HUMN-445 required for students selecting the Health Information Management specialty), LAWS, MATH, PHYS, POLI, PSYC, SCI, SOCS and SPCH.	
Business, Management and Technology (a) all of: BIS-155; BUSN-115; COMP-100; MGMT-303; MGMT-404 (b) one of: BUSN-412; BUSN-420; BUSN-427; MGMT-340**; MGMT-410** (c) eight** semester-credit hours selected from any of the following courses that have not been applied to another requirement: additional courses from requirement (b); prerequisites to required courses in the chosen technical specialty; the Business Administration program's business core (excluding ECON); the Business Administration program's major/concentration areas.	27

**Minnesota residents attending online or at locations in Minnesota must complete at least 30 percent (12 semester-credit hours) of their general education courses in upper-division coursework (DeVry courses numbered 300-499).*

***Students selecting the Health Information Management specialty must complete MGMT-340, MGMT-410 and four semester-credit hours from requirement (c). Students applying MGMT-340 or MGMT-410 to meet the requirement of any other specialty must select a different course to meet requirement (b).*

† must be taken at DeVry

COURSE AREA	MINIMUM CREDIT HOURS

Each lettered group below represents a graduation requirement, with any alternate choices.

Technical Specialty – one option is selected 30

The technical specialty consists of a coherent sequence of interrelated courses focusing on a particular career area. All students must complete BUSN-460†. In addition, with their academic advisor's approval, students choose one of the following options to meet this requirement:

Option 1 – General Technical Option
DeVry coursework, qualifying coursework from a prior college experience, or a combination of DeVry and qualifying prior coursework may be selected to satisfy this requirement.

Option 2
Coursework required for one of the Business Administration program majors/concentrations may be selected. (This option is not available to students enrolled at the North Carolina locations.)

Option 3 – Criminal Justice Specialty
(a) all of: CRMJ-300; CRMJ-310; CRMJ-315; CRMJ-320; CRMJ-400; CRMJ-410
(b) three of: CRMJ-415; CRMJ-420; CRMJ-425; CRMJ-430; CRMJ-450

Option 4 – Health Information Management Specialty
To enroll in Health Information Management specialty courses, students must hold a DeVry-approved associate degree in health information technology.
(a) all of: HIM-335; HIM-355; HIM-370; HIM-410; HIM-420; HIM-435; HIM-460; MATH-325

Electives 25

Electives are chosen through academic advising, from courses substantially different from those used to meet any other graduation requirement. They may be selected from courses offered as part of another DeVry degree program, provided prerequisites are satisfied. Electives may be used to satisfy prerequisites for courses in other course areas or to pursue a special interest. Qualifying prior college coursework not meeting other program requirements may be applied toward the elective hours.

Individual Plans of Study
Degree requirements are specified in an individual plan of study developed with each student through academic advising. At least 42 semester-credit hours (45 semester-credit hours in Kansas) must be earned in upper-division coursework (DeVry courses numbered 300-499). Application of Technical Management program credits to the pursuit of an additional DeVry degree is strictly limited. (See *Pursuit of a Second DeVry Degree*.) If prerequisites for required courses have not been fulfilled, they are added to individual plans of study and become part of students' graduation requirements. Successful completion of Technical Specialty Option 2, 3 or 4 results in designation of the specialty on students' transcripts upon graduation. Specialties are not shown on students' diplomas.

† *must be taken at DeVry*

College of
Engineering & Information Sciences

DeVry University's College of Engineering & Information Sciences offers diverse degree programs focused on innovation and practical application to help students begin their careers or prepare for professional positions with greater responsibility and reward. Programs and courses – offered onsite and online days, evenings and weekends – include intensive lab assignments employing the latest equipment and technologies, are taught by faculty with real-world experience, and provide individual and team-based learning experiences. Programs include:

Associate Degree
- Electronics & Computer Technology
- Network Systems Administration

Bachelor's Degree
- Biomedical Engineering Technology
- Computer Engineering Technology
- Computer Information Systems
- Electronics Engineering Technology
- Game & Simulation Programming
- Network & Communications Management

Master's Degree
- Electrical Engineering
- Information Systems Management
- Network & Communications Management

The following pages provide details on undergraduate programs offered through the College of Engineering & Information Sciences. DeVry's graduate catalogs, available via www.devry.edu/uscatalog, offer more information on master's degree programs in the College of Engineering & Information Sciences, as well as on the University's other management-relevant graduate-level offerings.

Electronics & Computer Technology Program

As the electronic systems and equipment that power our personal and professional lives become more pervasive and integral to our existence, the expertise of the electronics and computer technologist is increasingly vital. To this end, DeVry based its Electronics & Computer Technology program on fundamentals of the technology driving today's systems, including telecommunications, networks, wireless, computers, controls and instrumentation. Graduates have a broad knowledge base that qualifies them for challenging career-entry positions in the dynamic electronics and computer fields.

PROGRAM OBJECTIVES

The ECT program is designed to produce graduates who are able to:

- Apply knowledge of analog and digital electronics to describe, utilize, analyze and troubleshoot electronic systems.
- Construct and configure working prototypes of pre-designed systems that combine hardware and software.
- Conduct experiments with electronics and software systems, employing appropriate test equipment to evaluate performance and determine needed repairs.
- Communicate effectively both orally and in writing.
- Work effectively in a team environment and display good customer service skills.
- Use applied research and problem-solving skills to enhance learning at DeVry and throughout their careers.

PROGRAM DETAILS

Degree: Associate of Applied Science in Electronics & Computer Technology (in Florida, Associate of Science in Electronics & Computer Technology; in Minnesota, New York and Pennsylvania, Associate in Applied Science in Electronics & Computer Technology)

Semesters: 5 full time

Minimum credit hours required for graduation: 71 (67 in Minnesota)

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-206	7
Humanities (a) HUMN-232	3
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190	3
Personal and Professional Development (a) all of: CARD-205; COLL-148	5
Mathematics and Sciences (a) all of: MATH-102†; PHYS-204	8†
Electrical and Electronic Circuits and Systems (a) all of: ECT-122; ECT-125; ECT-246; ECT-253; ECT-295L	14
Digital, Microprocessor and Computer Systems (a) all of: COMP-129; ECT-108; ECT-114 (b) one of: DHTI-202; ECT-164	15
Electronic Communications (a) ECT-263	4
Control Systems (a) ECT-284	4
Computer Networks (a) all of: NETW-202; NETW-204	6
Program Option – one of the following is selected (a) Technical Alternate* (not available in Minnesota), one of: DHTI-204; ECT-264; ECT-266; ECT-270; NETW-206; SET-320 (b) General Education Elective (required in Minnesota), one of: BIOS-105; BIOS-140; ECON-312; ENGL-135; LAWS-310; MATH-114; POLI-330; PSYC-285; PSYC-305; PSYC-315; SCI-228; SOCS-315; SOCS-335; SOCS-350; SPCH-275; SPCH-277; SPCH-279; SPCH-282	3

† *Four in Minnesota, where mathematics competency at the level of DeVry's Basic Algebra course must be demonstrated, through the placement process or successful completion of MATH-092, in order to graduate. MATH-102 is not taken.*

* *Technical Alternate availability varies by location.*

Network Systems Administration Program

The Network Systems Administration program provides students with a background in network systems administration as applied to practical business situations. The program addresses installing, configuring, securing and administering network systems comprising users, shared resources and network elements, such as routers, in local and Internet-based environments.

PROGRAM OBJECTIVES

The NSA program is designed to produce graduates who are able to:

- Establish and administer a network by installing, configuring, securing and testing multiple network operating systems and selected hardware such as network servers and routers.
- Communicate effectively both orally and in writing.
- Demonstrate teamwork skills.
- Apply research and problem-solving skills.

PROGRAM DETAILS

Degree: Associate of Applied Science in Network Systems Administration (in Florida, Associate of Science in Network Systems Administration; in Minnesota, New York and Pennsylvania, Associate in Applied Science in Network Systems Administration)

Semesters: 5 full time

Minimum credit hours required for graduation: 67 (63 in Minnesota)

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-135 (c) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	11
Humanities (a) HUMN-232	3
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190	3
Personal and Professional Development (a) all of: CARD-205; COLL-148	5
Mathematics (a) all of: MATH-102†; MATH-114	8†
Business (a) BUSN-115	3
Computing (a) all of: COMP-100; COMP-129; COMP-230; SEC-280	12
Networks (a) all of: NETW-202; NETW-204; NETW-206; NETW-208; NETW-230; NETW-240; NETW-250	23

† *Four in Minnesota, where mathematics competency at the level of DeVry's Basic Algebra course must be demonstrated, through the placement process or successful completion of MATH-092, in order to graduate. MATH-102 is not taken.*

Biomedical Engineering Technology Program

By providing a firm foundation in biological sciences as well as core competencies required of electronics engineering technologists, DeVry's Biomedical Engineering Technology program (Biomedical Technology program in New York) prepares graduates to enter the work force as technical professionals with competencies in bioengineering processes and tools. BMET graduates play essential roles on the biomedical team, typically designing and implementing hardware and software solutions to biological or medical problems. The curriculum is applications-oriented in the areas of physiological bioinstrumentation and informatics, and provides graduates with the knowledge and skills needed to function effectively in multidisciplinary teams, adapt to changes in technical environments throughout their careers and progress in their professional responsibilities.

PROGRAM OBJECTIVES

Program educational objectives are the skills and abilities graduates are expected to demonstrate during the first few years of employment. BMET program educational objectives include:

- Achieving employment in a biomedical technology-related position with appropriate title and compensation.
- Demonstrating biomedical engineering technology-related problem-solving skills.
- Functioning effectively in diverse and multidisciplinary teams.
- Communicating effectively with both technical and nontechnical audiences.
- Adapting to changes in technology through continuous personal and professional development.
- Being capable of assuming increasing professional responsibility.
- Conducting all professional activities with integrity, and demonstrating a sense of social and environmental responsibility.

Program outcomes are the skills and abilities students are expected to demonstrate at graduation. Program outcomes for the BMET program include:

- Using principles of engineering, mathematics and science to solve technical problems.
- Applying engineering principles to biological and physiological problems.
- Analyzing applications of electronic and computer systems to the life sciences using appropriate test equipment, and applying results of the analysis to improve designs or methodologies in a manner consistent with the related regulatory environment.
- Successfully designing, developing and implementing a meaningful project taking regulatory, safety, ethical, social, economic and technical constraints into consideration.
- Communicating effectively both orally and in writing.
- Working effectively in a team environment.
- Developing research and problem-solving skills to support lifelong personal and professional development.
- Evaluating the broader effects of technology, and identifying connections between technology and economics, politics, culture, ethical responsibility, social structure, the environment and other areas.

PROGRAM DETAILS

Degree: Bachelor of Science in Biomedical Engineering Technology (in New York, Bachelor of Technology in Biomedical Technology)

Semesters: 9 full time

Minimum credit hours required for graduation: 139

Biomedical Engineering Technology Program (continued)

COURSE AREA	MINIMUM CREDIT HOURS

Each lettered group below represents a graduation requirement, with any alternate choices.

Communication Skills 15
(a) one of: ENGL-112; ENGL-220H
(b) ENGL-135
(c) one of: ENGL-216; ENGL-219; ENGL-227
(d) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282

Humanities 9
(a) one of: HUMN-303; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-450
(b) one of: HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-445; HUMN-447; HUMN-448; HUMN-449
(c) HUMN-432

Social Sciences 6
(a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190
(b) one of: ECON-312; LAWS-310; LAWS-420; POLI-330; POLI-410; PSYC-285; PSYC-305; PSYC-315; SOCS-315; SOCS-335; SOCS-350; SOCS-410

Personal and Professional Development 5
(a) all of: CARD-405; COLL-148

Mathematics and Analytical Methods 15
(a) all of: ECET-305; MATH-190; MATH-260; MATH-270

Sciences 16
(a) all of: BIOS-135; BIOS-195; PHYS-310; PHYS-320

Electronic Circuits and Devices 20
(a) all of: ECET-100; ECET-110; ECET-210; ECET-220; ECET-350

Digital Circuits and Microprocessors 12
(a) all of: ECET-230; ECET-330; ECET-340

Networks and Controls 4
(a) ECET-375

Computer Programming 11
(a) all of: COMP-122; COMP-220; COMP-328

Biomedical Engineering 19
(a) all of: BMET-312; BMET-322; BMET-432; BMET-436; BMET-452

Senior Project Design and Development 5
(a) all of: BMET-401L; BMET-403L; BMET-405L; ECET-390

Technology Integration 2
(a) all of: ECET-299; BMET-491

Computer Engineering Technology Program

Computer Engineering Technology program graduates are prepared to join the work force as technical professionals in a variety of industries, including information technology. CET graduates take an applications-oriented approach to designing and implementing software, interfaces that link computers to other physical systems, and computer systems or other digital subsystems. They design software systems; create code and protocols; test and evaluate hardware and software products and processes; and diagnose and solve problems. Graduates should also possess appropriate knowledge, experience and skills to function effectively in multidisciplinary teams, adapt to changes in technical environments throughout their careers and progress in their professional responsibilities.

PROGRAM OBJECTIVES

Program educational objectives are the skills and abilities graduates are expected to demonstrate during the first few years of employment. CET program educational objectives include:

- Achieving employment in a CET-related position with appropriate title and compensation.
- Demonstrating CET-related technical problem-solving skills.
- Functioning effectively on diverse and multidisciplinary teams.
- Communicating effectively with both technical and nontechnical audiences.
- Adapting to changes in technology through continuous personal and professional development.
- Being capable of assuming increasing professional responsibility.
- Conducting all professional activities with integrity, and demonstrating a sense of social and environmental responsibility.

Program outcomes are the skills and abilities students are expected to demonstrate at graduation. Program outcomes for the CET program include:

- Using principles and tools of science, mathematics, engineering and technology to design, implement and evaluate solutions to complex technical problems.
- Developing electronic and computer systems using appropriate software (with an awareness of related hardware issues), and using results of analyses to improve designs or methodologies.
- Successfully developing a meaningful software-based project taking safety, ethical, social, economic and technical constraints into consideration.
- Communicating effectively both orally and in writing.
- Working effectively in a team environment.
- Developing research and problem-solving skills to support lifelong personal and professional development.
- Evaluating the broader effects of technology, and identifying connections between technology and economics, politics, culture, ethical responsibility, social structure, the environment and other areas.

PROGRAM DETAILS

Degree: Bachelor of Science in Computer Engineering Technology (in New York, Bachelor of Technology in Computer Engineering Technology)

Semesters: 9 full time

Minimum credit hours required for graduation: 139

Computer Engineering Technology Program (continued)

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-135 (c) one of: ENGL-216; ENGL-219; ENGL-227 (d) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	15
Humanities (a) one of: HUMN-303; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-450 (b) one of: HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-445; HUMN-447; HUMN-448; HUMN-449 (c) HUMN-432	9
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190 (b) one of: PSYC-285; PSYC-305; PSYC-315; SOCS-315; SOCS-335; SOCS-350; SOCS-410 (c) one of: ECON-312; LAWS-310; LAWS-420; POLI-330; POLI-410	9
Personal and Professional Development (a) all of: CARD-405; COLL-148	5
Mathematics, Analytical Methods and Sciences (a) all of: ECET-305; MATH-190; MATH-260; MATH-270; PHYS-310; PHYS-320	23
Electronic Circuits and Devices (a) all of: ECET-110; ECET-210; ECET-220	12
Digital Circuits and Microprocessors (a) all of: ECET-100; ECET-230; ECET-330; ECET-340; ECET-365	20
Signal Processing (a) ECET-350	4
Networks (a) ECET-375	4
Software Design (a) all of: ECET-360; ECET-370; ECET-450	12
Computer Programming (a) all of: COMP-122; COMP-220; COMP-328	11
Senior Project Design and Development (a) all of: ECET-390; ECET-492L; ECET-493L; ECET-494L	5
Technology Integration (a) all of: ECET-299; ECET-498	2
Technical Alternates* – select two of the following for which prerequisites have been met (a) two of: ECET- 335; ECET-420; ECET-430; ECET-435; ECET-455; ECET-460; ECET-465; ECET-475; ECET-485; ECET-488; ECET-490; MATH-450*; MATH-451*	8

*Students interested in pursuing DeVry's master's degree program in electrical engineering should seek academic advising before selecting their technical alternates; courses marked with an asterisk (*) are recommended for such students.

Computer Information Systems Program

Computer Information Systems program graduates are prepared to successfully join the work force as technical and management professionals in a variety of industries. CIS graduates play essential roles on the business team, typically designing and implementing hardware and software solutions to business problems. They are also expected to possess knowledge, experience and skills that will enable them to adapt to change in this dynamic field through a lifelong learning process.

Tracks are offered in Business/Management, Computer Forensics, Database Management, Enterprise Computing, Health Information Systems, Information Systems Security, Systems Analysis & Integration, Web Development & Administration, and Web Game Programming. In addition, a flex option is available in lieu of a specific track. Students can elect to complete any track; however, some coursework required for track completion may be available online only.

Students must select a track or the flex option by the time they have earned, at DeVry, 60 semester-credit hours toward their degree.

PROGRAM OBJECTIVES

The CIS program is designed to produce graduates who are able to:

- Analyze, design and implement solutions to business problems.
- Create and test computer information systems solutions for business problems.
- Demonstrate project management skills.
- Communicate effectively both orally and in writing.
- Apply information literacy and problem-solving skills that support lifelong personal and professional development.

DeVry accomplishes these goals by:

- Providing a sound foundation in structured, event-driven, object-oriented and web programming, as well as systems analysis and design, database design and management, and networking across multiple platforms.
- Incorporating a strong applications-oriented component with each technical course, which reinforces learning of fundamental concepts, principles and theory through use of computer hardware and software for problem-solving.
- Integrating general competencies such as applied research, written and oral communication, critical thinking, problem-solving and team skills in technical and nontechnical courses.

PROGRAM DETAILS

Degree: Bachelor of Science in Computer Information Systems (in New York, Bachelor of Professional Studies in Computer Information Systems)

Semesters: 8 full time

Minimum credit hours required for graduation: 124

Computer Information Systems Program (continued)

COURSE AREA	MINIMUM CREDIT HOURS

Each lettered group below represents a graduation requirement, with any alternate choices.

Communication Skills 15
(a) one of: ENGL-112; ENGL-220H
(b) ENGL-135
(c) one of: ENGL-216; ENGL-219; ENGL-227
(d) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282

Humanities 9
(a) one of: HUMN-303; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-450
(b) one of: HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-445; HUMN-447; HUMN-448; HUMN-449
(c) HUMN-432

Social Sciences 9
(a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190
(b) one of: PSYC-285; PSYC-305; PSYC-315; SOCS-315; SOCS-335; SOCS-350; SOCS-410
(c) one of: ECON-312; LAWS-310; LAWS-420; POLI-330; POLI-410

Personal and Professional Development 5
(a) all of: CARD-405; COLL-148

Mathematics and Sciences 12
(a) all of: MATH-114; MATH-221
(b) one of: BIOS-105*; BIOS-120; BIOS-135; BIOS-140; PHYS-216; SCI-204; SCI-214; SCI-224; SCI-228

Business 11
(a) all of: ACCT-301; BUSN-115; MGMT-404

Systems Concepts 16
(a) all of: CIS-115; CIS-206; CIS-246; COMP-100; SEC-280

Programming** 12
(a) all of: CIS-170A, CIS-170B or CIS-170C; CIS-247A, CIS-247B or CIS-247C; CIS-355A or CIS-355B†

Web Development** 8
(a) all of: CIS-363A or CIS-363B†; CIS-407A or CIS-407B†

Systems Development 10
(a) all of: CIS-321; CIS-336; CIS-339

**strongly recommended for students choosing the Health Information Systems track*

***There are several sets of CIS courses, ending in A, B or C, which differ principally in the language/platform used to explore course concepts. Each course in the set meets graduation requirements. Later in the program, students must choose courses that explore the corresponding language/platform.*

†strongly recommended for students choosing the Enterprise Computing track

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Track† – one of the following is selected	19

Computer Forensics
(a) all of: CCSI-330; CCSI-360; CCSI-410; CCSI-460; CIS-470; SEC-440

Database Management
(a) all of: CIS-470; DBM-405A; DBM-438; DBM-449; SEC-360

Enterprise Computing
(a) all of: CIS-470; DBM-405B; ESYS-306; ESYS-410; ESYS-430

Health Information Systems
(a) all of: CIS-470; DBM-405A or DBM-405B; HIS-410; HIS-420; SAI-460; SEC-360

Information Systems Security
(a) all of: CIS-470; SEC-340; SEC-360; SEC-370; SEC-440

Systems Analysis & Integration
(a) all of: CIS-470; SAI-430; SAI-440; SAI-460; SEC-340

Web Development & Administration
(a) all of: CIS-470; SEC-370; WEB-320; WEB-375; WEB-460

Web Game Programming
(a) all of: CIS-470; WBG-340; WBG-370; WBG-410; WBG-450

Business/Management
(a) CIS-470
(b) Students select coursework at the 300 and/or 400 levels totaling at least 16 semester-credit hours. Courses may be selected from the Business Administration program's business core or from any of the majors/concentrations, except Business Information Systems. Also excluded is BUSN-460. Students must satisfy all prerequisites for selected courses; prerequisites are not applicable to track completion requirements. Additionally, students must receive approval from the CIS program dean to enroll in courses they select.

Flex Option
(a) CIS-470
(b) Students select coursework at the 300 and/or 400 levels totaling at least 16 semester-credit hours. Courses may be selected from any bachelor's degree program except Business Administration. Also excluded are those courses identified as Senior Project. Students must satisfy all prerequisites for selected courses; prerequisite courses are not applicable to track completion requirements. Additionally, students must receive approval from the CIS program dean to enroll in courses they select.

† *Track availability varies by location.*

Electronics Engineering Technology Program

The Electronics Engineering Technology program prepares graduates to join the work force as technical professionals in a variety of industries. EET graduates play essential roles on the engineering team, typically designing and implementing hardware and software solutions to technical problems. Graduates should also possess appropriate knowledge, experience and skills to function effectively in multidisciplinary teams, adapt to changes in technical environments throughout their careers and progress in their professional responsibilities. Selected locations may offer a concentration in security, reflecting emerging opportunities for technology professionals in the security engineering industry.

PROGRAM OBJECTIVES

Program educational objectives are the skills and abilities graduates are expected to demonstrate during the first few years of employment. EET program educational objectives include:

- Achieving employment in an EET-related position with appropriate title and compensation.
- Demonstrating EET-related technical problem-solving skills.
- Functioning effectively on diverse and multidisciplinary teams.
- Communicating effectively with both technical and nontechnical audiences.
- Adapting to changes in technology through continuous personal and professional development.
- Being capable of assuming increasing professional responsibility.
- Conducting all professional activities with integrity, and demonstrating a sense of social and environmental responsibility.

Program outcomes are the skills and abilities students are expected to demonstrate at graduation. Program outcomes for the EET program include:

- Using principles and tools of science, mathematics, engineering and technology to design, implement and evaluate solutions to complex technical problems.
- Developing electronic and computer systems using appropriate test equipment (with an awareness of related software issues), and using results of analyses to improve designs or methodologies.
- Successfully developing a meaningful hardware-based project taking safety, ethical, social, economic and technical constraints into consideration.
- Communicating effectively both orally and in writing.
- Working effectively in a team environment.
- Developing research and problem-solving skills to support lifelong personal and professional development.
- Evaluating the broader effects of technology, and identifying connections between technology and economics, politics, culture, ethical responsibility, social structure, the environment and other areas.

PROGRAM DETAILS

Degree: Bachelor of Science in Electronics Engineering Technology (in New York, Bachelor of Technology in Electronics Engineering Technology)

Semesters: 9 full time

Minimum credit hours required for graduation: 139

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-135 (c) one of: ENGL-216; ENGL-219; ENGL-227 (d) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	15
Humanities (a) one of: HUMN-303; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-450 (b) one of: HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-445; HUMN-447; HUMN-448; HUMN-449 (c) HUMN-432	9
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190 (b) one of: PSYC-285; PSYC-305; PSYC-315; SOCS-315; SOCS-335; SOCS-350; SOCS-410 (c) one of: ECON-312; LAWS-310; LAWS-420; POLI-330; POLI-410	9
Personal and Professional Development (a) all of: CARD-405; COLL-148	5
Mathematics, Analytical Methods and Sciences (a) all of: ECET-305; MATH-190; MATH-260; MATH-270; PHYS-310; PHYS-320	23
Electronic Circuits and Devices (a) all of: ECET-110; ECET-210; ECET-220	12
Digital Circuits and Microprocessors (a) all of: ECET-100; ECET-230; ECET-330; ECET-340; ECET-365	20
Control Systems and Signal Processing (a) all of: ECET-350; ECET-402	8
Communications and Networks (a) all of: ECET-310; ECET-375	8
Computer Programming (a) all of: COMP-122; COMP-220; COMP-328	11
Senior Project Design and Development (a) all of: ECET-390; ECET-492L; ECET-493L; ECET-494L	5
Technology Integration (a) all of: ECET-299; ECET-499	2
Technical Alternates* – select three of the following for which prerequisites have been met (a) three of: ECET-335; ECET-356: ECET-360*; ECET-370*; ECET-380; ECET-405; ECET-410; ECET-420; ECET-425; ECET-430; ECET-435; ECET-448; ECET-460; ECET-465; ECET-475; ECET-485; MATH-450*; MATH-451*	12

**Students interested in pursuing DeVry's master's degree program in electrical engineering should seek academic advising before selecting their technical alternates; courses marked with an asterisk (*) are recommended for such students.*

Game & Simulation Programming Program

DeVry's Game & Simulation Programming curriculum prepares graduates to join the private and public sector game software industry in a variety of software development roles across the game programming life cycle, including programmer, software engineer and project coordinator. Applications-oriented, the program provides preparation in the math and physics of games; programming fundamentals; game design; modifications (MOD) and massively multi-player online game (MMOG) programming; two- and three-dimensional graphics programming; and simulation and game engine design. Also included is a full complement of general education courses, recommended by game industry experts as critical for well-rounded development team members.

NOTE: Because gaming technology changes more rapidly than technology in other fields, GSP students may be required to upgrade their PCs during the course of their program. Also, as U.S. game studios tend to be concentrated in specific cities, GSP graduates may need to relocate to pursue a career in this field. Information on game studio locations is available via the International Game Developers Association web site (www.igda.org).

PROGRAM OBJECTIVES

The GSP program is designed to produce graduates who are able to:

- Apply higher level math and science to programming multidimensional dynamic imagery in interactive computer programs.
- Create game and simulation software programs that employ contemporary application functionality.
- Apply software engineering and project management skills to game and simulation development.
- Communicate effectively both orally and in writing.
- Participate effectively in project team environments.

DeVry accomplishes these goals by:

- Providing a sound foundation in various aspects of game development and programming, as well as game software engineering and project management across multiple platforms.
- Incorporating a strong applications-oriented component with each technical course, which reinforces learning of fundamental concepts, principles and theory through use of computer hardware and software for problem-solving.
- Integrating general education competencies such as applied research, written and oral communication, critical thinking, problem-solving and team skills in technical and nontechnical courses.

PROGRAM DETAILS

Degree: Bachelor of Science in Game & Simulation Programming

Semesters: 8 full time

Minimum credit hours required for graduation: 127

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-135 (c) one of: ENGL-216; ENGL-219; ENGL-227 (d) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	15
Humanities (a) one of: HUMN-303; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-450 (b) one of: HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-445; HUMN-447; HUMN-448; HUMN-449 (c) HUMN-432	9
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190 (b) one of: PSYC-285; PSYC-305; PSYC-315; SOCS-315; SOCS-335; SOCS-350; SOCS-410 (c) one of: ECON-312; LAWS-310; LAWS-420; POLI-330; POLI-410	9
Personal and Professional Development (a) all of: CARD-405; COLL-148	5
Mathematics and Sciences (a) all of: GSP-220; GSP-320; MATH-190; MATH-233; PHYS-216	20
Game and Simulation Core (a) all of: COMP-100; GSP-110; GSP-240; GSP-260; GSP-280; GSP-340; GSP-410; MGMT-404	29
Infrastructure (a) all of: CIS-246; GSP-130; GSP-420	12
Programming (a) all of: CIS-115; CIS-170C; CIS-247C; GSP-290; GSP-380; GSP-460	23
Project (a) all of: GSP-360; GSP-490	7

Network & Communications Management Program

To address the need for professionals who can harness technology to advance business goals, DeVry's Network & Communications Management program integrates technology and business management coursework, enabling graduates to analyze communications needs, provide effective networking solutions and fill a critical niche in business organizations. The program addresses designing, implementing, securing and managing networks in order to gain a technical understanding of networking data, voice and images, as well as their strategic application in business.

PROGRAM OBJECTIVES

The NCM program is designed to produce graduates who are able to:

- Develop network solutions matched to the needs of the business.
- Manage technologies to support business objectives.
- Communicate effectively both orally and in writing.
- Demonstrate project management skills.
- Apply research and problem-solving skills.

DeVry accomplishes these goals by:

- Providing coursework on networking principles and technologies to develop networking solutions for business using industry standards.
- Incorporating networking and communications technologies into courses based on current and emerging demands such as, but not limited to, wireless and security.

PROGRAM DETAILS

Degree: Bachelor of Science in Network & Communications Management (in New York, Bachelor of Professional Studies in Network & Communications Management)

Semesters: 8 full time

Minimum credit hours required for graduation: 124

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-135 (c) one of: ENGL-216; ENGL-219; ENGL-227 (d) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	15
Humanities (a) one of: HUMN-303; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-450 (b) one of: HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-445; HUMN-447; HUMN-448; HUMN-449; for DeVry associate degree program graduates, HUMN-232 offsets a choice from this group (c) HUMN-432	9
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190 (b) one of: PSYC-285; PSYC-305; PSYC-307 (certain online students only); PSYC-315; SOCS-315; SOCS-335; SOCS-350; SOCS-410 (c) one of: ECON-312; LAWS-310; LAWS-420; POLI-330; POLI-410	9
Personal and Professional Development (a) one of: CARD-205 and CARD-415 (for DeVry associate degree program graduates); CARD-405 (b) COLL-148	5
Mathematics and Sciences (a) all of: MATH-114; MATH-221 (b) one of: BIOS-120; BIOS-135; BIOS-140; PHYS-216; SCI-204; SCI-214; SCI-224; SCI-228	12
Business (a) all of: ACCT-301; BUSN-115; MGMT-404; MGMT-408	14
Computing (a) all of: COMP-100; COMP-129; COMP-230; SEC-280	12
Networks (a) all of: NETW-202; NETW-204; NETW-206; NETW-208; NETW-230; NETW-240; NETW-250; NETW-310; NETW-320; NETW-360; NETW-410; NETW-420; NETW-471; NETW-490; SEC-450	50

College of
Media Arts & Technology

DeVry University's College of Media Arts & Technology offers degree programs focused on helping students build strong digital imaging skills, refine their design sensibilities and grasp diverse applications of artistic endeavors. Programs and courses – offered onsite and online days, evenings and weekends – are developed with input from a professional advisory board, are taught by faculty with industry-relevant experience, and provide an enriching education through experiential learning, access to the latest web and multimedia design technologies, and case studies. Programs include:

Associate Degree
- Web Graphic Design

Bachelor's Degree
- Multimedia Design & Development

The following pages provide detailed information on undergraduate programs offered through the College of Media Arts & Technology.

Web Graphic Design Program

DeVry developed its Web Graphic Design program to prepare graduates to develop graphic media – web pages, marketing collateral, advertising, instructional material and multimedia projects – by applying a collaborative approach. Working in a variety of areas such as advertising, marketing, technical communications, publishing and training, web graphic designers use software applications to design, illustrate, compile and produce visual solutions for communications, especially for the Internet.

PROGRAM OBJECTIVES

Program educational objectives are the skills and abilities graduates are expected to demonstrate during the first few years of employment. WGD program educational objectives include:

- Achieving employment in a WGD-related position.
- Demonstrating skill levels of productivity, efficiency and creativity necessary for career success as a media design professional.
- Becoming a lifelong learner who can adapt to rapid changes that occur in the media design industries.
- Being capable of assuming increasing professional responsibility.

Program outcomes are the skills and abilities students are expected to demonstrate at graduation. Program outcomes for the WGD program include:

- Applying basic graphic and design principles to web media using application software.
- Creating animations for use in web media.
- Applying creativity and problem-solving skills to produce graphic media solutions for communications and training.
- Communicating effectively both orally and in writing.
- Participating effectively in collaborative environments.

PROGRAM DETAILS

Degree: Associate of Applied Science in Web Graphic Design (in Florida, Associate of Science in Web Graphic Design; in Minnesota, Associate in Applied Science in Web Graphic Design)

Semesters: 5 full time

Minimum credit hours required for graduation: 67 (63 in Minnesota)

NOTE: CARD-205, COLL-148 and HUMN-232 are specifically tailored to meet the needs of DeVry students. Ohio students should note that credits may not transfer in full to other institutions. Transfer credit acceptance is determined by receiving institutions.

† four in Minnesota

†† In Minnesota and Ohio, mathematics competency at the level of DeVry's Basic Algebra course must be demonstrated, through the placement process or successful completion of MATH-092, in order to graduate. MATH-102 is not taken.

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H (b) ENGL-135 (c) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282	11
Humanities (a) HUMN-232	3
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190	3
Personal and Professional Development (a) all of: CARD-205; COLL-148	5
Mathematics and Sciences (a) all states except Minnesota and Ohio: MATH-102†† (b) MATH-114 (c) Ohio only, one of: BIOS-120; BIOS-135; BIOS-140; PHYS-216; SCI-204; SCI-214; SCI-224; SCI-228	8†
Business (a) BUSN-115	3
Computing (a) COMP-100	2
Web Graphic Design (a) all of: WGD-201; WGD-205; WGD-210; WGD-222; WGD-229; WGD-235; WGD-242; WGD-250	30
Project (a) WGD-260	3

Multimedia Design & Development Program

DeVry's Multimedia Design & Development program prepares graduates to create and distribute web-enabled and other digital media. The curriculum provides areas of specialization that address contemporary needs and interests in multimedia design, web game development, interactive web site development and multimedia management. Industry standard and innovative new software is used to create application projects. A foundation is provided for the specialized tracks by coursework covering multimedia standards, the graphics business and emerging technologies.

Tracks are offered in Graphic & Multimedia Design, Graphics & Multimedia Management, Web Design & Development, and Web Game Programming. Availability of tracks varies by location; some coursework for track completion may be available online only.

Students must select a track by the time they have earned, at DeVry, 60 semester-credit hours toward their degree.

PROGRAM OBJECTIVES

The MDD program is designed to produce graduates who are able to:

- Apply industry standards to multimedia projects that meet client requirements.
- Demonstrate technical proficiency in multimedia design and development.
- Effectively coordinate and manage multimedia projects.
- Communicate effectively both orally and in writing.
- Participate effectively in project team environments.

DeVry accomplishes these goals by:

- Incorporating activities and labs to provide the appropriate level of applications experience.
- Integrating general competencies such as applied research, written and oral communications, critical thinking, problem-solving, and team skills in technical and nontechnical courses.

PROGRAM DETAILS

Degree: Bachelor of Science in Multimedia Design & Development

Semesters: 8 full time

Minimum credit hours required for graduation: 122

COURSE AREA	MINIMUM CREDIT HOURS

Each lettered group below represents a graduation requirement, with any alternate choices.

Communication Skills 15
(a) one of: ENGL-112; ENGL-220H
(b) ENGL-135
(c) one of: ENGL-216; ENGL-219; ENGL-227
(d) one of: ENGL-230; SPCH-275; SPCH-277; SPCH-279; SPCH-282

Humanities 9
(a) one of: HUMN-303; HUMN-420; HUMN-422; HUMN-424; HUMN-427; HUMN-428; HUMN-450
(b) one of: HUMN-410; HUMN-412; HUMN-415; HUMN-417; HUMN-445; HUMN-447; HUMN-448; HUMN-449; for DeVry associate degree graduates, HUMN-232 offsets a choice from this group.
(c) HUMN-432

Social Sciences 9
(a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190
(b) one of: PSYC-285; PSYC-305; PSYC-307 (certain online students only); PSYC-315; SOCS-315; SOCS-335; SOCS-350; SOCS-410
(c) one of: ECON-312; LAWS-310; LAWS-420; POLI-330; POLI-410

Personal and Professional Development 5
(a) one of: CARD-205 and CARD-415 (for DeVry associate degree graduates); CARD-405
(b) COLL-148

Mathematics and Sciences 12
(a) all of: MATH-114; MATH-221
(b) one of: BIOS-120; BIOS-135; BIOS-140; PHYS-216; SCI-204; SCI-214; SCI-224; SCI-228

Business and Computing 5
(a) all of: BUSN-115; COMP-100

Multimedia Core 49
(a) all of: MDD-310; MDD-340; MDD-410; MDD-460; MDD-461; WGD-201; WGD-205; WGD-210; WGD-222; WGD-229; WGD-235; WGD-242; WGD-250; WGD-260

Track† – one of the following is selected 19

Graphic & Multimedia Design
(a) all of: GMD-311; GMD-341; GMD-371; GMD-411; GMD-451

Graphics & Multimedia Management
(a) all of: BUSN-319; ECOM-340; MGMT-404; MKTG-410; SBE-310

Web Design & Development
(a) all of: CIS-336; WBG-310; WBG-340; WBG-410; WDD-420

Web Game Programming
(a) all of: WBG-310; WBG-340; WBG-370; WBG-410; WBG-450

†Availability varies by location.

College of
Health Sciences

DeVry University's College of Health Sciences offers degree programs focused on in-demand technology-based healthcare fields. Leading industry professionals help build the curricula, which are taught by faculty with real-world experience and address knowledge needed to seek healthcare-related certifications and employment in hospitals, clinics and labs. Programs and courses – offered onsite and online days, evenings and weekends – include intensive practicum experience in clinical settings, and lab assignments employing the latest equipment and technologies. Programs include:

Associate Degree
- Electroneurodiagnostic Technology
- Health Information Technology

Bachelor's Degree
- Clinical Laboratory Science

The following page provides details on the Health Information Technology program. Learn more about the Electroneurodiagnostic Technology program (offered in New Jersey only) in New Jersey's academic catalog, available via www.devry.edu/uscatalog. Details on the Clinical Laboratory Science program (offered in Phoenix only) are available at www.devry.edu/locations/pdfs/CLS-Phoenix-catalog-supplement.pdf.

Health Information Technology Program

DeVry's Health Information Technology program prepares graduates to work with health data, applications systems and electronic health information databases. Given the importance of information accuracy, privacy and security, HIT graduates are prepared for involvement in regulatory compliance and quality assessment activities designed to ensure that health information systems support patient care and safety. They work with nurses, physicians, other healthcare providers, and managers and technical specialists in a variety of settings such as hospitals, long-term-care facilities, insurance and managed care organizations, government agencies and vendor firms.

PROGRAM OBJECTIVES

The HIT program is designed to produce graduates who are able to:

- Perform complex clinical coding tasks.
- Support healthcare data analysis and management using applications software.
- Abstract, analyze and manage healthcare data.
- Use principles of life sciences and information technology to implement and evaluate solutions to healthcare information technology problems.

DeVry accomplishes these goals by:

- Providing an academic program that develops a sound foundation in analytical, technical and management competencies associated with health data and health records systems management within a healthcare setting.
- Incorporating professional practice activities and labs to provide the appropriate level of applications experience.
- Integrating general learning in sciences and computers to support achievement of competencies.

PROGRAM DETAILS

Degree: Associate of Applied Science in Health Information Technology (in Pennsylvania, Associate in Applied Science in Health Information Technology)

Semesters: 4 full time

Minimum credit hours required for graduation: 67 (63 in Minnesota)

COURSE AREA	MINIMUM CREDIT HOURS
Each lettered group below represents a graduation requirement, with any alternate choices.	
Communication Skills (a) one of: ENGL-112; ENGL-220H	4
Humanities (a) HUMN-232	3
Social Sciences (a) one of: PSYC-110; SOCS-185; SOCS-187; SOCS-190	3
Personal and Professional Development (a) all of: CARD-205; COLL-148	5
Mathematics and Sciences (a) all of: BIOS-105; BIOS-260; BIOS-275; MATH-102†	15†
Computer Applications (a) all of: BIS-155; COMP-100	5
Health Information Technology (a) all of: HIT-110; HIT-120; HIT-141; HIT-170*; HIT-202; HIT-204; HIT-211; HIT-220; HIT-225; HIT-230; HIT-271*	34

† *Eleven in Minnesota, where, in order to graduate, mathematics competency at the level of DeVry's Basic Algebra course must be demonstrated, through the placement process or successful completion of MATH-092. MATH-102 is not taken.*

* *This practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting. Hours are generally completed during traditional business hours.*

Course Descriptions

Following are descriptions of courses from which students may choose, provided prerequisites are met. To learn which courses apply to the chosen curriculum, see *Colleges & Programs of Study,* which provides details on required courses and alternate choices.

Course descriptions are listed in alphabetical order by course designator. Numbers at the end of each description refer to contact hours per week spent in the classroom (based on the semester-length delivery format) and credit hours awarded for the course, respectively. Weekly contact hours are greater for courses offered through session-based delivery.

Accounting

ACCT-212 Financial Accounting
This course focuses on ways in which financial statements reflect business operations and emphasizes use of financial statements in the decision-making process. The course encompasses all business forms and various sectors such as merchandising, manufacturing and services. Students make extensive use of spreadsheet applications to analyze accounting records and financial statements. Prerequisites: COMP-100 and MATH-114 / 4-4

ACCT-216 Accounting Theory and Applications
Students in this course apply knowledge of the financial accounting process in accordance with Generally Accepted Accounting Principles (GAAP) to develop skills preparing them for real-world applications. Students identify and correct errors, determine and develop adjusting entries to ensure correct financial reports, and demonstrate understanding and application of computational skills to determine correct payroll, inventory valuation and depreciation expense. Prerequisite: ACCT-212 / 3-3

ACCT-217 Principles of Ethics and Fraud
In this course students explore ethical issues facing business and the accounting profession. Topics include ethical reasoning, integrity, objectivity, independence, core values, ethical behavior and ethical decision-making. In addition, students review internal controls, fraud recognition, responses to fraud and professional issues in the field. Students apply concepts and theories to relevant case studies. Prerequisite: ACCT-216 / 3-3

ACCT-224 Introduction to Individual Income Taxation
This course covers federal income tax concepts, laws and filing requirements applied to preparation of individual and sole proprietorship returns. Topics include factors that influence income tax laws, individual tax formula, employee/employer compensation arrangements, investment and rental activities, wealth transfer, personal activities, business income or loss, and property transactions. Prerequisite: ACCT-212 / 3-3

ACCT-244 Introduction to Cost Accounting
This course addresses product-cost determination and cost-control elements as applied to basic job order, process and standard cost systems. Manufacturing costs and using relevant accounting data to improve decision-making are also emphasized. Topics prepare students for presenting information to management as part of the decision-making process. Activity-based costing, pricing strategies and profitability are addressed. Prerequisite: ACCT-216 / 3-3

ACCT-251 Introduction to Accounting Information Systems
Students in this course examine use of an accounting information system. The general ledger, appropriate subsidiary ledgers and each transaction process cycle are discussed and reviewed in detail. Students apply their accounting knowledge and use accounting software to generate financial statements. Prerequisite: ACCT-216 / 3-3

ACCT-301 Essentials of Accounting
This course is intended for students in technology-intensive programs, where understanding basic principles of finance and managerial accounting is essential to successful contribution to organizational achievement. Students are introduced to the accounting system, financial statements, and essential elements of cost and managerial accounting within the context of management decision-making. Capital investment analysis and other budgeting methods are studied in relation to goal attainment and organizational success. The effect of activities in the functional areas of business on organizations' financial viability is emphasized. Prerequisite: BUSN-115 / 4-4

ACCT-304 Intermediate Accounting I
This course expands on topics covered in ACCT-212 and presents them within a conceptual framework determined by generally accepted accounting principles. Financial accounting functions and theory, and recognition and measurement of assets, are covered. Prerequisite: ACCT-212 / 4-4

ACCT-305 Intermediate Accounting II
This second course in intermediate accounting addresses financial accounting, with an emphasis on external reporting to the investing public in accordance with generally accepted accounting principles. Topics include property; plant and equipment; intangible assets; investments; current, long-term and contingent liabilities; and leases. Prerequisite: ACCT-304 / 4-4

ACCT-312 Intermediate Accounting III
This course continues topics covered in ACCT-305 and addresses accounting for income taxes, pensions and other postretirement benefits; shareholders' equity; share-based compensation and earnings per share; accounting changes and error correction; and statement of cash flows. Prerequisite: ACCT-305 / 4-4

ACCT-324 Federal Tax Accounting I
This course covers federal income tax concepts and their effect on individuals. Topics include the history and background of taxes, gross income, exclusions, allowable deductions and the basis for gain and loss on the disposition of property. Prerequisite: Concurrent enrollment in or completion of ACCT-212 / 4-4

ACCT-344 Cost Accounting
This course covers product-cost determination and cost-control elements as applied to basic job order, process and standard cost systems. Manufacturing costs and using relevant accounting data to improve decision-making are also emphasized. Prerequisite: ACCT-212 / 4-4

ACCT-346 Managerial Accounting
This course introduces how managers use accounting information in business decision-making. Topics include standard cost systems, budgeting, break-even analysis, relevant cost issues, and the effect of state and federal taxes on decision-making. These principles apply to all types of businesses, including the service industry, manufacturing and merchandising. Students use spreadsheet applications to analyze and provide solutions to challenges faced by management in today's business environment. Prerequisite: ACCT-212 / 4-4

ACCT-349 Advanced Cost Accounting
This capstone course addresses additional management accounting topics to further refine students' abilities to present information to management. Students participate in the decision-making process, in which activity-based costing and management, pricing strategies and profitability are emphasized. Current approaches to cost control, such as learning curves, life cycle costing and just-in-time (JIT) principles, are included. Prerequisite: ACCT-344 or ACCT-346 / 4-4

ACCT-352 Business Information Systems with Lab
Students in this course analyze current practices and technologies used to design and manage an integrated accounting system. A general ledger and subsidiary ledgers are used. In addition, controls and security requirements of an accounting information system are examined. Prerequisite: ACCT-312 / 5-4

ACCT-405 Advanced Accounting
This course addresses financial accounting practice and theory in relation to consolidations, pushdown accounting, foreign currency transactions, financial statement remeasurement and translation, and partnership accounting. Prerequisite: ACCT-312 / 4-4

ACCT-424 Federal Tax Accounting II
This course addresses the special tax issues of corporations, partnerships, s-corporations, gift taxes, estates and trusts. Tax forms, tax software, the Internet, spreadsheets and word processing programs are used to research, solve and analyze tax problems relating to corporate and partnership income taxes. Prerequisite: ACCT-324 / 4-4

ACCT-429 Federal Income Taxation
This course examines basic concepts of federal income taxation of individuals and businesses, including sole proprietorships, s-corporations and limited-partnerships. Topics include income inclusions and exclusions, property transactions, capital gains and losses, and tax credits. Students develop basic tax planning skills, and use tax planning and preparation software packages. Prerequisite: ACCT-212 / 4-4

ACCT-434 Advanced Cost Management
This course addresses students' ability to present information to management as part of the decision-making process. Resource planning, cost estimating, cost budgeting and cost control are emphasized. Activity-based costing, pricing strategies and profitability are addressed. Current approaches to cost control such as life cycle costing and just-in-time (JIT) are included. Internet and library research competencies are developed, as are spreadsheet and presentation software skills. Prerequisite: ACCT-344 or ACCT-346 / 4-4

ACCT-444 Auditing
This course covers accepted principles, practices and procedures used by public accountants for certifying corporate financial statements. It also introduces audit reports, the corporate internal auditor's function, and interaction between outside auditors and a client company's accounting staff. In addition, the course fosters students' analytical skills. Hands-on experience is gained with computerized accounting systems. Prerequisite: ACCT-312 / 4-4

ACCT-451 Accounting Information Systems with Lab
This course analyzes current practices and technologies used to design, install, operate and manage an integrated, automated accounting system. The general ledger, appropriate subsidiary ledgers and each transaction process cycle are discussed. In addition, application controls, information security requirements and integration with other business information systems are examined. Prerequisite: ACCT-312 / 5-4

Biosciences

BIOS-105 Fundamentals of Human Anatomy and Physiology with Lab
This course provides a "road map" perspective of human body structure and function. Topics include cell structure and function, and a survey of all major systems of the human body. The connections and inter-working relationships among systems are introduced. Lab work includes computer exercises and simulation activities, as well as observation related to topics covered. / 5-4

BIOS-120 Introduction to General, Organic and Biological Chemistry with Lab
This introduction to general, organic and biological chemistry includes topics such as chemical nomenclature, structures, equations, calculations and solutions. In addition, the chemical structure and function of biological macromolecules are surveyed. Lab exercises relate to topics discussed. Corequisite: MATH-114 or MATH-190 / 5-4

BIOS-135 Foundations in Biology and Chemistry with Lab
This course introduces biology and chemistry, stressing the relatedness and interdependence between biological concepts and their associated chemical features. Genetics, cell communication, immune responses, evolution, organic chemistry and biological macromolecules are introduced. Lab exercises focus on inquiry and discovery and support topics presented. Prerequisite: MATH-114 or the equivalent / 5-4

BIOS-140 Biology with Lab
This general biology course covers animal and plant cells, as well as organelle structure and function, and also addresses cell growth and division. Additional topics include tissue structure, organ structure and function, and an introduction to genetics and the immune response. Lab exercises support topics discussed. / 5-4

BIOS-195 Anatomy and Physiology for Health Sciences with Lab
This course covers fundamentals of human anatomy and physiology while providing dynamic insights into body systems and physiology. Lab exercises provide experience in measuring biological and physiological signals and processes. Supporting concepts of chemistry and biology are presented. Corequisite: MATH-114 or the equivalent / 5-4

BIOS-250 Anatomy and Physiology I with Lab
This course, the first in a two-course sequence, addresses human anatomy and physiology using a body systems approach. Interrelationships between form and function at the gross and microscopic levels of organization are emphasized. Topics include basic anatomical and directional terminology; fundamental concepts and principles of cell biology; histology; the integumentary, skeletal, muscular and nervous systems; special senses; and the endocrine system. Corequisite: MATH-114 / 5-4

BIOS-254 Anatomy and Physiology II with Lab
This course, the second in a two-course sequence, addresses human anatomy and physiology using a body systems approach. Coursework emphasizes interrelationships between form and function at the gross and microscopic levels of organization. Also included is study of cardiovascular, immune, digestive, respiratory, urinary and reproductive systems. Prerequisites: BIOS-250 and MATH-114 / 5-4

BIOS-260 Fundamentals of Pathophysiology
Students develop a foundational knowledge of the pathogenesis and clinical manifestation of disease in order to work effectively with health data and communicate with healthcare providers. Medical terminology, anatomy and physiology, and mechanisms of human disease are integrated at a basic level of understanding. Students apply knowledge to examples and practice scenarios involving the classification and analysis of disease states. Prerequisites: BIOS-105 and HIT-110 / 4-4

BIOS-270 Foundations of Microbiology and Chemistry with Lab
This course introduces basic foundations of chemistry and microbiology using an integrated approach for conceptual and teamwork strategies. Coursework emphasizes practical aspects of the two disciplines through total integration and problem-solving approaches. Basic, organic and biochemistry, including cellular structure and function; characteristics, classification, physiology and pathology of microorganisms; and applied and environmental microbiology are included. / 4-4

BIOS-275 Pharmacology and Medical Treatment
This course surveys indications for the use of commonly prescribed pharmaceutical treatments. Terminology and classifications of drugs and their effects on human body systems are reviewed. Uses of surgical interventions and non-drug therapeutic treatments are also explored, in the context of addressing patient diagnoses and conditions. Students apply knowledge gained to practice examples. Prerequisites: BIOS-105 and HIT-110 / 3-3

Business Information Systems

BIS-155 Data Analysis with Spreadsheets with Lab
This course focuses on analyzing business situations using current spreadsheet software. Using data derived from real-world business situations, students learn to use appropriate spreadsheet software features to organize, analyze and present data, as well as to make business decisions. Through personal database technology such as Access, the course also introduces basic database concepts. Prerequisite: COMP-100 / 4-3

BIS-245 Database Essentials for Business with Lab
Students in this course learn to design relational databases and to build database applications, including tables, queries, forms, reports and macros. Also addressed is implementation of basic database security, backup and recovery procedures. Generating reports and meeting business requirements are emphasized. Prerequisite: BIS-155 / 5-4

BIS-261 Requirements Gathering and Testing with Lab
This course introduces the systems development life cycle (SDLC), and then focuses on the requirements-gathering and testing phases. Through hands-on experience and real-world project work, students apply techniques for developing comprehensive system requirements. They learn how to identify stakeholders and facilitate meetings in formats including face-to-face communication, online discussions, web conferences and conference calls. Experience is also gained in planning and coordinating a comprehensive testing process and evaluating test results to ensure that solutions meet requirements. Prerequisite: BIS-245 / 5-4

BIS-311 Object-Oriented Programming for Business with Lab
This course addresses how various system architectures, programming and database technologies combine to form a system, and provides an overview of local and wide area networks at a conceptual level. Basic object-oriented programming principles are covered, and a programming language is used to implement a simple multi-tier desktop database application. The course culminates with students analyzing a business problem and recommending a system to address the related business needs. Prerequisite: BIS-261 / 5-4

BIS-325 Principles of Web Development with Lab
This course concentrates on basic knowledge and skills required for web page design from the perspective of the business manager in an organization conducting business online. Coursework focuses on developing technical and business skills to accomplish business goals. Emphasis is placed on maintaining balance between technology tools and business strategy. Sufficient technical knowledge is developed to facilitate effective communication with information technology (IT) professionals such as web masters and network administrators. Prerequisite: BIS-311 / 5-4

BIS-345 Data Analysis for Decision-Making with Lab
Using a business case approach and an enterprise-level database management system, students learn structured query language (SQL) to extract data to be used for solving business problems. The course focuses on developing students' ability to write complex SQL statements. Report-writing software is then used to organize and present such information to stakeholders. Implementation of database security is also covered. Prerequisite: BIS-245 / 5-4

BIS-360 Systems Implementation and Training with Lab
This course focuses on implementing systems and managing change in large and small organizations. Students learn to perform needs analysis, and develop training and implementation plans to ensure that initiatives are effectively introduced. They also gain experience with e-learning technologies, discover how such tools can be used to conduct training, develop training materials and conduct a training session. Prerequisite: BIS-261 / 5-4

BIS-445 Business Intelligence and Data Analysis with Lab
This course addresses how a company's business intelligence program supports business strategy. Students use an enterprise-level database management system to design and implement a simple data warehouse. They also study components of a decision support system; organize, analyze and present data using data analysis and report-writing tools; and make business decisions based on such data. Prerequisites: BIS-345 and MATH-221 / 5-4

BIS-450 Web-Based Solutions with Lab
This course addresses methods to share data effectively via the Internet, mobile computing, and mail and web servers. Students also learn to create a simple system that integrates client side and server side technologies. Prerequisites: BIS-325 and BIS-345 / 5-4

Biomedical Engineering Technology

BMET-312 Introduction to Bioengineering with Lab
Students in this course analyze biological and biomedical problems using fundamental concepts and tools. Applications of engineering in medicine and healthcare are introduced and focus on acquiring, monitoring and analyzing biological signals. Addressed are electrodes, biopotential measurements, electrocardiogram equipment, pacemakers, defibrillators, pressure transducers, blood flow monitoring, sensor technology, ultrasonics, troubleshooting, filtering and electrical safety. Prerequisites: BIOS-135, BIOS-195, ECET-340 and PHYS-320 / 5-4

BMET-322 Biomedical Instrumentation Systems with Lab
This course covers principles of medical instrumentation, and includes study of medical diagnostic instruments as well as techniques for measuring physiological variables in living systems. Product liability and safety issues are also discussed. Prerequisite: BMET-312 / 5-4

BMET-401L Senior Project Development Lab I
In this lab, the first in a three-lab sequence, students develop the design for the bioengineering project approved in ECET-390. Co- or prerequisite: ECET-390 / 2-1

BMET-403L Senior Project Development Lab II
This course, the second in a three-course sequence, requires student teams to complete prototype development of their senior project. Teams submit written progress reports and make oral presentations describing project progress. Prerequisite: BMET-401L / 2-1

BMET-405L Senior Project Development Lab III
In this final course of the three-course project development lab sequence, student teams complete development of the senior project. Teams submit written progress reports, make oral presentations describing project progress, and provide concluding written and oral presentations. Prerequisite: BMET-403L / 2-1

BMET-432 Computer Techniques in Medical Imaging with Lab
This course focuses on using computer tools to design and implement data and image acquisition, as well as analysis systems in biomedical environments. The physics of producing images in applications such as X-ray, computerized tomography (CT), magnetic resonance imaging (MRI) and ultrasonic imaging are covered. Developing image processing algorithms using both analog and digital signal processing techniques is emphasized. Students perform lab exercises using tools such as C++, MATLAB and ScionImage to solve technical problems. Prerequisites: BMET-322 and ECET-350 / 5-4

BMET-436 Telemedicine and Medical Informatics with Lab
This course covers design principles and implementation of computer infrastructure as related to accessing medical databases, visualizing medical techniques, and transferring and manipulating medical data over communication networks. Topics include digital imaging and communications in medicine (DIACOM), picture archiving and communication systems (PACS), and health level 7 (HL7) networks. In the lab, students experiment with communicating medical data. Prerequisites: BMET-322 and ECET-375 / 5-4

BMET-452 Advanced Topics in Biomedical Engineering
Students in this course explore concepts governing product development techniques used in engineering, manufacturing and using biomedical products in a healthcare setting. Topics include new product design and quality, as well as safety principles and regulations. Food and Drug Administration (FDA) and Joint Commission on Accreditation of Healthcare Organizations (JCAHO) regulations are reviewed. The course also provides opportunities for students to interact with biomedical and healthcare industry professionals. Prerequisite: BMET-322 / 3-3

NOTE: The combination of BMET-453 and BMET-454 may be offered as an alternate to BMET-452.

BMET-453 Biomedical Engineering Technology Professional Topics
In this course, the first of a two-course sequence, students begin an internship at a biomedical facility. In the classroom component, topics related to the BMET field are discussed, including projections for regulatory policy revision, advancements in equipment technology, and new medical and biotechnology frontiers. Students keep a detailed journal logging their internship time and activities, and review their field experience with faculty. Combined internship time from BMET-453 and BMET-454 must total at least 90 hours. Prerequisite: BMET-322 / 2-2

BMET-454 Biomedical Engineering Technology Internship
In this course, a continuation of BMET-453, students gain additional work experience in a biomedical facility. Students keep a detailed journal logging their time and activities, and meet regularly with faculty to review their field experience. Combined internship time from BMET-453 and BMET-454 must total at least 90 hours. Prerequisite: BMET-453 / 1-1

BMET-491 Technology Integration II
In this course, students apply and integrate biology, biomedical engineering technology, computer programming, mathematics, physics, and electronics and computer engineering technology concepts learned in the first seven semesters of the program. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Prerequisite: Completion of at least 86 credit hours in required BIOS, BMET, COMP, ECET, MATH and PHYS courses / 2-1

Business Operations

BSOP-206 Operations Strategy
This course introduces operations management and examines the products-to-services spectrum in terms of various transformation processes. In addition, the course considers how operations strategy relates to other organization functions and focuses on all strategic areas of analytic decision-making. Quality as a strategic consideration is also covered. Spreadsheet and presentation software is used in preparing, analyzing and communicating solutions to management. Prerequisite: BUSN-115 / 4-4

BSOP-209 Operations Analysis
This course provides students with a working knowledge of numerical models used as decision-making tools in operations practice. Assignments enhance students' skills in problem identification, problem formulation, solution derivation and decision-making. Prerequisite: BSOP-206 / 4-4

BSOP-326 Total Quality Management
This course presents quality procedures and concepts for enhancing goods, services and the entire business environment. Students learn various methods of process control and acceptance sampling, including using control charts and sampling plans. Quality planning, assurance and control are covered as parts of a total quality system. Probability and statistical concepts are further explored as related to process control. Prerequisite: MATH-221 / 4-4

BSOP-330 Master Planning
This course introduces the operational planning process and emphasizes long- and medium-term planning strategies, as well as demand management. Master planning concepts are also examined, along with contemporary topics such as the Theory of Constraints. Prerequisite: BSOP-206 / 4-4

BSOP-334 Materials Resource Planning and Capacity Resource Planning with Lab
This course focuses on the planning process and addresses formal materials resource planning (MRP) and capacity resource planning (CRP) techniques. Students begin the planning process by developing a bill of materials and progress through production activity control. Students use industry standard production planning and control software to learn to effectively manage inventory, maintain product data files and create efficient production schedules that meet specified company objectives. Prerequisite: BSOP-330 / 5-4

SOP-429 Production Activity Control and Just-in-Time with Lab
Students analyze production control requirements as applied to both "push" and "pull" production environments. Additionally, they learn to capture data and prepare for product changes in a variety of manufacturing environments. The course also emphasizes applying just-in-time (JIT) techniques. Students use a variety of computer-based techniques to analyze and control the production process and to implement JIT techniques. Prerequisite: BSOP-334 / 5-4

BSOP-431 Global Issues in Supply Chain Management
This course focuses on applying supply chain management (SCM) tools and procedures to business systems. Students learn to identify where SCM elements may be applied to enhance the effectiveness and efficiency of business processes. Analysis, problem solving, prediction and system implementation skills are emphasized. Students learn how to estimate risks, forecast improved business results, and identify when and where to apply and implement SCM tools and processes. Prerequisite: BSOP-206 / 4-4

BSOP-434 Logistics with Lab
This course provides an overview of the complete material flow cycle, which includes purchasing, transportation, warehousing, inventory management, trafficking and shipping, and explores how the material flow cycle is related to physical facility layout. Employing a variety of software packages, students analyze the impact of material flows. Case studies provide the opportunity to analyze the impact of changes in flow and physical layouts. Prerequisite: BSOP-429 / 5-4

Business

BUSN-115 Introduction to Business and Technology
This course introduces business and the environments in which businesses operate. Students examine the roles of major functional areas of business and interrelationships among them. Organizational theories and techniques are examined, and economic, cultural, political and technological factors affecting business organizations are evaluated. / 3-3

BUSN-258 Customer Relations
This course examines components of a solid customer relations program and develops students' ability to recognize and participate in such programs. Students develop interpersonal communication and listening skills as well as conflict resolution skills. They also explore customer relations as an effective sales technique. Prerequisite: BUSN-115 / 4-4

BUSN-278 Budgeting and Forecasting
In this course students design and implement a departmental budget encompassing the various processes that account for resource expenditures. Students develop a long-range budget forecast and then assess its impact on departmental planning. Prerequisite: ACCT-212 / 4-4

BUSN-319 Marketing
In this course students apply principles and strategies for marketing products and services to industrial, commercial and governmental entities. Topics include ways in which market information and product life cycle affect product and production design; forecasting techniques; interdependencies between marketing and operations functions; and selling skills. Prerequisites: BUSN-115 and MATH-114 / 3-3

BUSN-379 Finance
This course introduces corporate financial structure and covers basic capital budgeting techniques, including discounted cash flow analysis. Funds sources and financial resource allocation are analyzed. Spreadsheet software packages are used to analyze data and solve case-based problems. Prerequisite: ACCT-212 / 3-3

BUSN-380 Personal Financial Planning
This course introduces the process of personal financial planning, providing tools and skills useful in students' professional and personal lives. Topics include cash flow management, budgeting, goal setting, investments, taxation, insurance, and retirement and estate planning. Topics are presented from a practitioner point of view. Prerequisite: ACCT-212 or ACCT-301 / 3-3

BUSN-412 Business Policy
This course integrates functional disciplines within the curriculum, and introduces the nature of strategic management as well as how business policy is created. Topics include organizational vision and mission, industry and competitive analysis, sustainable competitive advantage, strategy formulation and implementation, and strategic leadership. Through case analyses and a simulation exercise, students develop strategic plans and engage in strategic management. Prerequisite: Upper-term status / 4-4

BUSN-420 Business Law
This course provides an overview of business law and introduces fundamental legal principles encountered in the business environment. Topics include state and federal courts and jurisdiction, contract law, tort law, commercial paper, bankruptcy, suretyship and accounting liability. Prerequisite: Upper-term status / 4-4

BUSN-427 Global Issues in Business
This course explores ways in which business is affected in areas such as accounting, finance, marketing and operations in an international context. Emphasis is placed on major trade agreements and their impact from either a collaborative or a competitive viewpoint. Prerequisite: Upper-term status / 4-4

BUSN-460 Senior Project
Working in teams, students apply knowledge and skills, including competencies in problem-solving, critical thinking, research, teamwork, and oral and written communication, to real-world problems in a client-based environment. Assignments are based on competencies developed in students' prior coursework. Prerequisite: Senior status / 3-3

NOTE: The combination of BUSN-462 and BUSN-463 may be offered as an alternate to BUSN-460.

BUSN-462 Senior Project I
In this course, the first of a two-course sequence, students apply their problem-solving, critical thinking, research, teamwork, and oral and written communication skills to real-world problems in a customer-focused environment. Acclimating to new work situations and environments is emphasized. Working individually and in teams, students draw on knowledge and competencies developed through prior coursework. Prerequisite: Senior status / 2-1

BUSN-463 Senior Project II
In this course, a continuation of BUSN-462, students further apply their problem-solving, critical thinking, research, teamwork, and oral and written communication skills to real-world problems in a customer-focused environment. Working individually and in teams, students apply knowledge and competencies as they prepare and present final work deliverables. Prerequisite: BUSN-462 / 2-2

Career Development

CARD-205 Career Development
Career planning strategies and resources are explored to prepare students for a successful job search and to maximize potential for advancement and long-term professional growth. Students perform self-assessment and goal-setting activities, and apply research and evaluation skills to execute job search and career advancement strategies. Each student assembles a professional portfolio highlighting achievements, goals and concrete plans. Prerequisite: Upper-term status / 2-2

CARD-405 Career Development
Career planning strategies and resources are explored to prepare students for a successful job search and to maximize potential for advancement and long-term professional growth. Students perform self-assessment and goal-setting activities, and apply research and evaluation skills to execute job search and career advancement strategies. Each student assembles a professional portfolio highlighting achievements, goals and concrete plans. Prerequisite: Senior status / 2-2

CARD-415 Career Development Strategies
Building on self-presentation and career planning skills gained earlier, students in this course acquire knowledge of ongoing career development strategies. Through research, analysis and discussion of case studies, videos, role-plays and contemporary business literature, students identify principles and practices associated with professionalism in today's careers. Students develop potential career paths that suit personal strengths and aspirations, and develop greater awareness of themselves as communicators, problem-solvers and team players. Prerequisites: CARD-205 and upper-term status / 1-1

Computer Forensics

CCSI-330 Digital Crime: Evidence and Procedure
This course introduces basic legal concepts and evidentiary procedures for investigating criminal activity involving computers and computer-based systems. Students explore practical application of law and legal procedures in the digital age. Prerequisite: COLL-148 / 3-3

CCSI-360 Computer Ethics
This course explores the nature and social impact of computer technology, as well as the corresponding formulation and justification of governmental and organizational policies for ethical uses of such technology. Addressed are legal, ethical and sociological concerns about the ubiquity of computer software and hardware, as well as concerns about the proliferation and pervasive nature of computer networks. Prerequisite: SEC-280 / 3-3

CCSI-410 Digital Forensics I with Lab
This course introduces the study of forensics by outlining integrative aspects of the discipline with those of other sciences. Coursework focuses on applying basic forensic techniques used to investigate illegal and unethical activity within a PC or local area network (LAN) environment and then resolving related issues. Prerequisites: CCSI-330 and CIS-246 / 5-4

CCSI-460 Digital Forensics II with Lab
This course builds on forensic computer techniques introduced in CCSI-410, focusing on advanced investigative techniques to track leads over local and wide area networks, including international computer crime. Prerequisite: CCSI-410 / 5-4

Computer Information Systems

NOTE: There are several sets of CIS courses, ending in A, B or C, which differ principally in the language/platform used to explore course concepts. Each course in the set meets graduation requirements. Later in the program, students must choose courses that explore the corresponding language/platform.

CIS-115 Logic and Design
This course introduces basics of programming logic, as well as algorithm design and development, including constants, variables, expressions, arrays, files and control structures for sequential, iterative and decision processing. Students learn to design and document program specifications using tools such as flowcharts, structure charts and pseudocode. Program specification validation through desk-checking and walk-throughs is also covered. / 3-3

CIS-170A Programming with Lab
This course introduces basics of coding programs from program specifications, including use of an integrated development environment (IDE), language syntax, as well as debugger tools and techniques. Students also learn to develop programs that manipulate simple data structures such as arrays, as well as different types of files. Visual Basic.Net is the primary programming language used. Prerequisites: CIS-115 and COMP-100 / 5-4

CIS-170B Programming with Lab
This course introduces basics of coding programs from program specifications, including use of an integrated development environment (IDE), language syntax, as well as debugger tools and techniques. Students also learn to develop programs that manipulate simple data structures such as arrays, as well as different types of files. C#.Net is the primary programming language used. Prerequisites: CIS-115 and COMP-100 / 5-4

CIS-170C Programming with Lab
This course introduces basics of coding programs from program specifications, including use of an integrated development environment (IDE), language syntax, as well as debugger tools and techniques. Students also learn to develop programs that manipulate simple data structures such as arrays, as well as different types of files. C++.Net is the primary programming language used. Prerequisites: CIS-115 and COMP-100 / 5-4

CIS-206 Architecture and Operating Systems with Lab
This course introduces operating system concepts by examining various operating systems such as Windows, UNIX and Linux. Students also study typical desktop system hardware, architecture and configuration. Prerequisite: COMP-100 / 5-4

CIS-246 Connectivity with Lab
This course covers fundamentals of data communication and computer networking, including the Open Systems Interconnection (OSI) model. Network architecture and configurations such as local area networks (LANs) and wide area networks (WANs) are addressed. Prerequisite: CIS-206 or GSP-130 / 5-4

CIS-247A Object-Oriented Programming with Lab
This course introduces object-oriented programming concepts including objects, classes, encapsulation, polymorphism and inheritance. Using an object-oriented programming language, students design, code, test and document business-oriented programs. C#.Net is the primary programming language used. Prerequisite: CIS-170A or the equivalent / 5-4

CIS-247B Object-Oriented Programming with Lab
This course introduces object-oriented programming concepts including objects, classes, encapsulation, polymorphism and inheritance. Using an object-oriented programming language, students design, code, test and document business-oriented programs. Java is the primary programming language used. Prerequisite: CIS-170A or the equivalent / 5-4

CIS-247C Object-Oriented Programming with Lab
This course introduces object-oriented programming concepts including objects, classes, encapsulation, polymorphism and inheritance. Using an object-oriented programming language students design, code, test and document business-oriented programs. C++.Net is the primary programming language used. Prerequisite: CIS-170A or the equivalent / 5-4

CIS-321 Structured Analysis and Design
This course introduces the systems analysis and design process using information systems methodologies and techniques to analyze business activities and solve problems. Students learn to identify, define and document business problems and then develop information system models to solve them. Prerequisite: CIS-170A or the equivalent / 4-3

CIS-336 Introduction to Database with Lab
This course introduces concepts and methods fundamental to database development and use including data analysis and modeling, as well as structured query language (SQL). Students also explore basic functions and features of a database management system (DBMS), with emphasis on the relational model. Prerequisite: CIS-321 or WBG-310 / 5-4

CIS-339 Object-Oriented Analysis and Design
Building on the foundation established in CIS-321, students explore techniques, tools and methods used in the object-oriented approach to developing applications. Students learn how to model and design system requirements using tools such as Unified Modeling Language (UML), use cases and scenarios, class diagrams and sequence diagrams. Prerequisites: CIS-247A or the equivalent, and CIS-321 / 4-3

CIS-355A Business Application Programming with Lab
Building on analysis, programming and database skills developed in previous courses, this course introduces fundamental principles and concepts of developing programs that support typical business processing activities and needs such as transaction processing and report generation. Students develop business-oriented programs that deal with error handling, data validation and file handling. Java is the primary programming language used. Prerequisites: CIS-247A or the equivalent, and CIS-336 / 5-4

CIS-355B Business Application Programming with Lab
Building on analysis, programming and database skills developed in previous courses, this course introduces fundamental principles and concepts of developing programs that support typical business processing activities and needs such as transaction processing and report generation. Students develop business-oriented programs that deal with error handling, data validation and file handling. COBOL is the primary programming language used. Prerequisites: CIS-247A or the equivalent, and CIS-336 / 5-4

CIS-363A Web Interface Design with Lab
This course introduces web design and basic programming techniques for developing effective and useful web sites. Coursework emphasizes web site structure and navigational models, practical and legal usability considerations, and performance factors related to using various types of media and tools such as hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting. Dreamweaver and Flash are the primary software tools used. Prerequisite: CIS-247A or the equivalent / 5-4

CIS-363B Web Interface Design with Lab
This course introduces web design and basic programming techniques for developing effective and useful web sites. Coursework emphasizes web site structure and navigational models, practical and legal usability considerations, and performance factors related to using various types of media and tools such as hypertext markup language (HTML), cascading style sheets (CSS), dynamic HTML (DHTML) and scripting. Extensible HTML (XHTML) and JavaScript are the primary software tools used. Prerequisite: CIS-247A or the equivalent / 5-4

CIS-407A Web Application Development with Lab
This course builds on analysis, interface design and programming skills learned in previous courses and introduces basics of design, coding and scripting, as well as database connectivity for web-based applications. A programming language such as Visual Basic.Net, C++.Net or C#.Net is used to implement web-based applications. ASP.Net is the primary software tool used. Prerequisites: CIS-336 and CIS-363A / 5-4

CIS-407B Web Application Development with Lab
This course builds on analysis, interface design and programming skills learned in previous courses and introduces basics of design, coding and scripting, as well as database connectivity for web-based applications. JSP is the primary software tool used. Prerequisites: CIS-336 and CIS-363B / 5-4

CIS-470 Computer Information Systems Senior Project
Working in teams, students apply knowledge and mastered skills, including problem-solving techniques and project-management methods, to an applications-oriented project. The project provides real-world experience by integrating systems analysis, programming, testing, debugging, documentation and user interfacing techniques. Prerequisites: CIS-407A or the equivalent, and ENGL-227 / 3-3

NOTE: The combination of CIS-474 and CIS-477 may be offered as an alternate to CIS-470.

CIS-474 Computer Information Systems Senior Project I
Working in teams, students in this course, the first in a two-course sequence, apply problem-solving techniques, application design methodology and project planning/management methods to a real-world applications-oriented project. Integrating analysis and design skills, students develop requirements and design specifications to meet business needs. Prerequisites: CIS-407A or the equivalent, and ENGL-227 / 2-1

CIS-477 Computer Information Systems Senior Project II
In this course, a continuation of CIS-474, students work in teams to apply application development techniques and project management methods to an applications-oriented project. Integrating development, testing, implementation and documentation skills, students deliver a product that meets approved specifications. Prerequisite: CIS-474 / 2-2

Critical Thinking

COLL-148 Critical Thinking and Problem-Solving
This course provides instruction and practice in critical thinking, problem-solving and use of research as a problem-solving tool. Course objectives are addressed through problem-solving methodologies, critical analysis of information, cooperative learning and research strategies. The course also assists students in identifying and articulating skills needed for academic and professional success. Ethical and values considerations are included within the critical thinking and problem-solving framework. / 3-3

Computer Applications and Programming

COMP-100 Computer Applications for Business with Lab
This course introduces basic concepts and principles underlying personal productivity tools widely used in business such as word processors, spreadsheets, email and web browsers. Students also learn basic computer terminology and concepts. Hands-on exercises provide students with experience in use of PCs and current personal productivity tools. / 3-2

COMP-122 Structured Programming with Lab
This course introduces structured design and programming techniques, as well as common tools to write, compile, run and debug programs written in a high-level programming language to solve a variety of engineering problems. Corequisite: MATH-190; prerequisite: ECET-100 / 5-4

COMP-129 PC Hardware and Software with Lab
This course explores the PC system from software, hardware and operating system points of view. Hardware topics include system boards, processors, memory, power supplies, input/output (I/O) ports, internal adapters, printers and basic networking devices. Software topics include client/server operating systems and installation, as well as licensing software applications. / 4-3

COMP-220 Object-Oriented Programming with Lab
This course introduces concepts of object-oriented programming, such as objects, classes, encapsulation, polymorphism and inheritance, which are used to solve problems related to electronics and computer engineering technology using a high-level language such as C++. Prerequisite: COMP-122 / 5-4

COMP-230 Introduction to Scripting and Database with Lab
This course introduces basic programming concepts, logic and scripting language tools used to automate basic system administrator processes. Critical thinking, logic and troubleshooting are emphasized. Database applications are also introduced, helping students develop basic skills in using a typical database. Security topics are discussed. Prerequisite: COMP-100 / 5-4

COMP-328 Programming Environments and Java with Lab
This course introduces alternate programming environments such as command-line-oriented UNIX or Linux and Eclipse IDE. Also introduced are the Java programming language and advanced programming concepts such as exception handling and the event-driven model for graphical user interfaces. Prerequisite: COMP-220 / 4-3

Criminal Justice

CRMJ-300 Criminal Justice
This course focuses on criminal and juvenile justice, and examines the total system of police, courts and corrections. Emphasis is given to interaction of law, crime and criminal justice agency administration in preventing, treating and controlling crime. This course is designed for students with one year of professional experience in law enforcement, criminal justice or a closely related field. / 3-3

CRMJ-310 Law Enforcement
This course covers the roles of police and law enforcement, and examines the profession, from its historical roots to current concepts such as community policing and homeland security. Policing functions, actions, technology, control and standards are analyzed. Corequisite: CRMJ-300 / 3-3

CRMJ-315 Juvenile Justice
Students in this course examine causes of offending juvenile behavior and analyze juvenile justice system responses, including historical development of the system. Agencies, the police, law, courts and corrections dealing with juveniles are covered. Contemporary issues such as gangs and juveniles in adult courts are explored. Corequisite: CRMJ-300 / 3-3

CRMJ-320 Theory and Practice of Corrections
This course examines the historical foundations, ideological and pragmatic justifications for punishment, sentencing trends and alternatives to incarceration. Organization, operation and management of correctional institutions; systems of correction; and inmate life, treatment, discharge and parole are examined. Prerequisite: CRMJ-300 / 3-3

CRMJ-400 Criminology
This course examines theories and causes of crime, as well as behavior of criminals. Coursework also focuses on victims and societal reaction to crime. Criminal statistics, patterns of crime and typologies are examined, as are ways in which theories are employed within the criminal justice system. Prerequisite: CRMJ-300 / 3-3

CRMJ-410 Criminal Law and Procedure
This course addresses crimes and penalties as defined by law, as well as procedural law regulating enforcement of criminal law. Constitutional principles, types of offenses and the process of law enforcement and procedures (i.e., search, seizure, arrest, interrogation, identification, trial, sentencing, punishment and appeal) are covered. Prerequisite: CRMJ-300 / 3-3

CRMJ-415 Deviant Behavior
This course provides a comparative analysis of various forms of deviant behavior as they occur in everyday life. Characterizations of deviants are studied in the context of individual behaviors. Recent findings and key theories provide insight into deviant behavior and serve as predictors of such behavior. Prerequisite: CRMJ-300 / 3-3

CRMJ-420 Criminal Investigation
This course covers theory, practice, techniques and elements of crime and criminal investigation. Recognizing crime, suspects and perpetrators is approached through problem-solving methodology. Case preparation, testimony, and the evidentiary process for investigating and reconstructing crime are examined. Prerequisite: CRMJ-400 / 3-3

CRMJ-425 Ethics and Criminal Justice
This course introduces basic ethical theories, emphasizing how such theories can be applied to contemporary problems in law enforcement, corrections and adjudications. Students apply various ethical frameworks to typical moral dilemmas in criminal justice. Prerequisite: CRMJ-300 / 3-3

CRMJ-430 Crime Scene Investigation
This course covers methods and procedures for accurate crime scene examination and recording as well as evidence recovery. Documentation; collection and preservation of comprehensive physical evidence; gathering of latent fingerprints; and methods used to process trace and biological evidence are examined. Prerequisite: CRMJ-310 / 3-3

CRMJ-450 Terrorism Investigation
This course focuses on techniques law enforcement professionals employ in investigating terrorism. Strategic, political, social and religious underpinnings of terrorism are examined, as are current challenges, laws and policies in defense of the U.S. homeland. Preparations for, and responses to, terrorist attacks are covered. Prerequisite: CRMJ-310 / 3-3

Database Management

DBM-405A Advanced Database with Lab
This course introduces database implications of efficient and effective transaction processing, including error handling, data validation, security, stored procedures and triggers, record locking, commit and rollback. Data mining and warehousing are also explored. Oracle is the primary relational database management system (RDBMS) used. Prerequisite: CIS-336 / 5-4

DBM-405B Advanced Database with Lab
This course introduces database implications of efficient and effective transaction processing, including error handling, data validation, security, stored procedures and triggers, record locking, commit and rollback. Data mining and warehousing are also explored. DB2 is the primary relational database management system (RDBMS) used. Prerequisite: CIS-336 / 5-4

DBM-438 Database Administration with Lab
Students are introduced to a variety of database administration topics, including capacity planning, database management system (DBMS) architecture, performance tuning, backup, recovery and disaster planning, archiving, reorganization and defragmentation. Prerequisite: DBM-405A / 5-4

DBM-449 Advanced Topics in Database with Lab
Students in this course explore database topics such as dynamic structured query language (SQL), complex queries, data warehousing, reporting capability creation, performance tuning, and data security practices and technologies. Prerequisite: DBM-438 / 5-4

Digital Home Technology Integration

DHTI-202 Digital Home Technology Integration I with Lab
This course focuses on knowledge and skills needed to configure, integrate, maintain and troubleshoot electronic/digital audio, video and telephone systems including IP telephony. Also addressed are home computer networks including wireless media. In the lab, students install and configure audio and video equipment as well as computer networks. Prerequisites: ECT-246 and NETW-202 / 5-4

DHTI-204 Digital Home Technology Integration II with Lab
This course focuses on skills and knowledge needed to configure, integrate, maintain and troubleshoot electronic/digital security and surveillance systems, as well as home and office automation and control systems. In the lab, students install and configure security and surveillance systems. Prerequisite: DHTI-202 / 4-3

Electronics and Computer Engineering Technology

ECET-100 Introduction to Electronics and Computer Engineering Technology with Lab
This course introduces basic concepts of the electronics and computer engineering technology field, including electronic components, introductory circuit analysis, digital logic, computer usage and design of microcontroller-based electronic systems, and emphasizes hardware and software development. Corequisite: MATH-104 or placement into MATH-190 / 5-4

ECET-110 Electronic Circuits and Devices I with Lab
This course, the first in a three-course sequence, introduces concepts of electrical circuit analysis, and electronic circuit analysis and design. The sequence integrates study of both passive electrical circuits (resistors, capacitors and inductors) with study of active electronic circuits (diodes, transistors and analog integrated circuits such as operational amplifiers). Lab exercises provide experience with passive and active electronic components, and their design, integration, testing and troubleshooting in practical circuits of moderate complexity. Corequisite: MATH-190; prerequisite: ECET-100 / 5-4

ECET-210 Electronic Circuits and Devices II with Lab
This course, the second in a three-course sequence, furthers students' knowledge of electrical circuit analysis, and electronic circuit analysis and design. Prerequisite: ECET-110 / 5-4

ECET-220 Electronic Circuits and Devices III with Lab
This course, the third in a three-course sequence, expands on concepts of electrical circuit analysis, and analysis and design of electronic circuits. Prerequisite: ECET-210 / 5-4

ECET-230 Digital Circuits and Systems with Lab
This course introduces design and analysis of digital circuits – bases for all computer systems and virtually all other electronic systems in use today. Topics include combinational and sequential logic, digital integrated circuit electrical characteristics, programmable logic devices and hardware description languages. Students use development and analysis software and instrumentation for circuit verification. Corequisite: ECET-220; prerequisites: COMP-122, ECET-100 and ECET-210 / 5-4

ECET-299 Technology Integration I
In this course, students apply and integrate concepts learned in computer programming, mathematics, and electronics and computer engineering technology courses in the first four semesters of the program by solving problems in the particular discipline or subject area. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Prerequisite: Completion of at least 40 credit hours in required COMP, ECET and MATH courses, including COMP-328, ECET-220, ECET-230 and MATH-270 / 2-1

ECET-305 Analytical Methods in Engineering Technology
This course introduces mathematical methods required to solve advanced engineering technology problems. Topics include transform methods, and probability and statistics. Students use computer software to analyze and solve problems. Prerequisites: COMP-122 and MATH-270 / 3-3

ECET-310 Communications Systems with Lab
This course introduces analog and digital communications systems at the circuit and subsystem level. Topics include the relationship between time domain and frequency domains, bandwidth requirements of various modulation schemes and noise effects. Using computer software, students simulate, analyze and solve related problems. Prerequisites: ECET-220 and ECET-230 / 5-4

ECET-330 Microprocessor Architecture with Lab
This course introduces internal architecture of the microprocessor – the basic building block of current electronic systems. Students use assembly language and/or high-level language to program the microprocessor and develop simple algorithms. Applications of the microprocessor as a computing element used with storage devices and embedded controllers are covered. Computer software tools such as assemblers, compilers and IDEs are used for program design, implementation and testing. Prerequisites: COMP-328 and ECET-230 / 5-4

ECET-335 Principles of Security Systems and Technology with Lab
This course covers physical security from a systems perspective, addressing concepts of detection, delay, response, threats and targets of intruders. Case studies of facility security are analyzed, and uses of analytical models and security devices are explored and applied through lab activities. Prerequisites: ECET-220 and ECET-330 / 5-4

ECET-340 Microprocessor Interfacing with Lab
This course introduces microprocessor interfacing to peripheral devices. Basic input/output operations are evaluated, and specific peripheral devices – including A/Ds, D/As, keyboards, displays, and serial and parallel communication channels – are studied. Software (high-level and assembly) and hardware aspects of these devices are developed. Polling and interrupt-driven software drivers are compared and contrasted. Integration and testing of designs are emphasized. Prerequisites: ECET-299 and ECET-330 / 5-4

ECET-350 Signal Processing with Lab
This course introduces analog signal processing (ASP) and digital signal processing (DSP), with emphasis on DSP. Students program ASP and DSP chips for applications in communications, control systems, digital audio processing and digital image processing. They also use computer software to simulate ASP and DSP circuit performance, and to analyze data acquired in the lab. Prerequisites: ECET-220 and ECET-305 / 5-4

ECET-356 Sensor-Based Instrumentation with Lab
This course emphasizes active and passive sensors as translators of various forms of energy into electrical energy. Coursework addresses signal conditioning, recording, interfacing and use of sensor signals for controlling physical systems. Prerequisite: ECET-340 / 5-4

ECET-360 Operating Systems with Lab
This course introduces basic operating system concepts such as process states and synchronization, multiprocessing, multiprogramming, processor scheduling, resource management, static and dynamic relocation, virtual memory, logical and physical input/output, device allocation, disk scheduling and file management. Also introduced are techniques required to develop device drivers. Computer software is used throughout the course. Prerequisite: ECET-370 / 5-4

ECET-365 Embedded Microprocessor Systems with Lab
Students in this course use an embedded microcomputer to control electrical and/or mechanical systems. Students design and develop various applications involving data acquisition and control. System development and engineering tradeoffs are emphasized to demonstrate best design practices. Prerequisite: ECET-340 / 5-4

ECET-370 Data Structures and Algorithms with Lab
This course introduces data structures (lists, strings, stacks, queues, trees), data encapsulation, as well as algorithms for recursion, sorting and searching. A high-level language such as C++ or Java is used. Prerequisite: COMP-328 / 5-4

ECET-375 Data Communications and Networking with Lab
This course introduces principles of data communications, including noise effects, multiplexing and transmission methods. Coursework also covers protocols, architecture, and performance analysis of local and wide area networks. Prerequisite: ECET-340 / 5-4

ECET-380 Wireless Communications with Lab
This course introduces principles and techniques used to analyze and design wireless communication systems. Topics include electromagnetic waves, antennas, propagation and digital modulation. Mobile and cellular systems are emphasized; other selected applications such as wireless local area network (WiFi), broadband wireless (WiMAX) and Bluetooth (wireless PAN) are also covered. Students use computer software to simulate, analyze and solve problems. Prerequisite: ECET-310 / 5-4

ECET-390 Product Development
This course examines the product development cycle from initial concept through manufacturing. Coursework addresses project management, total quality management, codes and standards, prototype development, reliability, software engineering and product testing. Each student team prepares a written proposal for a senior project and makes an oral presentation of the proposal to the class. The approved proposal forms the basis for the capstone project, which is developed and completed in the subsequent series of lab courses. Prerequisite: ECET-330 / 3-2

ECET-402 Mechatronics with Lab
This course introduces electronic control of mechanical systems. Topics include sensors and transducers, signal conditioning, actuators, controllers, system models, system transfer functions and dynamic system response. Students use computer software to analyze, simulate and solve problems. Prerequisites: ECET-340 and ECET-350 / 5-4

ECET-405 Industrial Process Control Systems with Lab
This course introduces industrial control systems based on programmable logic controllers, as well as other computer-based industrial control systems. Computer software helps students simulate, analyze and solve problems. Prerequisite: ECET-402 / 5-4

ECET-410 Control Systems Analysis and Design with Lab
This course introduces theory and application of analog and digital control systems, with emphasis on digital. Control system performance is analyzed from stability, steady-state response and transient response viewpoints. Students use computer software to simulate, analyze and solve problems. Prerequisite: ECET-402 / 5-4

ECET-420 Real-Time Operating System Design with Lab
This course introduces characteristics of operating systems required to support embedded microprocessor systems and how these systems differ from conventional operating systems. Coursework covers "hard" and "soft" real-time operating systems and includes topics such as threads, scheduling, priority and inter-process communication. Students use computer software such as assemblers and compilers in the course. Prerequisite: ECET-365 / 5-4

ECET-425 Broadband Communications with Lab
This course introduces systems concepts in communications. Topics include microwaves, antennas, transmission lines, propagation, fiber optic systems and satellite systems. System performance measurements and applications are also addressed. Students use computer software to simulate, analyze and solve problems. Prerequisite: ECET-310 / 5-4

ECET-430 Advanced Digital Signal Processing with Lab
This course examines advanced topics in digital signal processing, including finite and infinite-impulse response filtering, fast Fourier transforms and adaptive filtering. Students use computer software to simulate performance of digital signal processing circuits discussed in class and to analyze data acquired in the lab. Prerequisite: ECET-350 / 5-4

ECET-435 Semiconductor Manufacturing with Lab
This course provides an overview of processes and equipment employed in a typical semiconductor manufacturing environment. Processing measurements using statistical methods are considered, as are safety issues. Lab activities include computer simulation of manufacturing processes and equipment. Prerequisite: ECET-299 / 5-4

ECET-448 Security Sensors and Applications with Lab
This course introduces technology of sensor devices and communications systems used in physical security systems. Characteristics such as energy emitted by transmission devices, as well as speed, distance and reflection of energy waves, are discussed. Detection factors associated with the probability of sensor effectiveness are also examined. Prerequisite: ECET-335 / 5-4

ECET-450 Database System Design with Lab
This course introduces structured query language (SQL) for implementing and accessing a relational database. Also covered is how to embed SQL into a high-level language such as C++ or Java. Prerequisites: ECET-305 and ECET-370 / 5-4

ECET-455 Computer Security with Lab
This course introduces computer security system issues. Topics include security threats and controls, basic cryptography, authentication, database security, physical and operational security, disaster recovery and forensics. Prerequisite: ECET-375 / 5-4

ECET-460 Network Security with Lab
This course introduces techniques used to ensure secure transmission of packets across large, multi-layer enterprise networks. Security issues include encryption and authentication, firewall implementation and creation of virtual private networks (VPNs) to secure data transmitted across a public network such as the Internet. Prerequisite: ECET-375 / 5-4

ECET-465 Advanced Networks with Lab
This course introduces advanced topics in local and wide area network design. Coursework examines protocols, internetworking, routing/congestion, network topologies and performance analysis. Topics of current interest such as wireless networking and voice over Internet protocol (VoIP) are also discussed. Prerequisite: ECET-375 / 5-4

ECET-475 Digital Signal Processing Hardware and Applications with Lab
This course introduces architecture and programming of integrated circuit fixed- and floating-point digital signal processing chips. The course also addresses applying digital signal processing chips to applications such as digital communications systems, digital audio processing and digital image processing. Prerequisite: ECET-350 / 5-4

ECET-485 Advanced Embedded Microprocessor System Design with Lab
This course introduces hardware and software issues inherent in embedded system design. Students focus on designing a complex embedded system and its implementation, and use computer software such as assemblers, compilers and emulators. Real-time operating and interrupt-driven systems are emphasized. Prerequisite: ECET-420 / 5-4

ECET-488 Web Interface and Applications Development with Lab
This course introduces techniques required to design an effective web interface to computer application software such as a database management system. Coursework addresses basics of design, coding and scripting. Tools such as hypertext markup language (HTML), cascading style sheets, dynamic HTML, extensible HTML and JavaScript are used. Prerequisite: ECET-450 / 5-4

ECET-490 Distributed Computing System Design with Lab
This course introduces techniques used to develop a distributed computer system in a networked environment. Protocols, flow control, buffering and network security are covered. Coursework focuses on design of a distributed computing system and its implementation in the lab. Prerequisite: ECET-450 / 5-4

ECET-492L Senior Project Development Lab I
Working in teams, students in this first course of a three-course sequence initiate development of the senior project approved in ECET-390. Teams submit written progress reports and make oral presentations describing the project to the class. Prerequisite: ECET-390 / 2-1

ECET-493L Senior Project Development Lab II
This course, the second in a three-course sequence, requires student teams to complete prototype development of their senior project. Teams submit written progress reports and make oral presentations describing project progress. Prerequisite: ECET-492L / 2-1

ECET-494L Senior Project Development Lab III
In this final course of the three-course project development lab sequence, student teams complete development of the senior project. Teams submit written progress reports, make oral presentations describing project progress, and provide concluding written and oral presentations. Prerequisite: ECET-493L / 2-1

ECET-498 Technology Integration II - CET
In this course, students apply and integrate concepts learned in computer programming, mathematics, physics, and electronics and computer engineering technology courses in the first seven semesters of the program by solving problems in the particular discipline or subject area. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Prerequisite: Completion of at least 86 credit hours in required COMP, ECET, MATH and PHYS courses / 1-1

ECET-499 Technology Integration II - EET
In this course, students apply and integrate concepts learned in computer programming, mathematics, physics, and electronics and computer engineering technology courses in the first seven semesters of the program by solving problems in the particular discipline or subject area. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Prerequisite: Completion of at least 86 credit hours in required COMP, ECET, MATH and PHYS courses / 1-1

Electronic Commerce

ECOM-210 Fundamentals of E-Commerce
This course provides an in-depth overview of the issues, technology and environment of electronic commerce. Knowledge gained facilitates more comprehensive and contemporary exploration of future coursework in marketing, operations, finance, business law, and database and web site management. Challenges and opportunities of electronic business are discussed. Prerequisite: BUSN-115 / 4-4

ECOM-340 Internet Marketing
This course provides a review of traditional marketing strategies and demonstrates their use in building a viable online business. Emphasis is placed on coordinating Internet marketing activities with existing traditional marketing. Steps to develop a company's Internet presence are also discussed. Prerequisite: BUSN-319 / 4-4

Economics

ECON-312 Principles of Economics
This course introduces basic concepts and issues in microeconomics, macroeconomics and international trade. Microeconomic concepts, such as supply and demand and the theory of the firm, serve as foundations for analyzing macroeconomic issues. Macroeconomic topics include gross domestic product (GDP), and fiscal and monetary policy, as well as international topics such as trade and exchange rates. The course stresses analyzing and applying economic variables of real-world issues. / 3-3

ECON-315 Microeconomics
Building on principles introduced in ECON-312, this course focuses on microeconomic topics dealing with market forces and the behavior of individual consumers, firms and industries. Key areas emphasized are supply and demand, competition, market structure, utility theory, production costs, labor markets and the role of government in the economy. Prerequisite: ECON-312 / 3-3

Electronics and Computer Technology

ECT-108 Programming Concepts with Lab
This course familiarizes students with programming logic, including basic control structures, modularization and systems programming. Using high-level languages such as flowchart-based languages, students apply programming concepts to technical problems in practical situations. Prerequisite: COMP-129 / 5-4

ECT-114 Digital Fundamentals with Lab
This course introduces basic digital logic and methods used in troubleshooting digital systems. Operation of basic logic gates, Boolean expressions and combination logic in fixed-function and programmable forms is explained. Through in-class activities, students create, simulate and download digital circuit configurations to complex programmable logic devices (CPLDs) using CPLD-based software. Prerequisite: ECT-108 / 5-4

ECT-122 Electronic Systems I with Lab
This course introduces basic electricity and electrical circuit concepts. Topics include calculation of current, voltage, resistance and power in series, parallel and combination circuits. Lab exercises develop skills in areas such as reading schematic diagrams, using electronics components to fabricate basic circuits, measuring circuit parameters and troubleshooting. Students operate lab equipment and learn basic lab safety. Corequisite: MATH-102 / 5-4

ECT-125 Electronic Systems II with Lab
The nature of alternating current is explored through study of reactance, transformers, resonant circuits and passive filters. Mathematical concepts such as logarithms and trigonometry are studied and applied for analyzing AC circuits. In addition, students use computer simulation to predict circuit behavior and develop proficiency in using lab equipment such as oscilloscopes, function generators, counters and multimeters to enhance their troubleshooting skills. Prerequisites: ECT-122 and MATH-102 / 5-4

ECT-164 Introduction to Microprocessors with Lab
This course introduces microprocessor support integrated circuits (ICs) such as counters, registers, adders, memory, memory addressing and expansion, and analog-to-digital and digital-to-analog converters. Both fixed-function and programmable logic devices are studied. The course also provides overviews of both the internal structure of a typical microprocessor and operation of a simple microcontroller. Through practical programming and troubleshooting lab activities, students gain experience with ICs supporting microprocessors and complex programmable logic devices (CPLDs). Prerequisite: ECT-114 / 5-4

ECT-246 Electronic Systems III with Lab
Building on previous coursework, this course introduces solid-state devices such as diodes, bipolar and field effect transistors, and operational amplifiers, as well as their use in signal processing applications such as amplification and filtering. Adders/subtractors, comparators and oscillators are included. Students gain proficiency in working with integrated circuits, and in building and troubleshooting power supplies and operational amplifier applications, while increasing their expertise in using circuit simulators and standard lab equipment. Prerequisite: ECT-125 / 5-4

ECT-253 Achievement Assessment
Exercises in this course help assess students' knowledge and reinforce core principles and technologies addressed in early terms of the Electronics & Computer Technology program. Topics include analog circuits, digital systems, devices, information technology, and basic science and mathematical concepts and principles. Prerequisites: ECT-114, ECT-246, NETW-202 and PHYS-204 / 2-1

ECT-263 Communications Systems with Lab
This course covers basic communications systems at the circuit and subsystem levels. Topics include signal analysis and troubleshooting for analog and digital communications systems. The effects of noise are presented. Through lab exercises, students analyze signals and troubleshoot communications systems' performance. Electronic design automation (EDA) software is used to predict system performance. Prerequisite: ECT-246 / 5-4

ECT-264 Sensors and Instrumentation with Lab
This course covers sensors, transducers, signal conditioning devices and computer-based instrumentation. Input/output (I/O) characteristics of sensors for pressure, distance, light, airflow, temperature, Hall effect and humidity are evaluated using data acquisition equipment and virtual instrumentation. Emphasis is placed on industrial applications, troubleshooting and determining I/O requirements to interface actuators such as AC, DC, stepper and servo motors to programmable logic controllers (PLCs). Lab activities provide experience with three-phase power distribution, robotics, PC-based controls and instrumentation, and DeviceNet. Prerequisites: ECT-246 and PHYS-204 / 4-3

ECT-266 Wireless Communication Systems with Lab
This course provides system-level understanding of wireless systems including cellular and satellite communications. Topics include cellular and mobile radio architectures using analog and digital modulation and multiplexing technologies (FDMA, TDMA, CDMA and GSM), as well as troubleshooting of cellular systems. The wireless-wireline interface – required for understanding how calls between wireless systems and the existing public switched telephone networks (PSTNs) are completed – and the asynchronous digital subscriber line (ADSL) technology used for transmitting multimedia, are explained. Prerequisite: ECT-263 / 4-3

ECT-270 Semiconductor Manufacturing with Lab
This course provides coursework and lab experience with the semiconductor manufacturing process and prepares graduating students for entry-level positions in the integrated circuit manufacturing industries. Prerequisites: ECT-246 and PHYS-204 / 5-4

ECT-284 Automation and Control Systems with Lab
This course focuses on process controls and automation that employ programmable logic controllers (PLCs). Applications include selecting hardware, such as processor architecture; input/output (I/O) module wiring; programming; installing controllers and system troubleshooting. Proportional integral derivative (PID) principles, software implementation of PID controls and tuning for optimizing automation applications are explored. Plant floor communication architectures such as Ethernet, Data Highway and DeviceNet are also included. Lab exercises provide experience with various controllers and interfaces. Prerequisites: ECT-246 and PHYS-204 / 5-4

ECT-295L Applied Project Lab
Students select a pre-designed solution from a given list of real-world engineering problems for implementation and evaluation. A written report and an oral presentation are required. Prerequisites: ECT-253 and ECT-284 / 2-1

English Composition

ENGL-032 Developmental Writing and Reading
Using an integrated approach, this basic skills course helps students develop skills to meet prerequisite writing and reading requirements of college-level work. Coursework focuses on process-based activities designed to develop pre-writing, writing and revising skills, and relates writing to such skills as pre-reading, reading and analysis in order to strengthen critical thinking. As part of the writing process, fundamental aspects of grammar, usage and style are addressed as necessary. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Eligibility to enroll in the course is based on placement results. / 4-4

ENGL-092 Intermediate English
This prerequisite skills course helps develop the reading and writing skills of students who have mastered foundational and basic levels of English, but who need to strengthen their facility with reading and composition prior to entering the writing sequence and enrolling in other mainstream DeVry courses. An integrated approach is used to link writing with reading, and to address more basic matters as they arise from assignments. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Eligibility to enroll in the course is based on placement results or successful completion of ENGL-032. / 4-4

ENGL-112 Composition
This course develops writing skills through analysis of essays, articles and other written works that are used as models for writing practice and development. Writing assignments stress process approaches, development, organization, revision and audience awareness. Students use word processing and web-based tools to develop written work. Eligibility to enroll in the course is based on placement results, or successful completion of ENGL-092. / 4-4

ENGL-135 Advanced Composition
This course builds on the conventions and techniques of composition through critical reading requirements and longer, more sophisticated reports, including a documented library research paper. Assignments require revising and editing for an intended audience. Students are also taught search strategies for accessing a variety of print and electronic resources. Prerequisite: ENGL-112 / 4-4

ENGL-206 Technical Communication
Students in this course apply writing skills to common business and technical correspondence such as memos, letters and brief reports. They also adapt written materials for oral presentation and explore the research process. The highlight of the course is a brief research project presented in both written and oral forms. Prerequisite: ENGL-112 / 3-3

ENGL-216 Technical Writing
Students apply composition principles to develop common report formats, including formal lab reports and common types of applied writing. Audience analysis, development of effective technical style, organization methods and graphic aids are emphasized. Classroom activities include planning, reviewing and revising writing. Prerequisite: ENGL-112 / 4-4

ENGL-219 Journalism
This course provides instruction and practice in gathering news, and in writing news stories and various types of feature articles. Emphasis is placed on developing skills in interviewing, observing, and writing and editing copy. Students also explore newspaper composition, desktop publishing, newspaper design, journalistic ethics and press law. Peer review and involvement with the student newspaper are integral parts of the course. Prerequisite: ENGL-112 / 4-4

ENGL-220H Creative Writing - Honors Option
This alternative to ENGL-112 is offered in a workshop setting. Students explore modes of written self-expression, including poetry, fiction and drama, to experience various literary genres and produce short creative works. They also learn to apply constructive feedback to the rewrite process. A student writing anthology is produced, and the course culminates in a study of the literary marketplace. Prerequisite: Permission from the academic administrator / 4-4

ENGL-227 Professional Writing
This course extends composition principles to writing in a career context. Through a process-oriented approach, students learn to create effective reports and correspondence. Major emphasis is given to the principles of professional writing in common applications. Studies include electronic communication and oral reporting. Students may also learn to create web pages for communication purposes. Prerequisite: ENGL-112 / 4-4

ENGL-230 Professional Communication
This course enhances students' writing and presentation skills for academic applications and professional communication in the workplace. Students analyze the needs of divergent audiences, and craft messages using technology tools and media appropriate for distance and group communication. An emphasis on collaborative work further prepares students for the contemporary work environment. Prerequisite: ENGL-112 / 3-3

Enterprise Computing

ESYS-306 Enterprise System Architecture and Administration with Lab
This course introduces mid-range and mainframe system architecture, hardware, configuration and operating system concepts. Students gain understanding of the reasons companies choose mid-range and large-scale systems for their computing environment. Prerequisite: CIS-206 / 5-4

ESYS-410 Enterprise System Application Development I with Lab
This course builds on basics of design, coding and scripting, as well as database connectivity for web-based applications. Coursework introduces concepts of data interchange, message exchange, web application components and service oriented architecture (SOA). Programming languages such as Java, PHP and RPG are used to implement business-related web-based applications. Prerequisites: CIS-407B or the equivalent, and ESYS-306 / 5-4

ESYS-430 Enterprise System Application Development II with Lab
Students in this course build on skills developed in ESYS-410. They construct business-oriented programs that incorporate service oriented architecture (SOA) in an integrated computing environment, with a focus on business flexibility and responsiveness to change. Prerequisites: CIS-355B or the equivalent, and ESYS-410 / 5-4

Finance

FIN-351 Investment Fundamentals and Security Analysis
This course introduces security analysis and valuation, focusing on how to make investment decisions. Topics include the nature of securities, mechanics and costs of trading, the way in which securities markets operate, the relationship between risk and return, equity securities, fixed income securities, portfolio diversification and concepts of valuation. Prerequisite: BUSN-379 / 4-4

FIN-364 Money and Banking
This course introduces the global financial system, focusing on the role of financial services companies in money and capital markets. Topics include the nature of money and credit, U.S. banking systems, central bank policies and controls, funds acquisitions, investments and credit extension. Prerequisite: BUSN-379 / 4-4

FIN-382 Financial Statement Analysis
This course covers financial statement analysis and interpretation. Topics include techniques used to analyze and interpret financial statements in order to understand and evaluate a firm's financial strength, income potential, working capital requirements and debt-paying ability. Prerequisite: BUSN-379 / 4-4

FIN-385 Fixed Income Securities and Credit Analysis
Topics in this course include debt securities characteristics, provisions for paying off bonds, debt market structure, bond investment risk, global bond sectors and instruments, yield spreads and measures, valuation, spot and forward rates, interest rate risk, term structure and volatility of interest rates, bonds with embedded options, mortgage-backed securities, asset-backed securities, trading strategies and credit analysis. Prerequisite: BUSN-379 / 4-4

FIN-417 Real Estate Finance
This course introduces investment characteristics of mortgages, as well as the structure and operation of both primary and secondary mortgage markets. Topics include risk and return characteristics of various mortgage instruments, the role of securitization, and tools for measuring and managing the risks of portfolios of mortgages and mortgage-backed securities. Prerequisite: BUSN-379 / 4-4

FIN-426 Risk Management and Insurance
This course introduces principles of risk management and insurance. The nature of risk and its impact on individuals, groups and society are explored. Also covered is how insurance can be used to mitigate problems posed by such risk. Topics include risk management and developing an intelligent insurance plan. Prerequisite: BUSN-379 / 4-4

FIN-463 International Financial Management
This course covers evolution of the international monetary system, balance of payments, the function of foreign exchange markets, foreign exchange rate determination, operation of foreign currency and global capital markets, hedging transaction and economic exposure to exchange rate changes. Specific issues facing international business firms and international banks are covered, including use of foreign currency options, managing transaction exposure, and use of international debt and equity markets to optimize firms' financial structure. Prerequisite: BUSN-379 / 4-4

Graphic and Multimedia Design

GMD-311 Web Video Fundamentals with Lab
Students in this course learn to enhance web presentations through video and audio integration. Technical aspects such as linking files, streaming media and embedded video are covered. Prerequisite: MDD-310 / 5-4

GMD-341 Advanced Imaging with Lab
This course explores advanced techniques for achieving sophisticated visual designs and imagery. Students learn to actualize designs and maximize creative capabilities through use of software such as Illustrator, Flash and the Adobe Creative Suite. Students also learn techniques to streamline workflow in large projects. Prerequisites: MDD-310 and WGD-210 / 5-4

GMD-371 Advanced Illustration with Lab
Students in this project-based course learn advanced drawing and line art techniques, including advanced vector-based illustration. Blending tools, gradients, transparency and various effects are explored. Web illustrations and animations are developed using vector art and common multimedia tools in an integrated development environment. Prerequisite: MDD-310 / 5-4

GMD-411 3D Model Design and Construction with Lab
This course focuses on design and construction of spline models suitable for ray-traced illustration, rendered video and print. Students learn a managed approach to model construction, working from concept sketches to completely articulated models in demonstration projects that emphasize reusability of constructed assets. Prerequisite: MDD-310 / 5-4

GMD-451 Animation with Lab
This course targets the pre-production and production phases of animation design. Students learn to synthesize elements of an animated movie into a storyboard for production. Employing classical animation studio techniques, animations are optimized for digital production environments and delivery using common multimedia tools in an integrated development environment. Prerequisites: GMD-411 and MDD-310 / 5-4

Game and Simulation Programming

GSP-110 Introduction to Game and Simulation Development
This course provides a broad overview of the game industry, and the game development and design process. Topics include game terminology, history of games, genre analysis, platform comparisons, psychological concepts of interactivity, content creation, and game playing and exploration. / 3-3

GSP-130 System Architecture and Assembler with Lab
This course introduces fundamental elements on which computers are based, such as logic circuits, algebra, data representations, computer architecture, microprocessors and low-level programming using Assembler. Prerequisite: CIS-115 / 5-4

GSP-220 Math for Game Programming I
This course introduces linear algebra for calculating slopes and parallel lines; and graphing 3D points and line intersections for collision detection programs. Also covered is planar geometry, used to maintain straight lines when mapping an image onto a viewing surface, including orthogonal, multi-view, axonometric and oblique projections. Prerequisites: CIS-170C and PHYS-216 / 4-4

GSP-240 Practical Game Design with Lab
This course focuses on basic elements used to systematically transform a designer's vision into a working game or simulation. Topics include spatial and task design; design integration; control schemes; game balancing; game play mechanics and player interaction; tuning; and types and methods of testing and analysis. Prerequisites: CIS-115 and GSP-110 / 5-4

GSP-260 Visual and Audio Design Fundamentals with Lab
Students in this course examine the perspective of the game artist and game score composer in order to develop an appreciation and understanding of the artistic and auditory aspects of game play. Lab activities focus on applying fundamental concepts using a library of digital assets. Prerequisites: GSP-220 and GSP-240 / 5-4

GSP-280 Simulation Design with Lab
This course introduces learning theories, instructional design principles and modeling fundamentals for developing interactive applications used for educational and training purposes. Students explore the design of serious games and simulations by applying game design elements combined with learning theory and instructional design. Prerequisite: GSP-220 / 5-4

GSP-290 Data Structures and Artificial Intelligence with Lab
This course examines abstract data structures and robotic artificial intelligence methods. Topics include the classical abstract data types and algorithms for the list, stack, queue, binary tree and B-tree; the hierarchical control paradigm; expert systems based on scripting languages; and reactive agents using subsumption architecture or potential fields. The hybrid paradigm and navigation are also explored. Prerequisites: CIS-247C and GSP-240 / 5-4

GSP-320 Math for Game Programming II
This course covers analytic geometry techniques used in graphing and manipulating two- and three-dimensional objects. Coursework addresses derivatives for motion in one dimension as well as parametric equations for two dimensions, and introduces velocity in 3D. Prerequisite: GSP-220 / 4-4

GSP-340 Modification and Level Design with Lab
This course introduces tools and concepts used to create levels for games, including level design, architecture theory, critical path and flow, game balancing, play-testing and storytelling. Working as a team, students create an original modification (MOD) based on a current game engine, creating original levels, characters and content for a real-time multi-player game. Prerequisites: GSP-260 and GSP-290 / 5-4

GSP-360 Applied Development Project
Students in this course work individually and as team members to apply knowledge and mastered skills to develop a small game or simulation, or modification to a game or simulation. Prerequisite: GSP-340 / 3-3

GSP-380 Multimedia Programming with Lab
This course introduces programming principles and techniques used to integrate graphics, animation and sound assets into reactive environments that encourage interactivity and engage the end-user or player. Principles of asset management and asset conversion are also covered. Prerequisite: GSP-340 / 5-4

GSP-410 Software Engineering for Game Programming with Lab
This course introduces principles and methodologies of software engineering for game and simulation software development. Processes and tools covered ensure that software products are developed to meet requirements, are tested for reliability, can be effectively maintained, and are delivered on time and within budget. An iterative and incremental development process is introduced as a team approach across the software development life cycle. Prerequisite: GSP-380 / 5-4

GSP-420 Game Engine Design and Integration with Lab
This course introduces the logic and function of game engines, as well as the software core of computer games. Addressed are systems (graphics, input, sound and clock); virtual consoles; 3D graphics renderers; game engine function interfaces; and tools and data as aspects of game engines that facilitate reuse of assets such as graphics, characters, animated machines and levels. Prerequisite: GSP-380 / 5-4

GSP-460 Programming for MMOG with Lab
This course introduces programming issues unique to Internet-based games for large numbers of players. Topics include latency, security and database models for structuring a game's world. Also covered are aspects of distance learning using massively multi-player online games (MMOGs) technology. Prerequisites: CIS-246 and GSP-420 / 5-4

GSP-490 Senior Project
Students in this course apply knowledge and mastered skills to develop at least one complete level of a 3D game or simulation. Prerequisites: GSP-410 and GSP-420 / 4-4

NOTE: The combination of GSP-494 and GSP-497 may be offered as an alternate to GSP-490.

GSP-494 Senior Project I
Students in this course apply knowledge and mastered skills to develop at least one complete level of a 3D game or simulation. Prerequisites: GSP-410 and GSP-420 / 2-2

GSP-497 Senior Project II
In this course, a continuation of GSP-494, students further apply knowledge and mastered skills to develop at least one complete level of a 3D game or simulation. Prerequisite: GSP-494 / 2-2

Health Information Management

HIM-335 Health Information Systems and Networks with Lab
This course builds on coursework in healthcare information systems, and introduces information technologies – architecture, tools, network topologies and devices – that support storage and communication of health information. Also included are telecommunications systems, transmission media and interfaces that provide interoperability of organization-wide healthcare information systems. Prerequisite: HIT-271 or the equivalent / 4-3

HIM-355 Advanced Classification Systems and Management with Lab
This course covers advanced classification systems, as well as application and management of these systems in healthcare organizations. Principles and guidelines for using SNOMED-CT and DSM-IV are introduced. Implementation, management, control and quality monitoring of coding applications and processes are covered. Electronic applications for clinical classification and coding are explored. Also addressed are uses of clinical data in healthcare delivery reimbursement systems, and the importance of compliance and reporting requirements. Prerequisite: HIT-271 or the equivalent / 4-3

HIM-370 Healthcare Data Security and Privacy
This course builds on coursework in healthcare delivery systems and regulatory issues, introducing processes, procedures and equipment for data storage, retrieval and retention. Coursework addresses laws, rules and regulations governing access to confidential healthcare information, as well as managing access to, and disclosure of, health information. Coursework focuses on developing and implementing policies, procedures and processes to protect healthcare data security and patient privacy. Prerequisite: HIT-271 or the equivalent / 3-3

HIM-410 Health Information Financial Management
This course builds on coursework in healthcare reimbursement and delivery systems. The accounting system, as well as essential elements of cost/benefit analysis and managerial accounting within the context of healthcare finance and resource management, are addressed. Capital, operating and other budgeting methods are studied in relation to goal attainment and organizational success in healthcare facilities. Reimbursement methodologies for healthcare services and the role of health information management professionals are studied. Prerequisite: HIT-271 or the equivalent / 3-3

HIM-420 Healthcare Total Quality Management
This course addresses knowledge, skills, attitudes and values needed to coordinate quality and resource management programs. Quality planning, assurance and control are covered as parts of a total quality system, as are utilization review and risk management. Also covered are data collection and statistical analysis, as related to performance improvement; and practice-related ethical issues, especially as they relate to quality management in healthcare. Prerequisite: MATH-325 / 4-4

HIM-435 Management of Health Information Functions and Services
This course builds on coursework in health data sources, healthcare delivery systems, and structure and content of the health record. Coursework focuses on principles applied to health information management functions; health data development; and organization, availability and analysis of health information for quality of care and regulatory compliance. Also examined is operation of health information management services to meet the needs of internal healthcare organization information users as well as external users. Health information management staffing and project management are addressed. Prerequisite: HIT-271 or the equivalent / 4-4

HIM-460 Health Information Management Practicum
This course emphasizes managerial aspects of health information management and provides students with practical experience in a health information department or health-related organization. Students apply concepts and skills learned in areas such as department organization and personnel management, financial management, quality and performance improvement, interdepartmental relations, information systems applications, and data security and privacy. Students prepare a written report and present a summary of their practical learning experience. Prerequisite: Completion of, or current enrollment in, all courses required for the Health Information Management technical specialty / 3-3

Health Information Systems

HIS-410 Health Information Systems I
This course introduces healthcare medical and business processes from a software design perspective. Topics include history of – and current topics related to – the healthcare delivery process; healthcare functions supported by hospital IT departments; and interaction between healthcare and business data domains, and medical and allied health professionals. The electronic health record is introduced. Prerequisite: SEC-360 / 3-3

HIS-420 Health Information Systems II
In this course, current technologies, regulations and standards, including picture archiving and communication systems (PACS); the Health Insurance Portability and Accountability Act (HIPAA); 21CFR Part 11; FDA General Principles of Software Validation; and Health Level Seven (HL7), are explored, as are their effects on software development. Information technologies used to store data, maintain data quality, ensure safety and enforce security are studied. Case studies on electronic health record system introductions are reviewed, and current electronic health record system designs are studied. Prerequisite: HIS-410 / 3-3

Health Information Technology

HIT-110 Basic Medical Terminology
This course introduces elements of medical terminology such as the foundations of words used to describe the human body and its conditions, terminology for medical procedures, and the names of commonly prescribed medications. Spelling, pronunciation and meanings of terms used in a professional healthcare setting are covered, as well as recognition of common abbreviations. / 4-4

HIT-120 Introduction to Health Services and Information Systems
This course covers history, organization and current issues in the U.S. healthcare delivery system. Interrelationships among system components and care providers are explored. Licensing, accrediting and regulatory compliance activities are discussed, as well as the importance of financial and quality management, safety and security, and the role of health information professionals. The evolution, major application types, and emerging trends in health information systems are explored. / 4-4

HIT-141 Health Information Processes with Lab
This course introduces health information functions such as content and format of records; retention and storage requirements; indexes and registries; and forms design. Relationships among departments and clinical providers within a healthcare system are explored, and management concepts are introduced. Hardware, software and communication technology are used to complete health information processes. Fundamentals of database management are applied to health information examples. Practice exercises support learning. Prerequisite: HIT-120 / 5-4

HIT-170 Health Information Fundamentals Practicum
This course provides an initial supervised professional practice experience at an approved external health information management site. A minimum of 40 clock hours is required at a site, generally completed during traditional business hours. Practicum competencies reinforce previous coursework and include application of knowledge and skills with respect to health record content, structure, functions and use. Virtual assignments or simulations support experiential learning. Students prepare a written report and present a summary of their practical learning experience. Prerequisites: HIT-110 and HIT-141 / 2-2

HIT-202 International Classification of Diseases Coding I with Lab
This course, the first in a two-course sequence, introduces history and development of clinical vocabularies and classification systems. Principles and guidelines are introduced for using the International Classification of Diseases (ICD-9-CM or current version) system to code diagnoses and procedures in an inpatient setting. Disease and procedure coding is presented for selected body system conditions. Examples of patient records, and exercises using coding manuals and software tools, provide practice in coding and sequencing diagnoses and procedures. Application of coding principles to electronic record systems is explored. Corequisite: BIOS-275; prerequisite: BIOS-260 / 3-2

HIT-204 International Classification of Diseases Coding II with Lab
This course builds on skill in using the International Classification of Diseases (ICD-9-CM or current version) to code diagnoses and procedures. Coding of conditions and related procedures not addressed in the previous course is covered, as are E codes, Late Effects and V codes. Examples of patient records and exercises using coding manuals and software tools provide further practice in coding and sequencing diagnoses and procedures. Issues of coding ethics and data quality, as well as application of coding principles to electronic record systems, are explored. Prerequisite: HIT-202 / 2-2

HIT-211 Current Procedural Terminology Coding with Lab
Knowledge of clinical classification systems is expanded through presentation of principles of Current Procedural Terminology (CPT-4 or most current version), used to code procedures performed by healthcare providers. Through practice exercises, students assign procedure codes and apply guidelines for assignment of Evaluation and Management (E/M) codes and modifiers to case examples. The purpose and use of the Healthcare Common Procedure Coding System (HCPCS) are reviewed. Application of coding principles to an electronic record system is explored. Prerequisite: HIT-202 / 5-4

HIT-220 Legal and Regulatory Issues in Health Information
Legal and regulatory issues in healthcare are pursued, with emphasis on their application to healthcare information services and documentation of care. Students explore the rights and responsibilities of providers, employees, payers and patients in a healthcare context. Legal terminology pertaining to civil liability and the judicial and legislative processes is covered. Laws and regulations addressing release of information and retention of records are examined, as are the legal and regulatory issues surrounding confidentiality of information. Prerequisite: HIT-120 / 2-2

HIT-225 Data Applications and Healthcare Quality with Lab
In the context of quality assessment, students explore use of information technologies for data search and access. Principles of clinical quality, utilization review and risk management are introduced, as are organizational approaches, and regulatory and accreditation implications of quality assessment activities. Methods, tools and procedures for analyzing data for variations and deficiencies are examined and used. Research techniques and statistical methods are applied to transform data into effective informational displays and reports to support a quality improvement program. Case studies and projects reinforce learning. Prerequisites: BIS-155 and HIT-141 / 5-4

HIT-230 Health Insurance and Reimbursement
Students explore reimbursement and payment methodologies applicable to healthcare provided in various U.S. settings. Forms, processes, practices and the roles of health information professionals are examined. Concepts related to insurance products, third-party and prospective payment, and managed care organizations are explored. Issues of data exchange among patient, provider and insurer are analyzed in terms of organizational policy, regulatory issues and information technology operating systems. Chargemaster management and the importance of coding integrity are emphasized. Prerequisites: HIT-141 and HIT-202 / 3-3

HIT-271 Health Information Practicum Capstone
This course provides further supervised practice experience in a health information setting at an approved external site. A minimum of 80 clock hours is required at a site, generally completed during traditional business hours. Skills in areas such as data abstraction and analysis are practiced, and knowledge of record retention and release of information is applied. Application of coding skills, and observation of supervisory and planning activities, are documented. Students prepare a written report and present a summary of their practical learning experience in class. Prerequisite: Permission upon completion of, or current enrollment in, all other courses in the program / 3-3

Hospitality Management

HMT-310 Introduction to Hospitality Management
This course introduces the major fields within the hospitality industry: lodging, meetings/events, restaurants, casinos and tourism. Operations and management are covered in the context of history, society and leadership. Prerequisite: BUSN-115 / 4-4

HMT-320 Foundations of Hotel Management
This course examines the lodging industry – from its traditional roots to contemporary structures – and addresses management, economics and measurement of hotel operations. Reservation systems, staffing, housekeeping, security and facility maintenance operations are examined and related to management responsibilities. Prerequisite: HMT-310 / 4-4

HMT-330 Meetings and Events Management
This course introduces event, meeting and convention management – one of the fastest growing segments of the hospitality industry. Coursework addresses the diverse demands of multiple stakeholders who plan, organize, lead and control organized functions. Models of events are introduced, enabling students to explore issues related to sponsorship, venues, staffing, finance, exhibit coordination, contracted services, legal implications, marketing and convention bureaus. Prerequisite: HMT-310 / 4-4

HMT-410 Restaurant Management
This course introduces operational and management practices of both startup and established restaurants. Concepts related to mission, marketing strategy and menu are addressed. Financial management of restaurants is examined, including pricing, budgets, cost control, payroll, fixed assets, leasing, and cash and revenue control, as are service and customer relations challenges. Prerequisite: HMT-310 / 4-4

HMT-420 Food Safety and Sanitation
This course covers fundamental aspects of food safety, sanitation and food service operations. Coursework is based on the 2001 FDA Food Code and focuses on management of sanitation, factors contributing to unsafe food, food-borne illnesses, food production flow, the Hazard Analysis Critical Control Point system, accident and crisis management, employee training, food safety regulations, and facilities and equipment cleaning and sanitation. Prerequisite: HMT-310 / 4-4

HMT-440 Casino Management
This course introduces operating conditions and management responsibilities in casinos, and related properties and services. Gaming history and regulations are covered, as are modern gaming laws, controls, taxes, accounting, reporting, marketing, and the mathematics and statistics of games and casinos. Prerequisite: HMT-310 / 4-4

HMT-450 Tourism Management
This course introduces the many interdisciplinary aspects of the growing tourism industry, with emphasis on managerial challenges and responsibilities. The structure and function of major tourism delivery systems are covered, as are social and behavioral aspects of tourism. Additionally, supply and demand for products and services are analyzed, and forecasting demand, revenue and yield management approaches are explored. Prerequisite: HMT-310 / 4-4

Human Resource Management

HRM-320 Employment Law
This course provides a comprehensive survey of federal and state laws as they affect the human resource function. Topics include equal employment opportunity, employment agreements, wage and overtime payment, and other regulatory issues. Prerequisite: BUSN-115 / 4-4

HRM-330 Labor Relations
This course provides a perspective on the evolution of interaction between management and labor in a corporate environment. Topics include the American labor movement; federal and state labor laws; and collective bargaining, mediation and work stoppage. Prerequisite: BUSN-115 / 4-4

HRM-340 Human Resource Information Systems
This course focuses on applying technology to developing, maintaining and managing human resource information. Students work with various hardware and software options available for managing the human resource function. Prerequisites: COMP-100 and MGMT-410 / 4-4

HRM-410 Strategic Staffing
This course focuses on developing a strategic structure for providing corporations with human resources necessary to achieve organizational goals. Students learn strategies and techniques for planning, recruiting, selecting, training and retaining employees. Prerequisite: MGMT-410 / 4-4

HRM-420 Training and Development
This course examines training and organizational development techniques used by corporations to improve individual and corporate effectiveness. Topics include needs analysis, implementation planning and outcomes assessment for individuals and organizations. Prerequisite: MGMT-410 / 4-4

HRM-430 Compensation and Benefits
This course focuses on how organizations use pay systems and benefit plans to achieve corporate goals. Topics include pay systems design, analysis and evaluation, and legally required and voluntary benefit options. Prerequisite: MGMT-410 / 4-4

Health Services Management

HSM-310 Introduction to Health Services Management
This course provides an overview of unique characteristics of U.S. healthcare systems, and surveys the major components and their interrelationships. Topics include internal and external influences on delivery of services, healthcare professions and key trends. Prerequisite: BUSN-115 / 4-4

HSM-320 Health Rights and Responsibilities
This course examines legal and ethical issues of healthcare services. Topics include legal relationships among providers, payers and patients, and issues of professional liability. Ethical aspects of rights and duties are explored in a healthcare context. Prerequisite: HSM-310 / 4-4

HSM-330 Health Services Information Systems
This course focuses on applying technology to developing and maintaining health services information systems. Students become familiar with hardware and software options for managing patient records, insurance and billing data. Related policy issues of confidentiality and information security are addressed. Prerequisites: COMP-100 and HSM-310 / 4-4

HSM-340 Health Services Finance
This course focuses on the complexities of healthcare financing in the United States. Topics include multiple payment sources and reimbursement systems; problems and issues in financial planning; and trends in healthcare costs and expenditures. Prerequisite: HSM-310 / 4-4

HSM-410 Healthcare Policy
This course focuses on the impact of public policy on healthcare delivery in the United States. Political, social, economic and technological influences are explored, as are cultural values and beliefs regarding health that underlie our policy-making process. Prerequisite: HSM-310 / 4-4

HSM-420 Managed Care and Health Insurance
This course surveys the development of health insurance products and managed care approaches to the financing and delivery of healthcare services in the United States. Fundamental concepts of insurance risk management and various types of managed care organizations are discussed in relation to the consumer, provider and insurer. Prerequisite: HIT-141 or HSM-310 / 4-4

HSM-430 Planning and Marketing for Health Services Organizations
This course presents a framework for planning and implementing marketing initiatives for health services. Topics include market segmentation, targeting, positioning and communication, as well as ethical issues and examples unique to the healthcare industry. Prerequisites: BUSN-319 and HSM-310 / 4-4

Humanities

HUMN-232 Ethical and Legal Issues in the Professions
This course provides a framework for decision-making in professional practice. Ethical principles, social responsibility, legal and regulatory requirements, and professional codes of conduct are explored to help students develop a clear perspective and a sense of ownership for choices they make. General principles are applied using examples from professions in specific areas such as electronics and computer technology, network systems administration and health information technology. Prerequisite: ENGL-112 / 3-3

HUMN-303 Introduction to the Humanities
Organized as a seminar in cultural history, this course develops student responses to representative works of literature, history, philosophy, music, and a wide range of visual and performance arts. Students analyze and evaluate creative works in areas such as painting, poetry, drama, dance, film and architecture. They discover the personal significance of these forms, and make connections between works, genres, styles and movements. Discussions, essays, oral presentations and visits to cultural venues prepare students for more advanced inquiry in subsequent courses. Prerequisite: ENGL-135 / 3-3

HUMN-410 Contemporary History
This course examines major 20th century political, social, economic and technological developments in a global context. It also establishes a context for historical events and suggests relationships among them. The impact of technological innovation on contemporary society, politics, military power and economic conditions is explored. Prerequisite: ENGL-135 / 3-3

HUMN-412 Post-1945 History
This course explores major political and historical trends worldwide, from conditions leading to World War II to the present. Major themes include the Cold War, the demise of European colonialism, the struggle for independence and stability in the Third World, the economic emergence of the Pacific Rim, the collapse of the Soviet empire and the impact of technological development. Prerequisite: ENGL-135 / 3-3

HUMN-415 Vietnam and the 20th Century Experience
This course examines the political, cultural, military and technological contexts and issues of the Vietnam War, from its roots in French colonialism through the U.S. withdrawal from the war, and the reunification of the country. Emphasis is placed on the long-term effects of this conflict on present-day attitudes, policies and events. Prerequisite: ENGL-135 / 3-3

HUMN-417 Emergence of the Modern Era
This course provides analysis of ideas, ideologies and geopolitical forces that have shaped the contemporary world. Particular emphasis is placed on concepts influencing science, political and economic systems, social and cultural behavior, and religious beliefs. The course also examines the influence of events on ideas. An analytical research paper serves as a capstone to the course. Prerequisite: ENGL-135 / 3-3

HUMN-420 Contemporary Literature
This course builds appreciation and understanding of fictional and imaginative works such as short stories, novels, poetry and plays. Reading and analysis highlight language, structure and characterization techniques, and the ideas and values that emerge from them. Literary works are also evaluated in relation to their times and to other forms of art. Prerequisite: ENGL-135 / 3-3

HUMN-422 Film and Literature
This course introduces contemporary narrative literature and film/video. The course stresses narrative techniques of both media and also highlights differences between them. Students' understanding and appreciation of these art forms are developed through study of paired works highlighting specific artistic techniques of each medium. Prerequisite: ENGL-135 / 4-3

HUMN-424 Science Fiction
This course develops students' appreciation and understanding of science fiction stories, novels and films. Textual analysis highlights language and narrative techniques, including characterization, plot, setting, metaphor and other elements. Works are also evaluated in relation to their social and historical contexts, with particular focus on science and technology developments. Prerequisite: ENGL-135 / 3-3

HUMN-427 Studies in Poetry
Through written and oral poetry, this course provides a foundation for poetic analysis and appreciation within a rich aesthetic experience. Coursework includes readings, discussions, papers and journals, and may also incorporate poetry writing. Prerequisite: ENGL-135 / 3-3

HUMN-428 Dramatic Literature
This course provides a foundation for analysis and appreciation of drama as an important literary genre. Through study of the words of dramatic literature and the visual cues of dramatic performance, students gain an enriched understanding of both literature and drama. Prerequisite: ENGL-135 / 4-3

HUMN-432 Technology, Society, and Culture
In this capstone course, the relationship between society and technology is investigated through reading, reflection, research and reports. The course identifies conditions that have promoted technological development and assesses the social, political, environmental, cultural and economic effects of current technology. Issues of control and ethical considerations in the use of technology are primary. Discussion and oral and written reports draw together students' prior learning in specialty and general education courses. Prerequisites: ENGL-135 and upper-term status / 3-3

HUMN-445 Principles of Ethics
Through readings, discussions and case studies of contemporary issues, this course helps students acquire the ethical tools to determine appropriate courses of action. Ethical principles are applied to choices and decisions that arise in professional and personal life and that reflect membership in a democratic society. Prerequisite: ENGL-135 / 3-3

HUMN-447 Logic and Critical Thinking
This course helps students develop skills in argumentation, deductive and inductive reasoning, and precise use of language based on effective analysis. Problem-solving exercises, papers and group processes are used to explore course material. Prerequisite: ENGL-135 / 3-3

HUMN-448 Comparative Religions
Through study of the world's major and minor religions, indigenous religions and cults, this course helps students understand the varieties and commonalities of human religious experience, with emphasis on both individual and group phenomena. Students compare the core elements of religion through analysis of religious belief in practice, and as they are depicted in philosophy, theology and the social sciences. Students also learn to formulate their own views on the role of religion in human affairs. Prerequisite: ENGL-135 / 3-3

HUMN-449 Philosophy of Science
This course explores basic philosophical issues and problems of natural science. Examinations of the function of scientific inquiry and of the nature and limits of scientific knowledge are used to analyze and evaluate the methods of science. Other topics include scientific hypotheses and laws, along with their role in explanations and concept formation. The course also considers theories and their characteristics, including realism and anti-realism, logical positivism, underdetermination and the limits of scientific knowledge. Prerequisite: ENGL-135 / 3-3

HUMN-450 20th Century Fine Arts
This course introduces contemporary fine arts, primarily in areas other than literature. Emphasis may be placed on visual arts such as painting, sculpture, architecture and photography, or the focus may be on music, dance, film and other performance arts. Understanding and appreciation of these art forms are enhanced by relating art fields and stylistic trends to one another as well as to historical developments. Prerequisite: ENGL-135 / 3-3

Internship

NOTE: The combination of INTP-491 and INTP-492 may be offered as an alternate to MGMT-439.

INTP-491 Internship I
Students in this course, the first in a two-course sequence, begin an education-related field experience with a local business or community organization. As they contribute knowledge and skills to a business project or process – and acclimate to a business environment and culture – students gain valuable insight through self-reflection, assessment, and host-business analysis and feedback. In addition to the classroom component, this course requires a minimum of 8 to 10 hours per week of supervised practical experience at an approved external site. Prerequisite: Upper-term status / 2-2

INTP-492 Internship II
In this course, a continuation of INTP-491, students complete their work with a local business or community organization as they gain real-world experience. The internship enables students to apply knowledge and skills to implement specific projects or processes, and provides an environment for developing good work habits and further enhancing communication skills and self-confidence. In addition to the classroom component, this course requires a minimum of 8 to 10 hours per week of supervised practical experience at an approved external site. Prerequisite: INTP-491 / 2-2

Legal Issues

LAWS-310 The Legal Environment
This course examines the North American legal system, focusing on aspects of the law as they relate to social, economic and ethical issues. Students explore regulatory matters, intellectual property, employer-employee relationships, antitrust, environmental issues, consumer protection, and civil versus criminal law distinctions. / 3-3

LAWS-420 Legal and Ethical Issues
Students in this course explore contemporary ethical and regulatory issues within professions through evaluation of ethical and legal principles and their application to particular fields of endeavor. Concepts of professionalism and of values related to professional practice are addressed through a variety of methods, including case studies and analyses. A critical look at organizational and professional codes of ethics is included. Prerequisite: ENGL-135 / 3-3

Mathematics

MATH-032 Introduction to Algebra
This basic skills course provides students with the critical elements of algebra for linear equations and inequalities. Starting with a foundation of arithmetic with real numbers, coursework progresses through addition and multiplication rules for solving linear equations, and then applies those rules to inequalities as well. The course concludes with an introduction to polynomial operations. The goal of the course is to ensure a solid understanding of basic elements of algebra. The minimum requirement to pass this course is 80 percent, and grades of C and D are not assigned. Eligibility to enroll in the course is based on placement results. / 4-4

MATH-092 Basic Algebra
This prerequisite skills course first addresses polynomials, then moves to factoring skills and applying technology to solve various types of mathematical problems. Coursework also introduces graphing, number bases and elementary statistical techniques. Students apply their skills to a variety of application problems. The minimum requirement to pass this course is 80 percent, and grades of C and D are not assigned. Eligibility to enroll in the course is based on placement results or successful completion of MATH-032. / 4-4

MATH-102 Basic Algebra
This course first addresses polynomials, then moves to factoring skills and applying technology to solve various types of mathematical problems. Coursework also introduces graphing, number bases and elementary statistical techniques. Students apply their skills to a variety of application problems. The minimum requirement to pass this course is 80 percent, and grades of C and D are not assigned. Eligibility to enroll in the course is based on placement results or successful completion of MATH-032. / 4-4

NOTE: Students in selected programs take Basic Algebra under this course number for graduation credit. In other programs the course is taken as a prerequisite skills course, MATH-092, and does not carry graduation credit.

MATH-104 Algebra for College Students
This prerequisite skills course focuses on systems of linear equations; radical and rational expressions; and functions where linear, quadratic, exponential and logarithmic functions are emphasized using application problems and modeling. The minimum requirement to pass this course is 80 percent, and grades of C and D are not assigned. Eligibility to enroll in the course is based on placement results, or successful completion of MATH-092 or MATH-102. / 4-4

MATH-114 Algebra for College Students
This course focuses on systems of linear equations; radical and rational expressions; and functions where linear, quadratic, exponential and logarithmic functions are emphasized using application problems and modeling. The minimum requirement to pass this course is 80 percent, and grades of C and D are not assigned. Eligibility to enroll in the course is based on placement results, or successful completion of MATH-092 or MATH-102. / 4-4

NOTE: Students in selected programs take Algebra for College Students under this course number for graduation credit. In other programs the course is taken as a prerequisite skills course, MATH-104, and does not carry graduation credit.

MATH-190 Pre-Calculus
This course emphasizes topics that form the foundation for study of electronics, engineering technology, game and simulation programming, and calculus. Topics include analyzing and graphing quadratic, polynomial, rational, exponential, logarithmic and trigonometric functions; and developing complex solutions to problems in rectangular, trigonometric and Euler form. Students use computer software and technology to assist in problem solving and analysis. Prerequisite: Successful completion of MATH-104 or MATH-114, or equivalent performance on placement examinations / 4-4

MATH-221 Statistics for Decision-Making
This course provides tools used for statistical analysis and decision-making in business. The course includes both descriptive statistics and inferential concepts used to draw conclusions about a population. Research techniques such as sampling and experiment design are included for both single and multiple sample groups. Prerequisite: MATH-114 / 4-4

MATH-233 Discrete Mathematics
This course introduces discrete mathematics as applied to game and simulation programming problems. Topics include logic, sets, Boolean algebra, data representation, counting, probability, randomness, algorithm efficiency, recursion, recurrence relations, Markov chains, graphs and trees. Mathematical reasoning is emphasized throughout. Computer software is used in problem modeling and solutions. Prerequisite: GSP-320 / 3-3

MATH-260 Applied Calculus I
This course, the first in a two-course sequence, provides the basis for solving advanced problems in electronics and computer engineering technology, as well as in physics. Problem-solving in nature, the course covers topics such as functions, limits, differentiation and integration. Students use computer software for analysis and problem solving. Prerequisite: MATH-190 / 4-4

MATH-270 Applied Calculus II
This course, the second in a two-course sequence, provides further skills for solving advanced problems in electronics and computer engineering technology, as well as in physics. Problem-solving in nature, the course covers sequences and series, and introduces differential and difference equations. Students use computer software for analysis and problem solving. Prerequisite: MATH-260 / 4-4

MATH-325 Healthcare Statistics and Research
In this course, students apply statistical analysis tools and biomedical research methodologies to health information management processes and cases. Descriptive statistics, nonparametric methods and inferential concepts are used to organize health data and present health information. Vital statistics methods and epidemiological principles are applied. The course also covers research design/methods and research protocols. Prerequisites: HIT-271 or the equivalent, and MATH-221 / 4-4

MATH-450 Advanced Engineering Mathematics I
This course, the first in a two-course sequence, addresses ordinary differential equations, the LaPlace transform, and complex numbers and functions. Computer software tools are used to support concepts presented. Prerequisite: Successful completion of two semesters of undergraduate calculus coursework / 4-4

MATH-451 Advanced Engineering Mathematics II
This course, the second in a two-course sequence, addresses linear algebra; vector differential and integral calculus; and Fourier series, Fourier integral and Fourier transform. Computer software tools are used to support concepts presented. Prerequisite: MATH-450 / 4-4

Multimedia Design and Development

MDD-310 Multimedia Standards
This course focuses on generally accepted usability and accessibility standards that are global, industry-wide, or legal for web and other media. In addition, students apply these standards to develop practices, policies and standards for effective management of multimedia projects and assets. Prerequisite: WGD-235 / 4-4

MDD-340 Business of Graphics
This course focuses on issues critical to leading successful multimedia projects and businesses. Topics include scoping work for clients, legal considerations and financial aspects. In addition, the course introduces management principles applied to creative production. Students develop a pro forma media project plan that uses multiple resources. Prerequisite: WGD-235 / 4-4

MDD-410 Emerging Multimedia Technologies
This course explores emerging and advanced topics in multimedia. Students explore advances in technology and their implications for design and development of multimedia. Prerequisite: WGD-235 / 4-4

MDD-460 Senior Project I
Working in teams, students apply knowledge and mastered skills, including multimedia design skills and project management methods, to a professional project to meet the requirements specified within a case study or real-world project. Prerequisites: ENGL-227 and MDD-410 / 2-2

MDD-461 Senior Project II
Working in teams, students in this course – a continuation of MDD-460 – apply knowledge and mastered skills, including multimedia development skills and project management methods, to complete a professional project to meet requirements specified within a case study or real-world project. Prerequisite: MDD-460 / 2-2

Management

MGMT-303 Principles of Management
This course examines fundamental management theories and traditional managerial responsibilities in formal and informal organizational structures. Planning, organizing, directing, controlling and staffing are explored. Prerequisite: BUSN-115 / 3-3

MGMT-340 Business Systems Analysis
This course focuses on analysis of business systems using current techniques to analyze business activities and solve problems. Interviewing skills, group dynamics, and development of process flows, data flows and data models are emphasized. Students learn to identify, define and document business processes and problems, and to develop solutions. Prerequisite: BIS-155 / 4-4

MGMT-404 Project Management
This course enhances students' ability to function in a project leadership role. While exploring the project life cycle, they gain experience in budget and timeline management. Project management software is used to design project schedules using methods such as bar charts, program evaluation review technique (PERT) and critical path method (CPM) to produce project plans to apply to the solution of case studies. Prerequisite: BUSN-115, GSP-320 or HIT-120 / 4-4

MGMT-408 Management of Technology Resources
This course focuses on developing and applying management and business skills in typical technical environments, as well as on technical support operations. Management approaches in resource planning, resource utilization, staffing, training, customer service, cost/benefit analysis and ongoing support are presented. Students apply business skills in developing and evaluating requests for proposal (RFPs) and related acquisition methods, and consider issues related to in-house and outsource solutions. Prerequisite: ACCT-301 / 3-3

MGMT-410 Human Resource Management
Students in this course explore contemporary concepts and techniques essential to managing corporate human resources. Topics include resource planning, staffing and rewards, as well as developing and maintaining positions and people. Prerequisite: BUSN-115 / 4-4

NOTE: MGMT-439 may be offered as an alternate to the combination of INTP-491 and INTP-492.

MGMT-439 Internship
This 15-week course includes a 12-week (16-hours per week) internship at a local business or community organization. Students gain valuable real-world business skills, which they apply in order to viably compete for employment in today's challenging job market. DeVry, the business and community organizations providing the internship, and students partner to ensure the experience is challenging, tracked and measured for successful completion. Prerequisite: Junior status / 3-3

Marketing

MKTG-310 Consumer Behavior
Students in this course analyze consumer-purchasing behavior as it relates to development of marketing mix programs. Important considerations include economic, psychological, cultural, cognitive and social factors. Prerequisite: BUSN-319 / 4-4

MKTG-320 Market Research
Students in this course analyze various market research techniques, including methodology used to gather information for decision-making. Emphasis is placed on methods and techniques for collecting, analyzing, interpreting and disseminating primary and secondary data for final end-use. Prerequisite: BUSN-319 / 4-4

MKTG-410 Advertising and Public Relations
This course introduces the field of advertising and public relations. Topics include media relations; media buying; determining appropriate media; promotions; public relations and publicity development tools; methods for improving customer satisfaction; relationship-building strategies; and ethics in advertising and public relations. Prerequisite: BUSN-319 / 4-4

MKTG-420 Salesmanship
This course addresses the complex and demanding responsibilities of sales personnel, including forecasting; territory management; understanding customer expectations and buyer behavior; gathering feedback; communicating; budgeting; and relating sales goals to marketing goals. Prerequisite: BUSN-319 / 4-4

MKTG-430 International Marketing
This course provides a conceptual framework for marketing internationally, whether exporting or establishing a multi-national enterprise (MNE). Students explore development of international marketing programs, as well as various macroenvironmental factors that affect decision-making in an international setting. Prerequisite: BUSN-319 / 4-4

Networks

NETW-202 Introduction to Networking with Lab
This course introduces the underlying technology of local area networks (LANs), wide area networks (WANs) and the Internet. Topics include networking media, the Open System Interconnection (OSI) model, transmission control protocol/Internet protocol (TCP/IP), an overview of routing and switching, and small network configuration and troubleshooting. Students prepare and test cabling and become familiar with protocol analyzers. / 4-3

NETW-204 Introduction to Routing with Lab
This course introduces router configuration, maintenance and troubleshooting; routing protocols; and use of access control lists (ACLs) as a traffic management tool. Students gain command-line-interface (CLI) knowledge and configure local and wide area networks with routers. In addition, students apply the transmission control protocol/Internet protocol (TCP/IP) suite of commands and ACLs to real networks under troubleshooting and traffic management scenarios. Prerequisite: NETW-202 / 4-3

NETW-206 Introduction to Switching with Lab
This course presents advanced Internet protocol (IP) addressing techniques, intermediate routing protocols, switch configuration and maintenance, virtual local area networks (VLANs) and related protocols, and network design strategies. Students expand their skills in router and switch configuration and maintenance by building and troubleshooting various networks. Prerequisite: NETW-204 / 4-3

NETW-208 Introduction to WAN Technologies with Lab
The course addresses wide area network (WAN) design using various technologies; WAN protocols configuration and troubleshooting; and network management. In the lab, students expand their skills in router and switch configuration and maintenance by building and troubleshooting various networks, as well as design, configure and troubleshoot various WAN topologies. Use of the following protocols and technologies is expanded or introduced: network address translation and port address translation, dynamic host configuration protocol, point-to-point protocol authentication, integrated services digital network, dial-on-demand routing and frame relay. Prerequisite: NETW-206 / 4-3

NETW-230 Network Operating Systems - Windows, with Lab
This course explores basic operation and management of local and wide area networks using the Microsoft network operating system (NOS). Topics include installation of server and workstation software, physical network configuration, network security,policy, domain controllers, performance monitoring and troubleshooting techniques. NOS features, ease of management, utilities, upgrades and interoperability with other NOSs and client types are analyzed. Prerequisites: COMP-230 and NETW-204 / 5-4

NETW-240 Network Operating Systems - UNIX, with Lab
This course explores basic operation and management of local and wide area networks using UNIX or similar network operating systems (NOSs). Topics include server and workstation software installation, physical network configuration, network security, policy, performance monitoring and troubleshooting techniques. NOS features, ease of management, utilities, upgrades, and interoperability with other NOSs and client types are analyzed. Prerequisites: COMP-230 and NETW-204 / 5-4

NETW-250 Voice/VoIP Administration with Lab
This course examines technologies and systems that serve voice traffic, including enterprise switches (e.g., private branch exchanges and Centrex), networked telephony solutions, voice over Internet protocol (VoIP), call centers, voice processing and wireless systems. Administration of these systems is emphasized, and relevant troubleshooting and security issues are discussed. Prerequisite: NETW-204 / 4-3

NETW-310 Wired, Optical and Wireless Communications with Lab
This course examines wired, optical and wireless signals and their transmission in the network. Topics include codes and numbering systems, data transmission methods, basic point-to-point networks, error detection and correction, and Internet access technologies. Prerequisite: NETW-204 / 4-3

NETW-320 Converged Networks with Lab
This course examines foundations for current and emerging networks that deliver voice, data and video/imaging through various technologies. Topics include core switching, broadband and edge access, Internet protocol telephony, adding packet capabilities to circuit-switched networks, 3G solutions, presence-enabled communications, security and troubleshooting. Telecommunications regulation and standards are discussed. Prerequisite: NETW-208 / 4-3

NETW-360 Wireless Technologies and Services with Lab
This course examines wireless technology and how wireless networks operate. Wireless network components, design, security and troubleshooting are explored, as is wireless network regulation. Trends and related issues in wireless technology and services are discussed. Prerequisite: NETW-310 / 4-3

NETW-410 Enterprise Network Design with Lab
Students in this course apply knowledge of wired and wireless network technologies and services – as well as network security and cost consideration – to develop network solutions that meet business requirements. Critical thinking, problem-solving, troubleshooting and teamwork are emphasized. Prerequisite: NETW-230 or NETW-240 / 5-4

NETW-420 Enterprise Network Management with Lab
Students in this course develop skills related to ongoing network management. Topics include issues relating to wireless; traffic analysis; troubleshooting/problem-solving; and improving network performance, reliability and security. Coursework integrates business management considerations with network management to support business goals. Prerequisites: MATH-221 and NETW-410 / 5-4

NETW-471 Advanced Topics in Networking
This course focuses on emerging and advanced topics in the networking field. Students explore advances in technology and their implications in designing, implementing, securing and managing networks. Prerequisite: NETW-420 / 3-3

NETW-490 Senior Project with Lab
Through an applications-oriented team project, students demonstrate their problem-solving and project management skills. To complete the project, students integrate aspects of network analysis, design, planning, implementation, troubleshooting and evaluation. Prerequisites: MGMT-404 and NETW-420 / 5-4

NOTE: The combination of NETW-494 and NETW-497 may be offered as an alternate to NETW-490.

NETW-494 Senior Project I with Lab
In this course, the first of a two-course sequence, students begin an applications-oriented team project to demonstrate their problem-solving and project-management skills. To complete the project, students integrate aspects of network analysis, design, planning, implementation and evaluation. Prerequisites: MGMT-404 and NETW-420 / 2-2

NETW-497 Senior Project II with Lab
In this course, a continuation of NETW-494, students further demonstrate their problem-solving and project-management skills. To complete the project, students integrate aspects of network analysis, design, planning, implementation and evaluation. Prerequisite: NETW-494 / 3-2

Physics

PHYS-204 Applied Physics with Lab
In addition to providing a foundation in mechanisms, this course introduces physics concepts needed to support advanced coursework in electronics. Topics include force and motion, energy and energy conversion, magnetism, heat and light. Use of transducers for performing physical measurements associated with these concepts is also incorporated. Students measure physical parameters and apply concepts through lab assignments. Prerequisites: ECT-125 and MATH-102 / 5-4

PHYS-216 Physics with Lab
This course examines fundamental principles of mechanics, thermodynamics, optics, and electricity and magnetism, as well as aspects of modern physics. Lab activities complement classroom discussion and include experiments that concisely illustrate main theoretical topics presented. Prerequisite: MATH-102, MATH-114 or MATH-190 / 5-4

PHYS-310 College Physics I with Lab
This calculus-based course emphasizes fundamental laws of mechanics – the basis of most electronic control systems. Students use computer software packages to simulate system performance and analyze data acquired through lab exercises. Prerequisite: MATH-260 / 5-4

PHYS-320 College Physics II with Lab
This calculus-based course covers topics such as thermodynamics, heat transfer, electromagnetic fields, wave propagation, optics, sensors and transducers. Students use computer software to simulate system performance and analyze data acquired through lab exercises. Prerequisites: MATH-260 and PHYS-310 / 5-4

Political Science

POLI-330 Political Science
This course explores political systems in a comparative way, with emphasis on governmental forms, constitutions, determinants of foreign policy and methods of political change. Studies of recent political history, current world affairs and the structure of political institutions are included. / 3-3

POLI-332 Political Science
This course explores political systems in a comparative way, with emphasis on governmental forms, constitutions, determinants of foreign policy and methods of political change. Studies of recent political history, current world affairs and the structure of political institutions are included. Particular emphasis is placed on Nevada's constitution and form of government, thereby fulfilling state requirements for Nevada residents. / 3-3

NOTE: This course fulfills the state requirement for study of the State of Nevada and U.S. constitutions.

POLI-410 Social Movements
This course examines how political drama changes when new players enter the political arena. Through case studies of several modern social movements such as temperance, populism, civil rights, feminism, environmentalism, fundamentalism and nationalism, this course examines causes of movements as well as their tactics, obstacles and successes. Students gain a clearer understanding of the prospects, methods and limits of social change from below. / 3-3

Project Management

PROJ-330 Human Resources and Communication in Projects
This course focuses on directing and coordinating human resources and links among people, ideas and information necessary for project success. A project manager's roles and responsibilities, team building and organizational structure are covered. Communication planning, information distribution, performance reporting and conflict management are included. Prerequisite: MGMT-303 / 4-4

PROJ-410 Contracts and Procurement
This course examines processes required to acquire goods and services from outside the organization in order to meet project requirements. Planning, solicitation, source selection, and contract administration and closeout are covered. Contract law, contract types, invitation to bid, bid evaluation and contract negotiations are addressed. Current approaches to determining what to procure, documenting requirements and bid evaluation criteria are included. Prerequisite: MGMT-404 / 4-4

PROJ-420 Project Risk Management
This course addresses identifying, analyzing and responding to project risk in order to maximize results of positive events and minimize consequences of adverse events. Identification, quantification, response planning and control are covered. Risk factors, contract types, assessment techniques, tools to quantify risk, procedures to reduce threats to project objectives and contingency are included. Prerequisite: MGMT-404 / 4-4

PROJ-430 Advanced Project Management
This course focuses on development of an integrated project plan. Cost, schedule and minimum performance requirements are addressed from project plan development, execution and change control perspectives. Budget development, project assumptions, quality, variance and scope changes, and project team management are included. Prerequisites: ACCT-434 and PROJ-420 / 4-4

Psychology

PSYC-110 Psychology
This course provides a foundation for understanding, predicting and directing behavior. Organized within a framework encompassing foundations, general topics and applications, the course provides an understanding of how psychological principles and concepts relate to professional and personal life. Topics include learning, attitude formation, personality, social influence, dynamics of communication, conflict resolution, motivation, leadership, and group roles and processes. / 3-3

PSYC-285 Developmental Psychology
In the context of a general introduction to psychology and the social sciences, this course explores human development across the life span. Topics include physical, cognitive, psychological, social and moral development of infants, children, adolescents and adults. Coursework also addresses developmental theories, motivation, personality development, culture, and general psychological theories and principles. Prerequisite: PSYC-110, SOCS-185, SOCS-187 or SOCS-190 / 3-3

PSYC-305 Motivation and Leadership
This course focuses on human motivation and leadership skills required to effectively manage groups and individuals. Topics include basic motivation principles, leadership styles, workplace stress and conflict, and the dynamics of group development. Prerequisite: PSYC-110, SOCS-185, SOCS-187 or SOCS-190 / 3-3

PSYC-307 Motivation and Leadership
This course focuses on human motivation and leadership skills required to effectively manage groups and individuals. Topics include basic motivation principles, leadership styles, workplace stress and conflict, and the dynamics of group interaction. Developing and carrying out a plan for academic and career success is emphasized. Prerequisite: Upper-term status / 3-3

PSYC-315 Social Psychology
Students in this course explore ways in which individuals think about, influence, are influenced by and otherwise relate to people. Individual behavior in the context of social groups and forces is emphasized. Coursework provides a basis for scientifically addressing key issues of this field. Prerequisite: PSYC-110, SOCS-185, SOCS-187 or SOCS-190 / 3-3

Systems Analysis and Integration

SAI-430 System Integration with Lab
This course integrates previous coursework in information systems analysis and design, database management, transaction processing and application development. Through a business case involving several functional areas, students examine relationships among information systems supporting each area, and explore organizational and technical issues that arise when business needs require separate systems to work together. Prerequisite: CIS-355A or CIS-355B / 5-4

SAI-440 Advanced Topics in Enterprise Analysis
Students in this course explore enterprise analysis tools and methodologies; capacity planning as related to information systems; enterprise architecture; and risk analysis and management. Prerequisite: CIS-339 / 4-4

SAI-460 Organizational Process Analysis
This course addresses analytical techniques used to model process flow. Process rules and process maturity are explored in the context of characterizing workflow effectiveness and identifying opportunities for process improvement. Also covered are systematic approaches for comparing existing processes to process change solutions, documenting requirements for resource proposals and change management competencies critical for successful implementation. Prerequisite: CIS-321 / 4-4

Small Business Management and Entrepreneurship

SBE-310 Small Business Management and Entrepreneurship
This course introduces students to business functions, problem areas, decision-making techniques and management fundamentals required for effectively managing a small business. Prerequisite: BUSN-115 / 4-4

SBE-330 Creativity, Innovation and New Product Development
This course concentrates on the processes of creativity and innovation as tools for marketers and small business managers. Students identify opportunities for using these processes and apply them to implementing and expanding product lines in corporate and entrepreneurial ventures. A structure for introducing new products is presented. Prerequisite: BUSN-319 / 4-4

SBE-420 Operational Issues in Small Business Management
This course covers issues that are unique to small business management, including improving the success rate for new firms; financing small businesses; determining the effect of regulations on small firms; and obtaining information to improve performance. Prerequisite: BUSN-319 / 4-4

SBE-430 E-Commerce for Small Business
This course explores the potential of e-commerce and its impact on small business practices. Topics include opportunities, issues, alternatives and techniques to support the development of an Internet marketing plan and related web site. Prerequisite: BUSN-319 / 4-4

SBE-440 Business Plan Writing for Small Businesses and Entrepreneurs
This course focuses on creating a comprehensive business plan for a small business. Coursework addresses research sources; plan presentation; follow-up; and business plan components, including executive summary, company description, target market, competition, marketing and sales, operations, management structure, future development and financials. Prerequisite: BUSN-319 / 4-4

Sciences

SCI-204 Environmental Science with Lab
This interdisciplinary science course integrates natural and social science concepts to explore the interrelatedness of living things. Coursework focuses on environmental issues, problems and possible solutions. Topics include sustainability, ecosystems, biodiversity, population dynamics, natural resources, waste management, energy efficiency and pollution control, as well as associated ethics and politics. Through lab exercises, students apply general principles using a variety of methods and explore a broad range of topics. Prerequisite: MATH-114 / 5-4

SCI-214 Integrated Science with Lab
This interdisciplinary science course draws on basic principles and insights from physics, chemistry, biology, geology, astronomy and information technology, which are linked within four fundamental principles of science: Newton's laws of force and motion, laws of thermodynamics, laws of electromagnetic force and the atomic structure of all matter. The course provides an understanding of science while clarifying the role of technology and strengthening decision-making. Lab exercises help students further explore theories through observation and application using a variety of methods. Prerequisite: MATH-114 / 5-4

SCI-224 Astronomy with Lab
This course introduces the science of astronomy, including exploration of the night sky, astronomical instrumentation and techniques, and historical background. Starting with our own Earth, Moon, Sun and Milky Way, the course explores solar systems as well as the properties, classes and life cycles of stars and galaxies. The Universe as a whole is then considered through major competing theories on its origin, evolution and ultimate fate. The lab component blends practical outdoor observation, computer simulation and research studies. Prerequisite: MATH-114 / 5-4

SCI-228 Nutrition, Health and Wellness with Lab
This course provides an overview of basic nutrients the body requires for health and life, and dispels common nutrition myths. The role of nutrition in various biological phases of the human life cycle, as well as psychological and sociological implications of food, are discussed. Students also learn how the scientific method of inquiry is used in the nutritional science and health fields. In the lab, students collect observational data, employ computer simulations, and prepare and sample various foods. / 5-4

Information Systems Security

SEC-280 Principles of Information Systems Security
This course provides a broad overview of information systems security in organizations. Topics include security concepts and mechanisms; mandatory and discretionary controls; basic cryptography and its applications; intrusion detection and prevention; information systems assurance; and anonymity and privacy. Various types of controls used in information systems, as well as security issues surrounding the computer and computer-generated data, are also addressed. Prerequisite: CIS-246 or COMP-129 / 3-3

SEC-340 Business Continuity
This course focuses on preparing for, reacting to and recovering from events that threaten the security of information and information resources, or that threaten to disrupt critical business functions. Students examine various levels of threats to an organization's information assets and critical business functions, as well as develop policies, procedures and plans to address them. Technology specific to thwarting disruption and to supporting recovery is also covered. Prerequisites: CIS-336 and SEC-280 / 4-4

SEC-360 Data Privacy and Security
This course focuses on legal, ethical and security issues involving data and information assets organizations must address to ensure operational continuity as well as compliance with standards, policies and laws. Students examine various levels of threats to an organization's data and develop standards, policies, procedures and plans to combat them. Security technology specific to safeguarding data and information assets is also covered. Prerequisites: CIS-336 and SEC-280 / 4-4

SEC-370 Web Security
This course examines issues involved in protecting web-based applications from external threats while safeguarding customer privacy and accessibility. Students examine external threats to an organization's systems and develop strategies that support systems and business goals. Prerequisites: CIS-407A or the equivalent, and SEC-280 / 4-4

SEC-440 Information Systems Security Planning and Audit
This course provides an in-depth look at risk factor analysis that must be performed in order to design a flexible and comprehensive security plan. Topics include assessing threats, developing countermeasures, protecting information and security designs processes. Auditing practices used to verify compliance with policies and procedures, as well as for building a case for presentation in private and public settings, are also covered. Prerequisites: CIS-355A or the equivalent, and SEC-280 / 4-4

SEC-450 Advanced Network Security with Lab
Students in this course develop more advanced skills in identifying network security vulnerabilities, including wireless vulnerabilities; conducting risk assessments; preventing, detecting and responding to intrusions; and providing for business continuity and disaster recovery. Topics include firewall architecture, authentication, intrusion-prevention strategies, web security, cryptography and security gates. Prerequisite: NETW-420 / 4-3

Security Systems and Technology

SET-320 Principles of Security Systems and Technology with Lab
This course covers the basics of physical security from a systems engineering perspective, including the concepts of detection, delay, response, threats and targets of intruders. Case examples based on facility security are analyzed. Uses of analytical models and security devices are explored and applied through lab activities. Prerequisite: ECT-246 / 5-4

Security Management

SMT-310 Principles and Theory of Security Management
This course surveys the scope of security management, introducing principles and frameworks for recognizing security issues and solutions. Aspects of protecting people, information and physical assets are examined, including loss prevention. Legal foundations, historical roots, operations and tools of security management are introduced, as is the role of security in contemporary business, government and public settings. Prerequisite: BUSN-115 / 4-4

SMT-320 Risk Analysis, Loss Prevention and Emergency Planning
This course examines the nature of security threats as well as analytical approaches to assessing risk of intrusion and loss of assets. Tools such as security surveys and audits are introduced and practiced in application activities. Using case studies, coursework addresses planning for emergency interventions, including managing detection, delay and response measures, and requirements for operations and staffing security teams. Prerequisite: SMT-310 / 4-4

SMT-330 Security Administration
This course focuses on daily actions taken to manage individuals and organizations engaged in security, as well as communication and interaction with people and systems being secured. Topics include common administrative procedures and practices such as complying with regulations, following identification and verification protocols, securing information systems, responding to workplace violence, addressing emergency threats and related safety functions, educating clients, and managing staffing and guard operations. Students use case examples, simulations and field observations to develop reports for planning, evaluation and forensics. Prerequisite: SMT-310 / 4-4

SMT-410 Physical Security and Access Control
This course introduces a systematic model of physical security, focusing on detection, delay, response, threats and targets of intruders. Through case studies, students explore threat assessments, characterize target vulnerabilities and access control approaches. Covered are aspects of facility and environmental architecture, physical security methods, electronic sensor devices, closed circuit television, locks, biometrics, guard forces and the government public safety infrastructure. Students demonstrate integration of security components for specific threats. Prerequisite: SMT-310 / 4-4

SMT-415 Introduction to Information Security
This course examines a broad range of issues in computer and information security that security management professionals must address as they communicate with information technologists and prepare general information security plans. Computer and computer data protection, intrusion and control are introduced. In addition, ethical, legal and regulatory aspects of information management are discussed in the context of accessing and distributing data in a secured fashion. Computer forensics, vulnerability of networked and Internet-accessible computers, and fraudulent activities using computers are covered. Prerequisites: BIS-155 and SMT-310 / 4-4

SMT-420 Evaluation of Security Programs
This course examines approaches to determining the effectiveness of security management programs. Programmatic protection objectives are evaluated against industry standards, practices and methods in the context of security requirements, and quantitative and qualitative analysis techniques are applied to reveal capabilities and vulnerabilities. The critical role of security program evaluation in general management is examined. Prerequisite: SMT-310 / 4-4

Social Sciences

SOCS-185 Culture and Society
This course explores the role of culture in social organizations. Social institutions, and the issues of race and gender within social structures, are analyzed in the context of multicultural societies and increasing global interaction. Basic sociological principles and research findings are used to support analysis of cultural and social issues. / 3-3

SOCS-187 Cross-Cultural Communications
This course promotes cultural sensitivity through readings, discussions, research and informal forums with guest speakers of other cultures. Students learn the importance of effective communication among diverse ethnic groups and gain knowledge of principles that govern social interactions in a multicultural milieu. / 3-3

SOCS-190 Cultural Anthropology
This course examines behaviors, customs, interactions and world views of diverse cultural groups and emphasizes analysis of differences among and within cultures. Solutions to real-world problems are pursued by focusing on common cultural characteristics and global connectedness. Students also explore positive and negative consequences of interactions between diverse societies and social groups. / 3-3

SOCS-315 Marriage and Family
Students conduct an interdisciplinary examination of issues surrounding contemporary marriage and families. Through research, readings, case studies, group work and role playing, students analyze historical and demographics trends in families; psychological and sociological theories of intimacy; the cultural significance of gender, class and ethnicity in families; physical and psychological issues surrounding sexual behavior; and use of power, conflict and communication in family systems. Prerequisite: PSYC-110, SOCS-185, SOCS-187 or SOCS-190 / 3-3

SOCS-335 Workplace Culture and Communication
Students build on prior work in communication and the social sciences to examine various genres of workplace culture through which workers communicate, such as writing, dress, humor, workspace decoration, rituals, technology-based expressions and others. Analyzing workplaces as complex systems with subgroups, students identify challenges of cross-cultural communication as well as strategies for meeting those challenges, and explore how workers adapt to cultural change in the workplace. Prerequisite: PSYC-110, SOCS-185, SOCS-187 or SOCS-190 / 3-3

SOCS-350 Cultural Diversity in the Professions
Students explore cross-cultural issues and diversity to help create a positive foundation for understanding and working effectively with others. Cultural issues – including values, beliefs and practices that affect individuals, groups and communities – are discussed. Case studies and other applications are examined, particularly as they relate to the workplace and to professional practice. Experiential learning designed to increase understanding and appreciation of differing cultures is included. Prerequisite: PSYC-110, PSYC-285, SOCS-185, SOCS-187 or SOCS-190 / 3-3

SOCS-410 Concepts of Diversity
This course helps students develop awareness, knowledge and problem-solving skills needed to realize the potential inherent in diverse groups. Students explore issues such as identity formation, assimilation versus separatism, and the politics of marginalization as a basis for applying these concepts to their careers and personal lives. They develop strategies for integrating the contributions of those considered "different," including strategies for their own contributions when they are a minority. Prerequisite: PSYC-110, SOCS-185, SOCS-187 or SOCS-190 / 3-3

Speech

SPCH-275 Public Speaking
This course teaches basic elements of effective public speaking. Topics include audience analysis, organization, language, delivery and nonverbal communication. Practical application is provided through a series of individual and group presentations in a variety of rhetorical modes. Prerequisite: ENGL-112 / 4-3

SPCH-277 Interpersonal Communication
This course explores ways in which people interact verbally and nonverbally, and teaches basic principles of interpersonal communication including perception, self-concept, persuasive communication, nonverbal communication, semantics, roles and norms, and communication barriers. Activities include participation in groups, pairs and interactive communication situations. Prerequisite: ENGL-112 / 4-3

SPCH-279 Debate and Critical Thinking
This introductory debate course helps students develop clear, logical and ethical arguments using critical thinking strategies. Classroom activities include cross-examination debate and argumentation speeches. Prerequisite: ENGL-112 / 4-3

SPCH-282 Small Group Communication
This course explores communication within groups and teams for use in academic, organizational, business and social situations. Topics include verbal and nonverbal communication within groups, the structure and environment of groups, group roles, leadership, conflict management and decision-making in groups. A major course project is a formal group presentation on a topic that involves decision-making or problem-solving. Prerequisite: ENGL-112 / 4-3

Technical Communication

TC-160 Perspectives on Technology
This course presents an overview of characteristics that help define, analyze and communicate about technology. Tools and techniques are introduced to facilitate recognition of technology's processes and methods, as well as its organization, management and development. The relationship between science and technology is fundamental to explorations of the course. Prerequisite: MATH-114 / 4-4

TC-220 Rhetorical Strategies for Technical Communication
Students in this course use audience and context analysis, determination of purpose and other rhetorical strategies to create technical documents for persuasive and informative purposes. Major emphasis is placed on logic, argument, evidence and various appeals in producing documents containing sound reasoning and effective language. Studies include logical fallacies; social, ethical, political and practical influences; and ways of incorporating quantitative and qualitative information into documents. Prerequisite: ENGL-135 / 4-4

TC-310 Document Design
This course presents fundamentals of information design using software products tailored to the design process. Students learn each software product and then apply their skills to design and present projects. Key topics are technical design theory including contrast, repetition, alignment and proximity; typology and linear components; and page layout. Rhetorical elements of information design focusing on purpose, audience and context are incorporated into each project. Prerequisite: ENGL-227 / 4-4

TC-320 Advanced Technical Writing and Editing
This course prepares students to write and edit technical and business documents for both the manufacturing and software development sectors. Students are introduced to the range of communication tasks performed by professional technical writers and editors, including engineering and software documentation, training and marketing materials, and corporate communication documents. Topics include document structure and formats, information gathering techniques, usability testing principles and practical guidelines for editing technical documents. Prerequisite: ENGL-227 / 4-4

TC-360 Visual Design
This course presents elements of visual design in technical communication using appropriate software. Students learn various software products, and then apply their skills to designing and presenting visual design projects. Coursework addresses visual design theory, minimalism, visual rhetoric and visual ethics. In addition, students incorporate visual design theory into document designs. Prerequisite: TC-310 / 4-4

TC-420 Marketing and Corporate Communications
Students in this course apply rhetorical strategies and composition principles to create marketing literature, investor communications, media releases and executive presentations. The course includes current communication issues in business, such as globalization, cross-cultural influences, technological advances, ethics and regulatory requirements. Students develop and present oral and written reports in a variety of media and channels. Client practitioner involvement is used as available. Prerequisites: BUSN-319 and TC-220 / 4-4

TC-430 Proposal and Grant Writing
In this course students explore procurement processes in industry and government, as well as grant-funding in the nonprofit and government sectors, with particular emphasis on the technical writer's role in these processes. Students also learn how businesses and government agencies purchase products and services, including types of contracts used; how companies and other organizations prepare bids and proposals; and how proposals and grant requests are reviewed. Issues of ethics and fairness are addressed. Proposals and grant-request documents for both the private and public sectors are developed. Prerequisite: TC-320 / 4-4

TC-440 Web Design
This course presents the elements of information design in technical communication using software tailored for web design. Students learn to use a variety of software products and apply their skills to designing and presenting a web page. Students focus on user-centered design, appropriate use of design elements, and on applying information design theories to their work. Prerequisite: TC-310 / 4-4

TC-450 Scientific and Medical Writing
This course addresses communication and information design in health care, science, public policy, patient education, scientific journalism and related fields. Students prepare a range of documents presenting their analysis of data and other information on medical and scientific issues for a general audience. In addition, student groups work on team projects for actual or simulated clients. Prerequisite: TC-320 / 4-4

Web Game Programming

WBG-310 Interactive Web Page Scripting with Lab
Students in this course learn to program dynamic, interactive web pages and web-based games. Topics include basic programming fundamentals and object handling techniques. Fundamentals of game design are also introduced. Using a scripting language, students design and script basic interactive web page components and examples of web-based games. Prerequisite: MDD-310 / 5-4

WBG-340 Programming Multimedia for the Web with Lab
Students in this course use multimedia authoring tools and techniques to create web-based games and dynamic web pages. Integrating and controlling multimedia assets such as movie clips, sound effects, images and animations are addressed. Prerequisite: CIS-363A or the equivalent, or MDD-310 / 5-4

WBG-370 Game Development with Lab
This course introduces basics of game design and development. Using an object-oriented game engine with libraries, students apply game design principles to develop example games. Technical considerations and industry best practices are also covered. Prerequisite: CIS-363A or the equivalent, or WBG-340 / 5-4

WBG-410 Dynamic Web Site Development and Database Integration with Lab
This course introduces advanced techniques to design and develop dynamic web sites through use of cascading style sheets (CSSs), integration of databases, server-side scripting and large site management. Prerequisite: WBG-340 / 5-4

WBG-450 Multiplayer Online Game Development with Lab
This course surveys design, development and play characteristics of multiplayer online games. Students install, configure and maintain game server software; deploy a simple multimedia game using the server; and manage and audit the server. ActionScript is used to configure server functionality. Prerequisites: WBG-340 and WBG-370 / 5-4

Web Design and Development

WDD-420 Web Accessibility with Lab
Building on web design and development skills, students learn to implement accessible web sites that meet industry standards and legal requirements for accessibility. Topics include assistive technologies, creating accessible content, and industry standards and regulatory acts. Prerequisite: WBG-410 / 5-4

Web Development and Administration

WEB-320 Principles of E-Commerce
This course provides comprehensive coverage of a broad spectrum of e-commerce principles, models and practices. Topics include Internet marketing and retailing; payment and order fulfillment; and various e-commerce models such as business-to-business (B2B) and consumer-to-consumer (C2C). Prerequisites: BUSN-115, and CIS-407A or the equivalent / 4-4

WEB-375 Web Architecture with Lab
Building on networking concepts and principles explored in CIS-246, this course introduces students to web architecture and connectivity. Topics include Internet protocols such as transmission control protocol/Internet protocol (TCP/IP); domain name server (DNS); simple mail transfer protocol (smtp), hypertext transfer protocol (http) and file transfer protocol (ftp); and design of an Internet or corporate intranet infrastructure to meet specific needs. Prerequisite: CIS-246 / 5-4

WEB-460 Advanced Web Application Development with Lab
This course builds on basics of design, coding and scripting, as well as database connectivity for web-based applications. Coursework introduces concepts of data interchange, message exchange and web application components. A programming language such as Java, C++.Net or Visual Basic.Net is used to implement business-related web-based applications. Prerequisite: CIS-407A or the equivalent / 5-4

Web Graphic Design

WGD-201 Visual Design Fundamentals
In this course students examine the foundation of visual design. Topics include the design process; elements of design, such as line, color, form, function and space; and combining elements for enhanced visual design. Students explore these topics through various projects and by applying concepts using appropriate software. Corequisite: COMP-100 / 3-3

WGD-205 Advanced Design and Rapid Visualization
Students in this course develop skills in creating graphic media. Students explore design and use of type, the process of using rapid visualization for design concept and idea formulation, as well as create media that enhance user understanding. Prerequisite: WGD-201 / 4-4

WGD-210 Digital Imaging Fundamentals
Students in this course learn concepts of digital imaging, including editing, optimizing and preparing images for web-based delivery. Topics such as color, special effects and compression formats are examined. Prerequisite: WGD-201 / 4-4

WGD-222 Web Design
This course introduces fundamentals of web design principles and web content management. Topics include the user interface, web page conceptualization, page structure, extensible hypertext markup language (XHTML), cascading style sheets (CSSs), WYSIWYG editors, scripting and web accessibility standards. Prerequisite: WGD-205 / 4-4

WGD-229 Information Design
This course addresses principles of analyzing, explaining and communicating instructions, ideas and information used in integrated text and graphics. Using a collaborative approach, students use real-world examples to explore user-centered design. Prerequisite: WGD-205 / 4-4

WGD-235 Web Animation
This course focuses on design and production of animation within the constraints of web applications. Topics include file-size optimization, timing, formatting requirements and scripting. Automated animation techniques as well as user-mediated animation are addressed. Prerequisite: WGD-222 / 4-4

WGD-242 Advanced Web Design
In this course, students work in teams to develop a web design for a fictitious company. Students research the company's industry, evaluate competitors' web designs and explore emerging web development tools that enhance production capabilities. Prerequisites: WGD-229 and WGD-235 / 4-4

WGD-250 Instructional Design for Multimedia
Students in this course examine theory and practice of designing instructional materials, as well as systems used for interactive training and education. Practical development of online learning materials is emphasized. Corequisite: WGD-235 / 3-3

WGD-260 Media Portfolio
This capstone course culminates in a professional portfolio that showcases students' web graphic products, including component examples and web designs. Corequisite: WGD-250 / 3-3

General Student Information

For more than 75 years, DeVry has maintained its leadership role in North America's post-secondary education arena. Today, nearly 70,000 students take advantage of our programs and services – onsite and online – and trust DeVry to deliver on its promise of educational excellence. The following pages provide important information regarding students' educational experience.

In this section learn more about:

- General Information
- Admission Requirements & Procedures
- Academic Policies & Graduation Requirements
- Tuition & Expenses
- Financial Assistance
- Cancellations & Refunds
- Student Services
- ROTC
- Regulations
- Administration & Faculty

General Information

Regarding courses and program content shown, the sequence in which courses are taken may vary based on location scheduling needs. Some courses may not be offered every semester or at every location. Credit hours listed are semester hours as defined by the National Center for Education Statistics. DeVry operates on a semester calendar; each semester is 16 weeks in length and comprises two eight-week sessions. Some courses may be offered through alternate scheduling options that deliver the academic equivalent of a semester's work. Scheduling options are shown in the *Academic Calendar.* In general, each 50-minute class period translates to one contact hour, and a course's total weekly contact hours convert to credit hours on a one-to-one basis in lecture classes and on a two-to-one basis in labs. Additional contact hours may be required for special classroom activities. When courses are offered in an accelerated format, some classroom hours are replaced with online and independent study components that require students to commit to substantial out-of-class work. Additionally, some courses may be offered via videoconference, whereby instruction is provided from a single DeVry site and, through technology, is delivered to other locations in the DeVry system. DeVry reserves the right to alter the number of contact hours listed for reasons including, but not limited to, occurrences beyond DeVry's control, holidays, special institutional activity days and registration days. Services and administrative office hours vary by location and may be limited evenings and weekends.

In some cases, students will be required to take a substantial amount of coursework online or at another location in close proximity to complete their programs. Online coursework includes an independent study component that requires students to commit to substantial work apart from classroom or online activities. Additionally, online course availability may be subject to enrollment minimums and maximums. Courses delivered onsite and online are designed to achieve the same student outcomes and are the academic equivalent. Onsite course schedules are available from the chief location administrator.

Course descriptions shown are typical; however, specific content and sequencing may vary.

Hours of Operation

In general, DeVry locations are open Monday through Thursday 8 am to 8 pm, Friday 8 am to 5 pm and Saturday 9 am to 1 pm, or Monday through Thursday 9 am to 8 pm, Friday 9 am to 4:30 pm and Saturdays 9 am to 1 pm. Hours vary by location. More specific information is available from each location.

Program Information and Requirements

Program descriptions provide information regarding each curriculum. Program availability varies by location, as do specific program details such as areas of specialization, program options and course requirements. Each location determines its specific course requirements, sequences and availability. Detailed plans of study are available through a student's chosen location. Skills development coursework may increase program length. (See *Basic and Prerequisite Skills Development Courses*.)

In *Programs of Study*, the minimum semester-credit hour requirement for graduation is noted, along with the course area distribution of required courses. Many locations offer alternate courses that also meet these graduation requirements, and a selection of courses may be available to fulfill requirements listed as course area options. Course descriptions list all courses that may fulfill graduation requirements, and each location advises students of available options.

Technology Specifications

Because technology changes rapidly in certain fields, students should note that PCs used to complete certain coursework may need to be upgraded during the course of their program. Students are responsible for checking hardware/software requirements before registering for courses.

Computer requirements for students completing courses online are specified at www.devry.edu/whydevry/online_options_technical_specs.jsp.

Graduation Requirements

Students are eligible to receive the award granted in their chosen program after successfully completing all course and other requirements for graduation.

Awards are granted by the location at which the student completed the degree requirements, unless an exception is granted. Students are subject to any special conditions associated with DeVry's state approval for that location. Degree awards may vary by state (see *Programs of Study*). In addition, to graduate from any program the state of Nevada requires students to meet its requirement for study of the State of Nevada and U.S. constitutions (see academic administrator for details on options for meeting this requirement).

Based on location-specific and individual selections, total credit hours required in each course area may exceed those listed in the program descriptions.

Curriculum Changes

Curriculum changes may affect current and returning students. If a change occurs, an alternate plan of study may be established for students to complete in lieu of the original requirements. DeVry reserves the right to change graduation requirements and to revise, add or delete courses.

DeVry also reserves the right to suspend or cancel instruction and to cancel a starting class or section if enrollment is insufficient. In the event of cancellation, students are notified and may transfer within the DeVry system with credit for all coursework completed; however, program availability varies by location.

Because curriculum changes may occur, students who for any reason withdraw from, are dismissed from, or fail courses or programs may require additional coursework and incur additional tuition obligations when they resume their studies.

Curriculum Review and Outcomes Assessment

All DeVry curricula are guided by an ongoing curriculum review and outcomes assessment process using input from students, faculty, alumni and employers. Results of such evaluations are used to enhance the curricula, student learning, and academic and administrative processes.

Applied Learning Labs

DeVry courses focusing on technical topics include lab activities that provide a realistic environment for further development of technical skills through applied learning activities. These "labs" are delivered in various ways, depending on course material and delivery format. Activities are delivered either in a specialized lab facility in which students use specified equipment and software to accomplish applied lab activities, or in a lecture-lab classroom, where students use PCs and software to effectively integrate learning and application. In online courses, applied lab activities are integrated into the course design, and students participate in them by means of software environments or custom-configured equipment. Applied lab activities may also be provided via these remote capabilities to onsite students, particularly at smaller locations.

Elective/Alternate Courses

DeVry offers a limited number of elective/alternate courses that meet the same broad educational goals as those of the courses they replace. Decisions regarding these offerings are made by each location in consultation with faculty and students. Additionally, some sites offer curriculum concentrations within programs. Further information on concentrations is available from each participating location.

Honors Coursework

Some locations offer honors-level enrollment in selected courses. These courses are designated on students' schedules and transcripts by the standard-level course number followed by an "H." Enrollment requirements may vary by location.

Concentrations/Majors

In some DeVry programs, students pursue concentrations or majors in a particular functional area. These concentrations/majors are designated on students' academic transcripts; however, they are not designated on students' diplomas.

General Education Courses

General education coursework is integral to DeVry curricula and extends the range of learning while providing a context for specialized study. To this end, communication skills, social sciences, humanities, and math and science courses are included in the curriculum to help broaden students' perspectives. Such courses also help develop skills and competencies that enhance students' academic success, as well as graduates' personal and professional potential.

Philosophy of General Education

DeVry integrates a strong general education with a basic emphasis on specialty studies. To ensure that students benefit from both areas of learning, DeVry's general education is oriented toward challenges and issues of the contemporary world. General education courses provide the fundamental principles and skills of their fields but freely use applications drawn from students' technical and career-related interests. Specialty courses, in turn, reinforce general education competencies through assigments requiring applied research, teamwork, written and oral communication, and consideration of ethics. This well-rounded education prepares DeVry graduates to live full and satisfying lives and to participate meaningfully as citizens in a diverse and dynamic society.

General education competencies expected from a DeVry education include the ability to:

- Communicate clearly with particular audiences for particular purposes.
- Work collaboratively to help achieve individual and group goals.
- Apply critical thinking skills in learning, conducting applied research, and defining and solving problems.
- Develop tolerance of ambiguity and mature judgment in exploring intellectual issues.
- Build on intellectual curiosity with fundamental concepts and methods of inquiry from the sciences, social sciences and humanities to support lifelong learning.
- Apply mathematical principles and concepts to problem-solving and logical reasoning.
- Use study and direct experience of the humanities and social sciences to develop a clear perspective on the breadth and diversity, as well as the commonality, of human experience.
- Connect general education to the ethical dimensions of issues as well as to responsible, thoughtful citizenship in a democratic society.

To help achieve general education goals, faculty and administrators use strategies such as:

- Incorporating meaningful writing and oral presentation assignments across the curriculum, including applied research as part of assignments.
- Using collaborative approaches, such as project teams, to strengthen learning, provide direct experience, and build on diversity of backgrounds and viewpoints.
- Implementing a general education capstone course – Technology, Society, and Culture – that integrates general education and specialty learning.
- Offering co-curricular activities – such as service learning, artistic and cultural presentations, speakers and student publications – to reinforce general education competencies.
- Providing across all programs a coherent structure of general education consisting of well-designed course combinations that are properly sequenced, adjusted to various levels of learning and coordinated with each other.

Course Delivery

DeVry offers courses in a session format, with two eight-week sessions offered each semester. Some courses may also be delivered in a semester-length format. Session-based courses may be delivered as:

- **Accelerated** – In accelerated courses, a portion of the contact hours is spent in independent study outside the classroom or lab.
- **Blended** – In blended courses, students meet with faculty face-to-face onsite each week and also participate in instructor-guided online activities. Course objectives are supported by combining weekly onsite activities with relevant online guidance and feedback from faculty and fellow students throughout the week.
- **Compressed** – In compressed courses, the weekly scheduled contact hours are increased so the course can be completed in fewer than 15 weeks.
- **Online** – In online courses, contact hours occur when students access courses through the online delivery platform. Online courses also require substantial independent study in addition to online course access.

Course-Related Requirements

Corequisite Enrollment

When a course description lists a corequisite, enrollment in that course and its corequisite is generally required during the same semester or session.

Courses and Associated Labs

DeVry's technically focused courses include labs, which are described in one of the following ways:

- Some course titles include the words "with Lab." Labs within such courses are delivered in various ways, depending on course material and delivery format. For onsite courses, lab activities may be delivered in a separate lab facility or in an integrated lecture-lab classroom. In online courses, lab activities are integrated into the course design, and students participate in them remotely by means of provided software, simulations or the Internet. Lab activities may also be provided via these capabilities to onsite students, particularly accelerated students at smaller DeVry locations.
- Some courses have separate associated labs, generally designated by a course's number followed by an "L." Labs and their associated lecture courses are taken concurrently. Prerequisites are generally understood to include both the course and any associated lab.

Prerequisite Enrollment

When the description for a particular course lists a prerequisite, successful completion of the prerequisite is required prior to enrollment in the desired course.

Basic and Prerequisite Skills Development Courses

Students requiring skills development coursework should begin such coursework at the earliest opportunity. Descriptions for these courses are found in *Course Descriptions*. Permission to enroll in many standard courses is dependent on successful completion of skills development coursework. Developmental and prerequisite skills coursework may be offered in a variety of formats, and may be taken separately or in conjunction with other coursework, provided prerequisites are met.

Students with skills development needs must begin their skills-enhancement courses prior to enrolling in any other course that would increase their total attempted semester-credit hours at DeVry to more than 12. Such students must continue to enroll in at least one developmental or prerequisite skills course each semester of attendance until all skills requirements have been satisfied.

Healthcare Practicum and Clinical Coursework Requirements

Certain DeVry programs require students to successfully complete practicum or clinical coursework at an affiliated healthcare site. Before accepting students, such healthcare sites require a physical exam, proof of freedom from communicable disease, a criminal background check and/or a drug screen. Random drug screens may be required. Students rejected by a practicum or clinical site for any reason cannot finish their programs' required coursework and therefore cannot graduate.

Applicants to, and students in, programs with practicum or clinical coursework components must comply with DeVry's requirements for their program. Failure to fully disclose a criminal record, failure to comply with background and/or drug screening requirements, or failure to have a satisfactory outcome may result in denial of admission to, or dismissal from, the program.

Admission Requirements & Procedures

General Admission Requirements

NOTE: Enrollment for selected programs, formats and applicants is subject to additional requirements.

To be granted unconditional admission to DeVry, a prospective student must interview with a DeVry admissions advisor (admissions representative in Florida, Minnesota, Nebraska and Oregon) and complete an application for admission. In addition, all other general and specific admission requirements must be met, including those regarding age, prior education and evaluation of proficiency in the basic and prerequisite skills needed for college-level work in the chosen field of study. Once DeVry accepts the application paperwork, applicants are conditionally admitted, pending satisfaction of all remaining admission conditions.

Applicants with prior post-secondary attendance must present transcripts indicating all previous work. Students requesting transfer credit for prior post-secondary education must submit official transcripts before credit is awarded. An informal evaluation of transfer credit may be provided pending receipt of official transcripts.

Applications may be taken through the end of late registration only. DeVry reserves the right to deny admission to any applicant and to change entrance requirements without prior notice. Applicants are notified of their admission acceptance or denial in writing.

Applicants should note that color is one method used for coding electronic components; consequently, color-blind individuals may have difficulty in some courses.

Students attending a New York location must present proof of immunization against certain diseases as required by New York law. Applicants should contact the Student Services Office for further information.

Age Requirement

Each applicant must be at least 17 years old on the first day of classes. Documentation of age may be required.

Prior Education Requirement

Each applicant must have earned one of the following educational credentials from a DeVry-recognized organization: a high school diploma or equivalent, a General Educational Development (GED) certificate or a post-secondary degree. The diploma or other acceptable documentation of the applicant's educational achievement must be provided for the student's file by the end of registration unless the school grants an extension. An official transcript (or equivalent documentation) with the high school or college grade point average (GPA) and graduation date must be provided for the student's file by the end of the first semester.

Basic and Prerequisite Skills Evaluation Requirement

Prior educational performance is considered in conjunction with demonstrated proficiency in basic college-level skills to determine admissibility. DeVry grants unconditional admission to individuals whose prior educational performance meets the criteria outlined below. Applicants whose prior educational performance does not meet these criteria must complete the basic skills evaluation and demonstrate specific basic skills proficiency levels in order to be granted unconditional admission. Except as noted below, all applicants must complete the basic and prerequisite skills evaluation through standard means prior to starting classes, to determine appropriate initial course placement.

Prior Educational Performance

Applicants are accepted if they meet at least one of the following criteria:

- Have earned a qualifying associate degree or higher from a DeVry-approved post-secondary institution.
- Have completed an appropriate amount of qualifying college-level work at DeVry-approved post-secondary institutions, with grades of at least C (70%) or a cumulative grade point average of at least 2.00.
- Have achieved both of the following conditions while in a U.S. high school:
  - Class rank at the 50th percentile or above, or a cumulative grade point average of at least 2.70, on a 4.00 scale, at the end of the junior year or later.

    – and –
  - An average grade of at least B (80%) in a full-year high school mathematics course at the level of Algebra I or above.
- Have earned a Canadian high school diploma in a program of study that includes successful completion of a 30-level Math and a 30-level English course from Alberta, or equivalent achievement from another province or territory.

Basic and Prerequisite Skills Evaluation

Applicants must evidence basic and prerequisite skills proficiency levels appropriate to the chosen program in at least one of the following ways:

- Submit ACT or SAT examination scores deemed appropriate by DeVry. Although requirements may vary by program, the minimum scores DeVry considers when evaluating basic skills proficiency are: ACT Math - 17; ACT English - 17; SAT Math - 460; SAT Verbal/Critical Reading - 460. Applicants with lower scores in one or both areas may still demonstrate skills proficiency in any of the other ways listed.
- Attain appropriate scores on DeVry-administered placement examinations in reading, writing, arithmetic and elementary algebra.
- Submit required documentation indicating acceptable grades in qualifying work completed at an approved institution.

Basic and Prerequisite Skills Evaluation Deadline
Applicants for whom placement test results affect eligibility for unconditional admission, or who are enrolling in more than 12 semester-credit hours in their first semester or session, must complete all required placement testing prior to starting classes. Applicants who are granted admission based on DeVry's evaluation of their prior educational performance, and who are not enrolling in more than 12 credit hours in their first semester or session, must complete all required placement testing no later than the end of their first semester or session.

Students who are not required to placement test prior to starting classes must check class schedules at their location for future availability of developmental and prerequisite skills courses to ensure they can complete this coursework consistent with these requirements.

Basic and Prerequisite Skills Evaluation Results
Applicants who do not qualify for admission through prior educational performance, and whose demonstrated proficiency in basic skills does not meet the minimum requirements for unconditional admission, are advised of the skill area(s) needing improvement. At DeVry's discretion, these applicants may be offered enrollment in focused foundational coursework to strengthen required skills. Successful completion of such coursework may provide an additional opportunity to qualify for unconditional admission. There is no tuition charge for this coursework. Details are available in the *Foundations* supplement. Applicants unable to participate in foundations coursework may consult the Academic Department regarding approval for alternative coursework.

In addition to specifying basic college-level skills, DeVry specifies prerequisite skills, above the developmental level, that must be demonstrated prior to enrolling in certain program-related coursework. Evaluation of an applicant's prerequisite skills is done through DeVry-administered placement examinations or other standard means. Applicants whose demonstrated proficiency in basic and prerequisite skills indicates they are prepared to enroll directly into their program's standard coursework without any preceding skills development coursework are referred to as placing at the standard level.

Applicants whose demonstrated proficiency in basic and prerequisite skills indicates skills development is necessary are advised accordingly. Required skills development coursework may affect program length and cost. Successful completion of skills development coursework in a subject demonstrates proficiency at the standard level in that subject and is a prerequisite for enrollment in many standard courses. Students with skills development needs must begin their required skills development coursework at the first available opportunity. DeVry reserves the right to limit enrollment of applicants requiring skills development coursework; limitations may vary by location.

Course Diagnostic Tests
Initial course placements are based on a student's demonstrated basic and prerequisite skills proficiency levels. In selected courses, additional focused diagnostic testing may occur at the beginning of the course. This may result in the student being required to enroll in coursework at the immediately prior proficiency level or receiving permission to enroll at the next higher level.

Pathway to DeVry University Master's Degree Programs
Graduates who hold a DeVry bachelor's degree and whose undergraduate grade point average at graduation is at least 2.70 meet general admission requirements for the University's graduate school. Admitted graduate students complete entrance examinations in order to determine their initial course placements. Further, selected DeVry coursework is considered for possible course exemptions in the University's post-baccalaureate degree programs, thus reducing the number of courses required for the master's degree. Application of course exemptions varies by state.

Students should note that enrollment for selected graduate programs is subject to additional requirements noted in DeVry's graduate school catalogs.

These arrangements between the undergraduate and graduate programs provide an effective and convenient pathway to further education for qualified DeVry graduates, ensure smooth transition and enable completion of graduate studies in a timely manner.

Additional Admission Requirements for Technical Management Program Applicants

Technical Management program applicants must have successfully completed at least 12 semester-credit hours at an approved post-secondary institution, or must hold a DeVry-approved associate degree or higher.

Additional Admission Requirements for Enrollment in Accelerated or Online Coursework

To be eligible for study in accelerated or online coursework, applicants must meet all general admission requirements, including the basic skills evaluation. Students must also own or have off-site access to a PC or laptop computer that meets location- or program-based requirements, including Internet access. They are also responsible for checking hardware/software requirements before registering for courses. Computer requirements for students enrolled in online courses are specified at www.devry.edu/whydevry/online_options_technical_specs.jsp.

In addition, applicants may be required to interview with an academic administrator or to attend a specialized orientation in advance of starting classes to ensure that the accelerated or online format is appropriate.

Additional Admission Requirements for International Applicants

NOTE: International applicants should obtain academic advising prior to enrolling to ensure they can retain nonimmigrant status while enrolled at DeVry.

DeVry is authorized by Immigration and Customs Enforcement (ICE) to accept and enroll nonimmigrant students. Nonimmigrant applicants must:

- Provide certified copies of acceptable documents demonstrating the required level of prior education. Such documents may include high school transcripts, leaving certificates, scores on approved examinations or college transcripts. Foreign diplomas and supporting foreign transcripts not written in English must be translated into English by a certified translator and may require review by an approved educational credentials evaluation agency at the applicant's expense.
- Provide a notarized statement of financial support or a certified government sponsor letter indicating that tuition will be paid in advance of each term and that a sponsor will provide all necessary living expenses for the international applicant. (Form I-134 may be used.) International students cannot receive U.S. federal financial assistance, nor can they work legally in the United States without permission from ICE.
- Meet requirements outlined in *Admission of Nonnative Speakers of English*, if applicable.
- Meet all other DeVry admission requirements. DeVry does not administer placement examinations beyond the boundaries of North America. International applicants residing outside the United States and Canada who must be accepted prior to entering the country must submit ACT/SAT scores, transcripts of prior college coursework, or acceptable documentation of prior mathematics and overall educational performance deemed appropriate for placement into the intended program.

Applicants should check with their consulate or embassy for other pertinent requirements.

DeVry is also authorized to accept and enroll international applicants who wish to transfer to DeVry from other U.S. institutions. In addition to providing the items listed above, transfer applicants must notify the current institution of their intent to transfer. DeVry will communicate with the current institution and process the necessary immigration forms to complete the transfer.

The level of career services offered to international students/graduates varies and depends on employment opportunities permitted by the North American Free Trade Agreement and/or on students'/graduates' visas. DeVry provides career-planning strategies to international students upon request.

Additional Admission Requirements for Nonnative Speakers of English

All instruction and services are provided in English.

In addition to fulfilling all other admission requirements, applicants from countries where English is not the primary language spoken, and applicants whose native language is not English, must demonstrate English-language proficiency by providing evidence of one of the following:

- Having scored at least 500 on the paper-based Test of English as a Foreign Language (TOEFL), or at least 173 on the computer-based TOEFL, or at least 61 on the Internet-based TOEFL.
- Having successfully completed a DeVry-approved intermediate English as a Second Language (ESL) course.
- Having successfully completed four consecutive years of secondary education or higher in which the language of instruction was English.
- Having completed 12 semester-credit hours, with at least a C (2.00 or 70%) average, at a post-secondary institution at which English was the language of instruction.
- Having an overall band score of at least 5.0 on the International English Language Testing System (IELTS) examination.
- Having attained acceptable scores on a DeVry-administered English-language proficiency examination.

Admission requirements may differ at locations offering an ESL program. Details are available in the *English as a Second Language* supplement.

The dean of academic affairs or designee determines applicants' English-language-proficiency status.

Additional Admission Requirements for Home-Schooled Applicants and Applicants from High Schools not Recognized by DeVry

Home-schooled applicants and those who attended high schools not recognized by DeVry must provide documentation of their educational experience. Such applicants must provide a portfolio containing a profile of the school attended, samples of their work demonstrating secondary-level learning, and ACT or SAT scores that meet DeVry requirements for standard placement. Additional information may be required.

A central academic committee evaluates portfolios, and applicants are notified whether or not they may proceed with the admission process. Applicants may also gain admission by earning a GED certificate.

Additional Admission Requirements for Business Administration Program Applicants Selecting General Business Option Plan II

In addition to meeting all regular admission requirements, applicants selecting this option must have earned a business-related credential approved by DeVry for articulation. Among others, the following credentials are considered:

- A three-year bachelor of commerce or bachelor of business administration degree in India. The credential, as well as the granting institution, must be recognized by the appropriate agency in India, and the applicants' overall average marks in the program must have been at an acceptable level, as defined by DeVry.
- A higher national diploma meeting the requirements of the Scottish Qualifications Authority or other approved authority. The credential, as well as the granting institution, must be recognized by the appropriate national agency.

Additional Admission Requirements for Applicants not Seeking Degrees

Applicants wishing to enroll in courses for personal or professional enrichment, but who do not intend to pursue a program of study, must complete a nonmatriculated student enrollment agreement. Some general admission requirements and procedures may be waived, especially for high school students participating in an approved enrollment plan. Applicants must demonstrate they possess the requisite skills and competencies for the intended coursework; an academic administrator will evaluate applicants' status by appropriate means. Applicants who did not demonstrate basic skills required for the chosen program; failed to meet DeVry's standards of academic progress; or are required to take ESL, developmental or prerequisite skills coursework may not enroll as nonmatriculated students.

Enrollment with nonmatriculated status is limited to course attempts totaling 24 semester-credit hours, and further restrictions may be imposed if students are not making adequate progress. Nonmatriculated students seeking to pursue a program of study must submit a written request to the program administrator; meet all admission, financial and academic requirements for the intended program; and sign a new enrollment agreement before permission to pursue the program of study is granted.

Nonmatriculated students are not eligible for career services, housing assistance, part-time-employment assistance, federal or state financial aid, or benefits through the U.S. Department of Veterans Affairs.

Other requirements may apply for nonmatriculated students seeking admission to DeVry's master's degree program in Electrical Engineering. See below.

Admission to DeVry's Master's Degree Program in Electrical Engineering

To qualify for admission to DeVry's MSEE program, some applicants must complete undergraduate bridge coursework supplementing their baccalaureate-level coursework. Applicants' bridge requirements are specified by the MSEE program committee as part of the application process. Applicants requiring bridge coursework enroll as undergraduate nonmatriculated students by completing a special enrollment agreement and related documents. DeVry's limit of 24 semester-credit hours of attempted coursework does not apply to bridge students, though specific standards of academic progress are applicable. Descriptions for bridge courses are found in DeVry's *MSEE Bridge Supplement*.

Admission Procedures

Prospective students complete an application and interview with a DeVry admissions advisor who provides information on programs, start dates, part-time work, student housing and graduates' employment opportunities. When all admission requirements are fulfilled, applicants are notified in writing of their admission status.

Registration and orientation schedules are arranged by each location.

New Student Orientations

DeVry's new student orientations (NSOs) help incoming site-based students prepare for registration and acquaint their families with DeVry and its services. These students may also be able to take DeVry's placement examinations at such events.

Assistance in completing financial aid paperwork is available at some NSOs. Students needing additional help with this paperwork should contact the student finance advisor for the location they plan to attend.

Site-based students unable to attend an NSO or to visit the school on a weekday may make special arrangements with the new student coordinator or other appropriate staff member.

Academic Policies & Graduation Requirements

Grades and Designators

DeVry uses the grading system outlined below. Designators indicate academic action rather than grades and are not included when computing academic averages. Grades are issued within four weeks after the end of each semester. Although grades from the semester's first session may be made available after the end of that session, all term and cumulative grade point averages (GPAs), academic honors and academic progress evaluations – including academic standing – are calculated at the completion of the semester only. Grades and designators are assigned as follows:

Grade	Percentage Equivalent	Grade Index Points
A	90-100	4
B	80-89	3
C*	70-79	2
D*	60-69	1
F	Below 60*	0
I	Incomplete	0

Designator	Definition
Audit	Course Audit
S	Satisfactory (noncredit courses only)
U	Unsatisfactory (noncredit courses only)
W	Withdrawal (prior to official withdrawal deadline)

** C and D are not assigned in certain ESL, skills development or early term courses. In these courses a grade of F is assigned for work below 80 percent. A grade of D is not assigned in certain other such courses, where a grade of F is assigned for work below 70 percent. Course descriptions note the grading system for each course having one of these conditions.*

Grade of F – Failing: A student who receives an F in a required course must repeat and pass the course or receive transfer credit for the course prior to graduation. The failed course is included in the grade point averages (GPAs). When the student passes the course or receives transfer credit, the cumulative GPA (CGPA) is adjusted accordingly.

Grade of I – Incomplete: An I signifies that required coursework was not completed during the semester of enrollment. All required work must be completed and submitted to the instructor by Friday of the first week of the subsequent semester. The I must be converted to an A, B, C, D or F by Wednesday of the second week. If course requirements are not satisfied by the deadline, the I is converted to an F. An I may be assigned only when all the following conditions are met:

- The student has been making satisfactory progress in the course, as determined by the faculty member.
- The student is unable to complete some coursework because of unusual circumstances beyond personal control. An explanation of these circumstances must be presented by the student in writing and deemed acceptable by the instructor prior to the grade roster deadline.

Designator of Audit – Course Audit: A student must declare the intention to audit a course by the end of the second week of instruction and must inform the faculty member. Tuition is charged for audited courses; however, financial aid is not applicable. Though evaluation and class participation are optional, class attendance is required.

Designator of W – Course Withdrawal: A student who remains enrolled in courses after the course drop deadline and wishes to withdraw from a course must apply to do so through an academic administrator. If course withdrawal from a semester-length course occurs by the end of week 11, the course remains on the transcript and is designated with a W. A course withdrawal after week 11 results in a designator of U or a grade of F.

Students in session-length courses may withdraw at any time prior to the course final examination, and the designator of W appears on the transcript.

Other Credit

Transfer Credit: An applicant seeking to transfer credit from another institution must request a credit evaluation prior to beginning the first class at DeVry and must provide an official transcript from the institution where the credit was earned. DeVry may require a catalog or additional material or, if credits were earned at a foreign institution, a credit evaluation by an approved external evaluation service. A maximum of 80 DeVry credit hours may be awarded for lower-division or community college courses, subject to DeVry's residence requirement for the chosen program. (See *Graduation Requirements*.) Students attending DeVry who seek to earn credit at another institution for transfer to DeVry must have approval to do so in advance from a DeVry academic administrator.

For all veterans and eligible persons, an evaluation of previous education and training is conducted. Appropriate credit is granted, the training period is proportionally shortened, and the U.S. Department of Veterans Affairs and student are notified accordingly.

Proficiency Credit: Students who feel course material has been mastered, either through courses taken at another school for which transfer credit cannot be given or through self-study, may request a proficiency examination for the course, provided they were not previously enrolled in the course at DeVry. Proficiency examinations must be taken prior to the end of the course drop period. Approved nationally recognized tests (e.g., AP, CLEP, DANTES) may also be recognized for proficiency credit.

DeVry does not grant academic credit for life experience.

Transfer or proficiency credit that satisfies graduation requirements is considered when determining a student's academic level and progress; however, this credit is not used when computing GPAs. Proficiency credit is not granted for senior projects/capstone courses.

Institutional Credit: English as a Second Language (ESL) courses, courses taken for enrichment, and courses taken for basic or prerequisite skills development result in institutional credit. For these courses, credit hours and grades or designators appear on the student's transcript but are omitted from GPA calculations. If DeVry requires the student to take the course, credit is considered when determining the student's academic level and progress.

Make-Up Work

A student is responsible for all work missed during an absence and must contact the faculty member for make-up work; students enrolled in online courses must contact the student services coordinator. A student anticipating an absence should notify the appropriate academic administrator.

Grade Point System and GPAs

GPAs are computed by dividing total grade points by total credit hours for which grades A, B, C, D, F or I are received. For each course, grade points are calculated by multiplying course credit hours by the grade index points corresponding to the grade earned. The term GPA (TGPA) is a GPA for work completed in a given semester only. A student's overall academic standing is stated in terms of a cumulative GPA (CGPA), which is based on all grades and credit hours earned to date. All GPAs are based solely on courses required for graduation from the current program of enrollment and exclude courses receiving institutional credit. The CGPA becomes fixed at graduation. In addition:

- If a DeVry course is repeated, the highest grade earned is used for computing the CGPA.
- Withdrawal from a course being repeated does not affect the CGPA.
- DeVry courses may be taken for credit after transfer credit has been granted, and the grade earned at DeVry will be used for GPA calculations.
- External transfer credit may be granted for a course previously taken at DeVry. Credit hours and grade points previously earned for the course will be removed from the CGPA at that point.
- In all cases, TGPAs reflect actual term performance.

Academic Honors

An eligible matriculated student achieving a TGPA of 3.50 or higher is named to the Dean's List. To be eligible for Dean's List status, the TGPA calculation must include at least six credit hours of completed coursework. A grade of F or I, a designator of U, or academic dismissal or probation status in any term makes a student ineligible for honors in that term.

An honors graduate from a baccalaureate program is eligible for one of the following recognitions:

Title	CGPA
Cum Laude	3.50-3.69
Magna Cum Laude	3.70-3.89
Summa Cum Laude	3.90-4.00

A graduate from a nonbaccalaureate program who has a CGPA of at least 3.50 graduates "with Honors."

Standards of Academic Progress

Students must demonstrate satisfactory academic progress toward completing their programs by meeting DeVry's established standards of academic progress in each of four specific measurable areas:

- Grade point averages and interruption of studies
- Successful completion of required developmental, prerequisite skills or English as a Second Language (ESL) coursework
- Maximum coursework allowed
- Rate of progress toward graduation

Students who do not meet all requirements are subject to the academic actions specified, including academic probation or dismissal. Students dismissed for failing to meet standards of academic progress may submit a formal petition for reinstatement, and may not continue their studies unless the petition is approved. Students who are not in good standing and continue their studies are subject to requirements noted in *Requirements While on Academic Probation/Reinstatement.*

A summary of academic progress standards follows. Students should consult the Academic Department for policy details.

Grade Point Averages and Interruption of Studies

To be in good academic standing, a student must maintain a CGPA of 2.00 or higher. If at the end of an academic semester the CGPA is below 2.00, the student is placed on academic probation. In addition, if the student has two consecutive semesters that result in any combination of a TGPA below 2.00 or the student's interruption of studies (withdrawal from all required courses) during the semester, the student is placed on academic probation.

Successful Completion of Required Developmental, Prerequisite Skills or ESL Coursework

Students who attempt a developmental, prerequisite skills or ESL course for the first time and do not pass are placed on academic probation. Students who retake a developmental, prerequisite skills or ESL course and do not pass are dismissed.

Maximum Coursework Allowed

A student may attempt up to 1.5 times the number of credit hours in the current program. A student who exceeds this maximum and has not graduated is dismissed.

Rate of Progress Toward Graduation

Credit toward graduation must be earned at a rate that ensures successful program completion within the allowable maximum. The rate of progress is the ratio of credit hours passed to credit hours attempted and is assessed after every second semester in the current program. Although accommodation is made for early semester students, a student must ultimately pass at least two-thirds of the attempted credit hours. A student who fails to maintain the minimum rate of progress is dismissed.

Requirements While on Academic Probation/Reinstatement
At the end of a student's probationary/reinstatement semester, the student a) is dismissed, b) remains on probation/reinstatement for one additional semester or c) returns to good standing. General requirements follow. However, a student who is not in good standing should review all requirements carefully with the Academic Department.

a) The student is dismissed if any of the following occurred:

- The student withdrew from all courses during the semester.
- The student enrolled in non-GPA courses but did not pass them all.
- The student completed GPA courses, but the TGPA was below 2.00.
- The student did not meet maximum coursework or rate of progress standards.

b) The student remains on probation/reinstatement for one additional semester if maximum coursework and rate of progress standards were met, and the CGPA was below 2.00, and any of the following occurred:

- The student enrolled in GPA courses only, and the TGPA was at least 2.00.
- The student enrolled in non-GPA courses only and passed them all.
- The student enrolled in both GPA and non-GPA courses, passed all non-GPA courses, and the TGPA for any completed GPA courses was at least 2.00.

  At the end of the second probationary/reinstatement semester, the student is dismissed if any of the following occurred:

- The student withdrew from all courses during the semester.
- The student enrolled in non-GPA courses but did not pass them all.
- The CGPA was below 2.00.
- The student did not meet maximum coursework or rate of progress standards.

  Otherwise, the student returns to good standing.

c) The student returns to good standing if all the following occurred:

- The student completed the semester.
- The student passed all non-GPA courses attempted during the semester.
- The student's CGPA and TGPA were at least 2.00.
- The student met maximum coursework and rate of progress standards.

Effect of Incompletes
A grade of I is considered equivalent to a grade of F until resolved.

Multiple Attempts
A student may not attempt a course more than twice without permission from the appropriate academic administrator.

Academic Appeal/Petition
A student who has been dismissed for failing to meet standards of academic progress may appeal the action by submitting a written petition to the appropriate academic administrator prior to the end of registration. The petition must explain the verifiable mitigating circumstances that contributed to poor academic performance, show how the circumstances have been overcome, provide any required documentation and present a realistic plan for meeting requirements to return to good standing.

If the petition is approved, the student may enroll for the current semester under reinstatement conditions specified by the Academic Department. Failure to meet the specified conditions results in a second dismissal, and further reinstatement is not normally approved.

Denied petitions may be presented to the dean of academic affairs or academic review committee for additional review.

If a reinstatement petition is not completed within three semesters after dismissal, the student must request readmission through standard admission procedures in addition to submitting a petition to the academic administrator.

Curriculum Transfer During Probation/Dismissal
A student on probation in one curriculum who transfers to another curriculum enters the new program on probation.

A student dismissed from one curriculum who wishes to transfer to another curriculum must appeal for reinstatement to the academic administrator of the intended program. If reinstated, the student must meet specified reinstatement conditions.

Academic status for a student who transferred to a second curriculum but then returns to the original curriculum is based on performance in all enrolled terms and coursework applicable to the original curriculum.

Student Advising

Students are encouraged to consult a student services advisor about matters related to career plans, professional services and leisure activities.

Prior to registration, applicants can seek advice through the Admissions Office, the new student coordinator or the appropriate academic administrator. Students are encouraged to consult first with faculty if they are having problems with coursework and then, if necessary, with the appropriate academic administrator. Tutoring assistance is available for students who request it.

Class Size

Site-based classes generally range from 10 to 40 students. Online class size is generally limited to 30 students. Class size varies by location and course.

Course Loads

Students in good standing may register for up to 10 semester-credit hours per session. Students wishing to enroll for more semester-credit hours may do so with permission of the appropriate academic administrator. Students whose academic histories indicate academic difficulties may be denied permission to take extra semester-credit hours or may be required to take a reduced academic load.

Labs

Labs at locations with specialized labs are accessible at scheduled times during instructional hours and may be available after classes or in open lab sessions. Students may use labs during unscheduled hours, but they must obtain permission from an appropriate staff member before doing so.

Electronics lab facilities include work spaces for basic electronics experiments. Each work space has an oscilloscope, signal generator, multimeter and power supply. Advanced labs are equipped to support coursework in digital circuits, digital computers, microprocessors, communication systems, industrial electronics and control systems. A physics lab offers additional equipment.

Computer lab facilities include networked PC-compatible computers. Local area networks (LANs) provide access to a wide range of applications software and services such as database, web and other program development environments.

Telecommunications and network lab facilities include a telecommunications environment, allowing demonstration and testing of analog, digital and fiber optic communications. In addition, a LAN provides an environment for configuration, analysis and troubleshooting, and internetworking facilities demonstrate elements of a wide area network (WAN) environment.

Library

Some DeVry locations offer library facilities, which foster independent learning skills by offering information and assistance for focused and general research, and providing an ideal environment for individual study. Resources include technical and business journals, print and electronic books, online databases, Internet and web access, and a variety of focused electronic and print-based reference resources to support classroom and lab learning. DeVry libraries also extend the range of research assistance by providing remote access to resources, interlibrary loan services and links with regional library networks. Professional librarians are available in the library, by telephone or online for research and reference assistance.

DeVry alumni may also use library resources and may, at the discretion of the library director and other school administrators, be granted borrowing privileges.

Online Library Resources and Research Services

DeVry University maintains an array of online resources, including e-books, periodical and technical information databases, reference services and online tutorials in research strategies. Databases include thousands of journal titles in full-text or full-image.

In addition to the print books available onsite or via express mail as interlibrary loans, e-books can be accessed through several services. E-books can be keyword searched or checked out, and single pages from the texts can be printed. Also accessible is DeVry's online system-wide catalog, Voyager, which facilitates access to books and audiovisual resources from either the library or remote locations. Materials are available to all members of the DeVry community and are sent via mail or express post. This leverages the collection of the DeVry library system and allows for more rapid receipt of materials than traditional interlibrary loan. All constituent libraries also participate in these interlibrary loan activities via library consortia, expanding DeVry's reach into the largest library collection in the world.

Registration and Course Scheduling

Students must select all courses and have all financial and academic obligations to the school resolved prior to the close of registration (the end of the first week of class) each semester. Students seeking to delete session-based courses from their schedules must obtain permission to do so from an academic administrator by the end of the second week of the session.

Withdrawal from a Course

After classes begin, students may withdraw from a course by submitting an official course withdrawal form to an academic administrator. Withdrawal from a lecture course with a required lab constitutes withdrawal from both lecture and lab.

Graduation Requirements

Students must achieve a CGPA of at least 2.00 and satisfactorily complete all curriculum requirements to graduate. Graduation is not permitted if the best recorded grade for a required course is F or I, or the designator W or U. Transfer and proficiency credit fulfill graduation requirements.

To graduate, students must earn at least 25 percent of their programs' required credit hours or a minimum of 30 semester-credit hours, whichever is greater, through coursework completed at DeVry. Higher program-specific requirements may be imposed for internal or external transfer students. Graduation candidates must fulfill all financial obligations to DeVry at least 30 days before commencement.

NOTE: Prior to graduation, students must complete an exit interview with a student finance advisor. Interview dates and times are provided to all graduating students.

Pursuit of a Second Degree

Students who wish to pursue a second DeVry degree must complete an approved course of study that meets the combined requirements of both degrees. In addition, if both degrees are at the baccalaureate level, the course of study must contain at least 30 semester-credit hours beyond the length of the longer of the two programs. If both degrees are at the associate level, the course of study must contain at least 20 semester-credit hours beyond the length of the longer of the two programs.

Interruption of Study/Withdrawal

Students who must interrupt studies during a term or who defer starting the next term must follow the school's official withdrawal procedure. Students who cannot complete required procedures in person should contact an academic administrator as soon as possible.

Resumption of Study

Students who resume after an interruption of studies should note that course availability may vary by term. Because program requirements may change periodically, an academic administrator will assess resuming students' academic records to determine whether an alternate plan of study is required. Alternate plans may result in additional coursework requirements and tuition obligations.

Resuming students who have missed at least three complete semesters must request readmission through standard admission procedures. Those who have missed fewer than three semesters must sign an enrollment agreement addendum. All students must be current in their financial obligations to DeVry prior to resuming.

Internal Transfers

All students intending to transfer from one program and/or DeVry location to another must:

- Apply for permission to transfer.
- Meet all admission requirements of the intended program and location.
- Meet all graduation requirements for the intended program and location in order to graduate.

Program Transfers

Students planning to transfer from one program to another at the same DeVry location must apply to do so with the academic administrator of the new program prior to the close of registration. These students may be required to sign an enrollment agreement addendum before beginning classes in the new program. All previous coursework is evaluated for applicability to the new program.

Location Transfers

Students seeking to transfer from one DeVry location to another must file a request to do so with the transfer coordinator at the current site by the end of week 10 of the term before the intended transfer. Transfers are permitted between semesters only. All grades and credits earned at any DeVry location carry forward to the new site and are evaluated for applicability at that location.

Students transferring locations must fulfill their financial obligations to the locations from which they are transferring before transfers are granted. These students must sign an enrollment agreement addendum before beginning classes at the new location. Students on academic or disciplinary probation remain on probation after the transfer. Those ineligible to continue at the current location because of academic or financial dismissal, or disciplinary suspension or expulsion, may not transfer.

Students considering a transfer within the DeVry system should be aware that hardware, software and other differences exist among DeVry courses and labs system-wide. Specific transfer requirements are available from transfer coordinators.

Transfers to Other Educational Institutions

DeVry students and graduates should note that other educational institutions have full discretion as to which credits are transferable.

NOTE: DeVry's CARD-205, COLL-148 and HUMN-232 courses are specifically tailored to meet the needs of DeVry students; credits earned in these courses may not transfer in full to other institutions.

Tuition & Expenses

Tuition

A $50 application fee ($25 where state law requires) must accompany the application. The first semester's tuition or first payment on DeVry's interest-bearing installment loan program must be paid before the student starts classes. Tuition and fees for subsequent terms must be paid in advance of each term. Payment may be made by cash, check, credit card or third-party financing (including financial aid). See *Financial Assistance* for more information on payment options.

For tuition and refund purposes, the term of attendance is defined as the actual number of complete or partial semesters a student has attended DeVry. Thus, the initial term of attendance, regardless of program or course level, is considered the first term. Students returning to DeVry after having missed three or more semester registrations must reapply and sign a new enrollment agreement. A second application fee is not required.

DeVry reserves the right to increase tuition rates at any time; however, any increase will be announced at least 90 days before the beginning of the effective term. Oregon tuition will not be increased more than once in an academic year.

DeVry reserves the right to change students' enrollment status (site-based vs. online), based on their cumulative enrollment in site-based and online courses. Students whose status changes to online are charged the prevailing online tuition rate. See *tuition chart*.

Tuition Effective July 2009

Tuition charges are calculated each semester per semester-credit hours enrolled. Within each semester, hours 1-11 are charged at one credit hour rate; hours 12 and above are charged at a lower rate. Hourly rates are noted in the tuition charts and vary by program and by location.

NOTE: Students may participate in one DeVry-based scholarship or tuition benefit program only. Those who qualify for more than one program will be presumed to accept the program with the highest reduction in by-semester cost. Students who qualify for and prefer a different scholarship or tuition benefit program must confirm, in writing, the alternate program in which they wish to participate prior to starting classes at DeVry.

Military Tuition Effective July 2009

U.S. military personnel serving in any of the five branches of the U.S. Armed Forces (including National Guard and Reserves), and their spouses, are eligible for DeVry's military pricing. Charges are:

- $280 per semester-credit hour for students enrolled in the Electronics & Computer Technology (ECT) program that employs a laptop computer.
- $260 per semester-credit hour for students enrolled in programs other than ECT at sites that employ a laptop computer.
- $250 per semester-credit hour for all other students eligible for the military rate.

The application fee is waived for these individuals. Textbooks, course materials and other fees are charged at the standard rate. Additional information and requirements are available from DeVry admissions advisors.

Alumni Tuition Effective July 2009

Alumni who hold a DeVry University bachelor's and/or master's degree may take advantage of the opportunity to enroll in as many as 24 semester-credit hours of undergraduate coursework on a space-available basis for a reduced tuition rate of $465 per credit hour, regardless of course load. This benefit does not apply to graduate coursework.

Expenses

Insurance: All full-time students (those enrolled for 12 or more credit hours) must enroll annually in the group accident and sickness insurance plan unless otherwise insured. (Insurance is optional for students enrolled in Minnesota.) Coverage is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Plan I provides student-only coverage at an annual nonrefundable premium of $170, which is added to students' fees and may be financed through DeVry's interest-bearing installment loan program. Optional coverage for students' spouses and/or children (Plan II) is available, as is an increased benefit option. Up to $170 of Plan II's premium may be financed through DeVry's interest-bearing installment loan program. Rates and policy periods are subject to change each fall term.

Visit www.srstudentcenter.com for detailed enrollment information; further information is available from DeVry staff members.

Students enrolled through DeVry Online and who reside in the United States may take advantage of this insurance; however, they are not obligated to do so. Students residing outside the United States are not eligible for this insurance.

Late Preregistration: Continuing students are subject to a $25 late preregistration fee if they do not settle financial arrangements during the preregistration period prior to the new term.

Late Registration: A $50 charge may be assessed to continuing, resuming and transferring students who fail to register before the end of the designated registration period.

Make-Up Examination: A $20 fee is charged per make-up examination.

Nonsufficient Funds Check: A fee not to exceed $25 is charged for each check returned for any reason.

Parking: To park in school parking lots at some DeVry locations, students may be charged a nonrefundable parking fee not to exceed $60 per vehicle, per semester. See the Student Services Office for details. (Students attending the Arlington, Virginia, campus are subsidized for a portion of costs associated with parking in the designated garage; the parking fee does not apply to students attending DeVry in Long Island City.) Vehicles not authorized for parking may be towed.

Proficiency Test: A charge of $5 per credit hour is assessed for proficiency tests.

Student Services: A charge of $20 per session is assessed.

Textbooks, Supplies and Specialized Equipment – Site-Based Students: Costs for textbooks and supplies vary by program and typically range from $340 to $970 per semester for full-time students. For full-time students in the Computer Engineering Technology program, textbooks and supplies typically range from $285 to $1,190. For full-time students in the Electronics Engineering Technology program, textbooks and supplies typically range from $285 to $1,515 per semester. Costs are subject to change based on publishers' prices. Textbooks may be purchased at the school bookstore or from an outside source, but they must be those specified by DeVry. Some courses require electronic course materials, which may include tutorials, simulations, study guides, electronic versions of textbooks and other interactive study material. Students enrolled in these courses will be charged for the electronic materials; charges are nonrefundable after the add/drop period. If electronic versions of textbooks are included, hard-copy textbooks are no longer required for these courses but may be purchased for an additional cost. Technology and software supplies must be those specified by DeVry.

New students at certain locations (see tuition charts) must have a laptop computer meeting DeVry's specifications (see www.devry.edu/whydevry/online_options_technical_specs.jsp) for use in their courses. Laptops may be purchased from an outside source, or from DeVry's vendor partner, who provides a discount to DeVry students. Costs are set by the manufacturer and are subject to change. Current discounted laptop costs are listed below, by program.

- $640: Accounting, Biomedical Engineering Technology, Business Administration, Computer Engineering Technology, Computer Information Systems, Electronics & Computer Technology, Electronics Engineering Technology, Health Information Technology, Multimedia Design & Development, Network & Communications Management, Network Systems Administration, Technical Management, Web Graphic Design
- $1,345: Game & Simulation Programming

Textbooks, Supplies and Specialized Equipment – Online Students: Costs for textbooks, supplies and any required specialized equipment vary by program and typically range from $220 to $540 per semester for full-time students. Costs are subject to change based on publishers'/suppliers' prices. Applicable taxes and shipping fees apply.

For full-time students in the following programs, average per-semester costs for textbooks and supplies are:

- Computer Engineering Technology: $1,065
- Electronics & Computer Technology: $850
- Electronics Engineering Technology: $1,145

Most courses with the ECT and ECET designators (and certain alternate courses) include an $80 per course equipment charge. The average per-semester costs for textbooks and supplies noted above include this equipment charge. Further information is available from the student services advisor.

Students in the programs above should note that costs are substantially higher in semesters when purchase of specialized electronics equipment is required (typically semesters one and four).

Required textbooks may be purchased through the online bookstore or from an outside source but must be those specified by DeVry. Required specialized equipment is available for purchase through DeVry. Some courses require electronic course materials, which may include tutorials, simulations, study guides, electronic versions of textbooks and other interactive study material. Students enrolled in these courses will be charged for the electronic materials; charges are nonrefundable after the add/drop period. If electronic versions of textbooks are included, hard-copy textbooks are no longer required but may be purchased for an additional cost.

Withdrawal: Students who do not formally withdraw may be charged $25.

NOTE: DeVry receives administrative and service fees from the supplier of graduation regalia and uses these fees to cover student activities costs including graduation expenses. DeVry also receives administrative and service fees from textbook suppliers and bookstore operations and uses these fees to cover expenses associated with selecting and ordering textbooks and e-learning materials, and operating costs associated with providing bookstore space.

NOTE: DeVry reserves the right to change fees and charges at any time without notice.

Failure to Fulfill Financial Obligations

Enrollment for a subsequent term may be denied to students who fail to fulfill their financial obligations. In addition, no diploma or transcript is released to a student with outstanding financial obligations to DeVry. A student may be dismissed for failing to pay tuition, student plan housing fees, federal student loans or other charges. Career services assistance may also be withheld. In all cases, a student remains responsible for tuition and other charges incurred, in accordance with DeVry's cancellation and refund policy.

Semester Tuition Effective July 2009: Group I

Arizona: Mesa, Phoenix
California: Alhambra, Bakersfield, Colton, Elk Grove, Fresno, Irvine, Long Beach, Palmdale, Pomona, San Diego, Sherman Oaks*
Colorado: Colorado Springs, Greenwood Village, Westminster
Florida: Ft. Lauderdale, Jacksonville, Miami, Miramar, Orlando, Tampa
Georgia: Alpharetta, Atlanta, Decatur, Duluth, Stockbridge
Illinois: Addison, Chicago, Elgin, Gurnee, Naperville, Oakbrook Terrace, Tinley Park
Indiana: Indianapolis, Merrillville
Kentucky: Louisville
Maryland: Bethesda
Minnesota: Edina, St. Louis Park
Missouri: Kansas City, St. Louis
Nevada: Henderson
North Carolina: Charlotte, Morrisville
Ohio: Cincinnati, Columbus, Dayton, Seven Hills
Oklahoma: Oklahoma City
Oregon: Portland
Pennsylvania: Pittsburgh
Tennessee: Memphis, Nashville
Texas: Austin, Ft. Worth, Houston, Irving, Richardson, San Antonio
Utah: Sandy
Virginia: Arlington*, Chesapeake, Manassas
Wisconsin: Milwaukee, Waukesha

Program[1]	Total Credit Hours	Tuition Per Credit: Hours 1-11	Tuition Per Credit: Hours 12 and Above	Total Cost[2]
Accounting	65	$550	$330	$31,180
Biomedical Engineering Technology	139	$550	$330	$67,700
Business Administration	124	$550	$330	$60,330
Computer Engineering Technology	139	$550	$330	$67,700
Computer Information Systems	124	$550	$330	$60,330
Computer Information Systems with Laptop (Ft. Lauderdale, Houston, Jacksonville, Miami, Miramar, Orlando, Portland, San Antonio, Tampa only)	124	$565	$335	$61,830
Electronics & Computer Technology with Laptop	71	$570	$340	$36,840
Electronics & Computer Technology (Sherman Oaks only)	71	$550	$330	$35,580
Electronics Engineering Technology	139	$550	$330	$67,700
Game & Simulation Programming	127	$550	$330	$61,320
Health Information Technology	67	$550	$330	$31,840
Multimedia Design & Development	122	$550	$330	$59,670
Network & Communications Management	124	$550	$330	$60,330
Network Systems Administration	67	$550	$330	$34,260
Technical Management	122	$550	$330	$59,670
Web Graphic Design	67	$550	$330	$34,260

* *New students at this location are required to have a laptop computer for use in their courses that meets DeVry's specifications, found at www.devry.edu/whydevry/online_options_technical_specs.jsp. For additional information, see Textbooks, Supplies and Specialized Equipment – Site-Based Students.*

[1] *Program availability varies by location.*

[2] *at current tuition rates, credit hours shown and full-time attendance; includes application fee; total program costs may vary according to electives and optional courses offered, part-time scheduling, transfer and proficiency credits accepted/awarded, etc.*

Semester Tuition Effective July 2009: Online and Group II

Online
California: Daly City, Fremont, San Jose
New York: Long Island City
Pennsylvania: Chesterbrook, Ft. Washington, Philadelphia
Washington: Bellevue, Federal Way

Program[1]	Total Credit Hours	Tuition Per Credit: Hours 1-11	Tuition Per Credit: Hours 12 and Above	Total Cost[2]
Accounting	65	$575	$345	$32,595
Biomedical Engineering Technology[3]	139	$575	$345	$70,775
Business Administration	124	$575	$345	$63,070
Computer Engineering Technology	139	$575	$345	$70,775
Computer Information Systems	124	$575	$345	$63,070
Computer Information Systems (Bellevue, Chesterbrook, Federal Way, Ft. Washington, Philadelphia only)	124	$580	$350	$63,690
Electronics & Computer Technology with Laptop	71	$595	$355	$38,455
Electronics & Computer Technology (Online only)	71	$575	$345	$37,195
Electronics Engineering Technology	139	$575	$345	$70,775
Game & Simulation Programming	127	$575	$345	$64,105
Health Information Technology	67	$575	$345	$33,285
Multimedia Design & Development	122	$575	$345	$62,380
Network & Communications Management	124	$575	$345	$63,070
Network Systems Administration	67	$575	$345	$35,815
Technical Management	122	$575	$345	$62,380
Web Graphic Design	67	$575	$345	$35,815

[1] *program availability varies by location; not all programs available online; tuition for Canadian residents completing coursework through DeVry Online (U.S.) is CDN $575/$345*

[2] *at current tuition rates, credit hours shown and full-time attendance; includes application fee; total program costs may vary according to electives and optional courses offered, part-time scheduling, transfer and proficiency credits accepted/awarded, etc.*

[3] *Biomedical Technology in New York*

Financial Assistance

DeVry helps students develop plans for financing their education through a combination of financial assistance programs (if eligible), family contributions, employer tuition reimbursement (when available) and DeVry's interest-bearing installment loan program.

The first step in qualifying for these programs is completing and filing the Free Application for Federal Student Aid (FAFSA), which serves as an application for all federal – and most state – student aid programs. The FAFSA can be filed electronically by going to http://fafsa.ed.gov. It should be filed within two weeks of application for admission and must be refiled each year. Prompt return assures consideration for maximum available financial aid.

FAFSA information is used to determine the expected family contribution (EFC), and eligibility for federal and state financial aid. Financial aid eligibility is calculated by subtracting the EFC from the total estimated educational expenses.

Assistance packages are developed using information from the FAFSA and any supplemental documents. The foundation for all assistance packages is contributions from student and family income and assets. DeVry provides students with award letters indicating the amount of financial aid for which they may be eligible, sources from which the aid may be received, as well as approval of their DeVry interest-bearing installment loan program agreement.

The timing of financial aid disbursements is dependent on specific program requirements. The following requirements must be met in order for awards to be disbursed:

- All paperwork required to process awards, including promissory notes and verification and residency documents, must be submitted.
- Students must be enrolled in class.
- First-time borrowers at DeVry must complete loan entrance counseling.
- Official transcripts for students transferring to DeVry must be submitted to the registrar's office.

In general, disbursements occur on Monday, Wednesday and Friday each week. Disbursements begin the first week of scheduled courses each semester or session.

Reinstated and readmitted students may be considered for financial aid if they meet all eligibility requirements.

DeVry complies with all applicable state and federal equal credit opportunity laws; however, DeVry does not guarantee financial assistance or credit to any student.

Financial Aid Information Verification

The federal government requires DeVry to verify the accuracy of information on some federal student aid applications. Selected applicants must submit requested documentation before awarded aid is disbursed. Students and their parents may be required to submit a copy of their prior-year federal income tax returns and additional household information. Other documents may also be required. If information on any of the documents conflicts with what was reported on the application, students may be required to provide additional information to resolve the conflict. Failure to do so will result in loss or nonreceipt of aid.

Federal Student Aid Programs

There are three categories of federal financial assistance:

- **Grants:** aid that does not need to be repaid
- **Loans:** aid that must be repaid, but generally not until students have graduated or stopped attending school
- **Federal Work-Study:** wage subsidy for part-time education-related, or student or community service, employment

Students are eligible for aid if they:

- Are enrolled as regular students in an eligible program.
- Are U.S. citizens or eligible noncitizens.
- Demonstrate financial need.
- Make satisfactory academic progress toward completing their program.
- Are not in default on a Federal Perkins/NDSL, Federal Stafford/FFEL, Federal SLS, Income Contingent Loan or Federal PLUS Loan received at any institution.
- Do not owe refunds on a Federal Pell Grant, FSEOG, Academic Competitiveness Grant, National SMART Grant or State Student Incentive Grant received at any institution.

To help students pay for post-secondary education, the U.S. Department of Education offers seven primary federal financial aid programs. DeVry is eligible to participate in all seven, which are outlined below. More information on these programs is available from the Student Finance Office or at DeVry's web site at http://finance.devry.edu.

Applicants who are incarcerated, and students who become incarcerated, must immediately report this information to the Student Finance Office.

Federal Pell Grants

Federal Pell Grants help fund post-secondary education for undergraduate students who have not previously earned bachelor's degrees. For many students, these grants provide a foundation of financial aid to which aid from other sources may be added. The maximum grant for the 2008-2009 award year is $4,731. Full-time students receive a maximum payment of $2,365 per semester. Students attending less than full time receive a pro rata adjusted payment according to their enrollment status.

Federal Academic Competitiveness Grants
Academic Competitiveness Grants are available to first-year ($750 per academic year) and second-year ($1,300 per academic year) students who complete a rigorous high school curriculum. First-year students must have graduated high school after January 1, 2006; second-year recipients must have graduated high school after January 1, 2005, and must maintain a minimum 3.00 cumulative GPA. Students must be U.S. citizens, Pell Grant recipients and enrolled full time in a degree-seeking program.

National Science and Mathematics Access to Retain Talent Grants
SMART Grant recipients can receive up to $4,000 per academic year. To qualify for a SMART Grant a student must be a U.S. citizen, Pell Grant recipient, a third- or fourth-year student, and enrolled full time in one of the following programs: Biomedical Engineering Technology, Computer Engineering Technology, Computer Information Systems, Electronics Engineering Technology, Game & Simulation Programming, Multimedia Design & Development, or Network & Communications Management. SMART Grant recipients must maintain at least a 3.00 cumulative GPA.

Federal Supplemental Educational Opportunity Grants
FSEOGs provide supplemental funds to undergraduate students with exceptional need, with priority given to Federal Pell Grant recipients. Exceptional need is defined as the lowest EFC per federal need analysis methodology. Because FSEOG funds are limited, students should apply for these grants as early as possible.

Federal Work-Study
FWS enables students who demonstrate financial need to earn a portion of their educational expenses. Students earn at least the current hourly minimum wage by working at the school or for nonprofit agencies or for-profit businesses. DeVry helps eligible students locate jobs; certain restrictions apply. Unlike traditional sources of income, FWS earnings are exempt from the subsequent year's EFC calculations. Students must complete the FAFSA to be considered for FWS funds.

Federal Perkins Loans
Students who demonstrate financial need may apply for Federal Perkins Loans. Loan amounts are determined according to a student's need, cumulative borrowing and institutional funding. The interest rate on these loans is 5 percent, and repayment begins nine months after borrowers cease to be enrolled at least half time. The minimum monthly payment is $40, and the total debt must be repaid within 10 years. Federal Perkins funds are awarded according to institutional need-based criteria.

Federal Family Educational Loans – Federal Stafford and Federal PLUS Loans
Loans through the FFEL program are obtained from a private lender such as a bank, credit union or student loan company.

Federal Stafford Loans
Students who demonstrate financial need qualify for a subsidy of the Stafford Loan interest while in school, and for the first six months after leaving school or dropping below half-time. The amount of the loan that may be subsidized is limited to the lesser of their demonstrated financial need or the academic year maximum. Students who demonstrate financial need below the academic year maximum may also borrow through this program; however, they are responsible for the interest on the amount borrowed in excess of demonstrated need.

Full-time undergraduate students may borrow a maximum of $3,500 for the first complete academic year (two semesters), $4,500 for the second complete academic year and $5,500 per academic year after they have completed their second year of study. The amount borrowed for undergraduate study may not exceed $23,000. Students begin repaying the loan six months after ceasing to be enrolled at least half time. The interest rate for loans originated after July 1, 2008, is fixed at 6 percent for subsidized loans and 6.8 percent for unsubsidized loans. Monthly payments are based on aggregate borrowing, though the minimum monthly payment is $50. Repayment is usually completed within 10 years. Students who leave school or drop below half-time status are contacted by their lenders to establish repayment schedules.

Independent students may borrow an additional $4,000 per academic year in unsubsidized Stafford Loans for each of the first two academic years and a maximum of $5,000 per academic year after completing the second academic year.

Students must notify DeVry's Student Finance Office and their lender of a change in local or permanent address.

Federal PLUS Loans (Parent Loans)
These loans allow parents of students who are dependent by federal definition to borrow a maximum of educational costs less financial aid per academic year (two semesters). The interest rate for loans originated after July 1, 2008, is fixed at 8.5 percent. Repayment begins within 60 days after the loan is fully disbursed.

State-Funded Programs

In addition to federal financial assistance, state grant and scholarship programs may be available, providing funding to students who demonstrate financial need or who have successfully achieved certain academic qualifications. Typically, state grant recipients must attend an institution in their home state, and they or their parents must have resided in the state for a period of time. Proof of residency is usually required.

Non-Federal Student Loans

Many FFEL lenders also offer private loans to students to supplement their federal financial aid. Such loans are not subject to federal student loan rules. Terms of repayment, including interest rates, vary by loan. Lenders perform a credit check and determine a loan applicant's creditworthiness before approving these loans. In some cases, a loan applicant may be required to obtain a creditworthy cosigner before a loan will be approved. In most cases, having a cosigner will help improve the terms of loan (i.e., lower the interest rate and any fees charged to the loan). Additional information and application assistance are available from the Student Finance Office.

AmeriCorps

Education awards earned through service in AmeriCorps, a program enabling Americans to perform community service in local projects, may be used to help pay educational costs. These awards also may be used to repay educational loans. Students may work on AmeriCorps-approved projects either full or part time, before, during or after attending a post-secondary institution. Further information is available via www.americorps.org.

Veterans Benefits

Students who may qualify for veterans educational benefits should notify their DeVry admissions advisor and meet with the school's veterans benefits coordinator regarding eligibility as far in advance of their scheduled class start date as possible.

NOTE: In Washington, selected programs of study at DeVry University are approved by the Workforce Training and Education Coordinating Board's State Approving Agency (WTECB/SAA) for enrollment of those eligible to receive benefits under Title 38 and Title 10, USC.

Employer Tuition Reimbursement

Some students may be eligible for employer tuition reimbursement benefits. Students should contact their work supervisor or human resources department to determine whether tuition reimbursement is available.

Tuition reimbursement does not eliminate students' responsibility to pay tuition before the start of each term.

DeVry Interest-Bearing Installment Loan Program

DeVry University's interest-bearing installment loan program is available to students as a source for paying for tuition, books and any required electronic materials.

DeVry's interest-bearing installment loan program provides students with a monthly payment plan that is developed using students' expected enrollment and financial assistance funding.

The first monthly installment loan payment is due at registration. Delinquent payments may result in loss of borrowing privileges and registration holds. Any installment loan balance owed when a student leaves DeVry must be repaid to DeVry within 12 months of the date attendance ceased, in accordance with terms of DeVry's interest-bearing installment loan program agreement.

Some students may also be able to take advantage of an additional interest-bearing installment loan program option – the deferred payment plan. Under this plan, students can defer payment on all charges for the session for 12 weeks – until the midpoint of the subsequent session. At that time, payment is due in full for that session. To qualify, students must submit a tuition-reimbursement statement from their employer. Further information is available from a student finance advisor. Failure to make scheduled payments may result in dismissal from class. Finance charges accrue each month on any unpaid balance under the deferred payment plan. Students interested in the deferred payment plan should compare costs of this plan with a more traditional plan that includes a subsidized Stafford Loan.

Failure to submit required financial aid paperwork or interest-bearing installment loan program payments within the required time period may result in termination of the agreement, with the balance due immediately.

Scholarships

NOTE: Students may participate in one DeVry-based scholarship or tuition benefit program only. Those who qualify for more than one program will be presumed to accept the program with the highest reduction in by-semester cost. Students who qualify for and prefer a different scholarship or tuition benefit program must confirm, in writing, the alternate program in which they wish to participate prior to starting classes at DeVry.

DeVry's scholarship program consists of five types of awards ranging in value from $1,000 to $1,500 per semester. Graduating high school seniors and community college students may apply for scholarships during the admissions process and should work with their educational/admissions advisor to do so. DeVry offers the following types of scholarships:

- Banco Popular Dream Scholarship
- Cisco Networking Academy Scholarship
- Community College Scholarship
- Community Scholar Award
- Dean's Scholarship

Additional information is available from DeVry admissions advisors, high school counselors, college transfer coordinators, counseling offices, DeVry student finance advisors and www.devry.edu/scholarships.

High School and Community College Scholarship Criteria
In addition to meeting the criteria outlined for each award, a student must meet all the following criteria in order to qualify for a DeVry scholarship. Additional criteria may be required as well.

- A student must have applied for admission to a full-time degree program at a DeVry location in North America.
- A student must have met DeVry entrance requirements.
- A student must be a U.S. citizen or a permanent resident.
- A student must begin his or her studies at DeVry within one calendar year of graduating from high school or community college, or within one year of earning a state-issued GED certificate, depending on type of scholarship. Community college students must graduate from a regionally accredited or public two-year college.
- A scholarship recipient must attend DeVry in the country in which he or she is a citizen or permanent resident.
- A scholarship recipient is responsible for all other educational expenses.

All scholarship recipients are responsible for their own books, supplies and living expenses. In addition, they must apply for federal and state scholarships/grants, which will be applied before DeVry scholarship monies are disbursed.

Scholarship recipients are expected to attend full time, perform at a high level and progress in a timely manner toward completing their programs. To retain scholarship eligibility, recipients must remain in good academic standing and must meet additional conditions outlined in the scholarship terms and conditions sent to scholarship winners.

NOTE: Scholarship availability is limited. Additional conditions may apply. Eligibility conditions for scholarships are subject to change. Total amount of scholarship money awarded may vary.

Other Opportunities

Passport2College
DeVry waives tuition for qualified high school juniors and seniors who take courses at select DeVry locations.

Educator Fellowships
Full-time faculty and academic administrators at elementary, middle, junior high and high schools; regionally accredited public community and junior colleges; and regionally accredited not-for-profit four-year colleges/universities are eligible for DeVry's educator fellowships. Undergraduate- or graduate-level coursework can be completed onsite and online. Fellowship applications must be submitted prior to starting classes. Details are available from DeVry admissions advisors. Fellowship terms and conditions are subject to change.

Cancellations & Refunds

Applicants who do not achieve a satisfactory score on DeVry's placement examination(s) are denied admission, notified in writing and receive a refund of prepaid tuition upon written request.

Applicants may cancel their enrollment without penalty prior to midnight of the tenth business day after the date of transaction or acceptance (cancellation period). After the cancellation period, the $50 application fee is not refunded. The deadline is extended to 30 days after the original class start date if the applicant does not start at that time.

A student who cannot start on the original class start date must notify the director of admissions or new student coordinator. If the student starts classes within three semesters of the original start date, a second application fee is not required. After this period, a new enrollment agreement must be signed and accompanied by required fees.

A student who does not report for class may request a refund of any monies paid to DeVry over and above the application fee, or as required by applicable state and/or federal regulations. Refunds on texts and supplies purchased through the school bookstore are made in accordance with the store's return/refund policy.

A student planning to attend a California site who has not visited the school prior to enrolling may withdraw without penalty within three days following the regularly scheduled orientation procedures or following a tour of the school and an inspection of equipment.

To withdraw from school after attending classes, a student must notify the designated official according to the policy in the student handbook. A student who does not follow this procedure is assessed a $25 fee. Withdrawal is complete when the designated official has been notified. Students who withdraw are responsible for all outstanding financial obligations. In addition, those receiving federal student loans must complete an exit interview with a student finance staff member prior to withdrawing.

Students enrolled in session-based courses must effect schedule changes by the end of the first week of a session to receive a tuition adjustment. Students enrolled in semester-length courses who effect schedule changes during add/drop periods (before the end of the first week of a semester for course adds, and before the end of the second week of a semester for course drops) receive a tuition adjustment only if their hours change to a different tuition category. No tuition adjustments are made after the add/drop periods, noted above.

Regarding cancellations, any prepaid fees or tuition are refunded unless the student transfers to another DeVry location.

In compliance with applicable requirements, DeVry issues refunds to students who completely withdraw from all classes prior to completing a period of enrollment. A period of enrollment is defined as a semester or any discrete portion of a semester (session) in which classes do not overlap. Refund calculations are based on week of withdrawal, the policy of the state in which the student is attending and the policy of the student's original state of residence. Of the amounts calculated, the one most favorable to the student is the refund issued. In all cases, policies are applied to tuition charged for the period of enrollment. Students taking session and semester classes concurrently receive the session refund if they withdraw during session A and the semester refund if they withdraw during session B. Examples of refund calculations are available from the Student Finance Office.

Refunds are calculated according to the last documented date of attendance and issued within 30 days of the withdrawal notification date or the date DeVry determines the student is no longer enrolled, whichever is earlier.

DeVry Policy

At a minimum, refunds are calculated as follows:

	Percent Refund of Tuition Less Administrative Fee*	
Date of Withdrawal During:	**Semester**	**Session**
First Day of Scheduled Classes	100%	100%
Balance of Week 1	90%	90%
Week 2	75%	75%
Week 3	50%	25%
Week 4	50%	25%
Weeks 5-8	25%	0%
Weeks 9-15	0%	N/A

**The administrative fee is 5% of the tuition charges for the applicable period of enrollment or $150, whichever is less.*

California Policy

If notice of cancellation is made prior to or on the first day of instruction, the institution refunds 100 percent of the amount paid for institutional charges less a reasonable deposit or application fee, not to exceed $100.

Students who have completed 60 percent or less of the semester are entitled to a pro rata refund. The refund is calculated by: 1) deducting the registration fee from the tuition charged; 2) dividing this figure by the number of hours the student has scheduled for the term. The quotient is the hourly charge for

the semester. Student charges are derived by: 3) multiplying the total hours attended by the hourly charge and then adding the registration fee. The refund is any amount paid in excess of the student charges derived in 3) above.

The institution provides a written statement outlining its refund policy, together with examples of application of the policy, to each student prior to signing the enrollment agreement.

Georgia Policy

Students who have completed 50 percent or less of the semester are entitled to a refund as follows, or as required by applicable state or federal laws and regulations if more favorable to the student:

Withdrawal Period	Refund
Week 1	95%
Week 2	90%
Weeks 3-4	75%
Weeks 5-8	50%
Weeks 9-15	0%

Fees

Institutions that charge for fees, books and supplies which are in addition to tuition must refund any unused portion of the fees if a student withdraws before completing 50 percent of the period of enrollment except for:

- Items that were specially ordered for a particular student and cannot be used or sold to another student.
- Items that were returned in a condition that prevents them from being used by or sold to new students.
- Nonrefundable fees for goods and/or services provided by third-party vendors.

All Other States Policy

Students whose original state of residence is Arkansas, Indiana, Minnesota, Mississippi, Nevada, Oklahoma, Oregon, Utah, West Virginia or Wisconsin should refer to their enrollment agreement addendum for their state's minimum refund policy. In cases where the refund policy of one of these states differs from those shown above, students receive the most favorable refund. For students from all other states, the refund is calculated according to the DeVry policy and the policy of the state in which the student is attending. The student receives the most favorable refund.

Student Services

Career Services

Professionals across the DeVry system work diligently to help graduates attain positions in their career fields. Although DeVry cannot guarantee employment, the school's career services staff works diligently with graduates to guide and motivate them through the career search process. Staff members work with students on career planning, job interviewing and resume preparation.

In addition, DeVry's career services professionals maintain ongoing contact with local and national employers to keep abreast of employment needs and opportunities throughout the country, and share this information with students and graduates.

As graduation approaches, students are advised of career opportunities so employment interviews with various companies can be scheduled. In many cases, company representatives conduct interviews at DeVry. To maximize employment opportunities, students/graduates are highly encouraged to consider positions in other geographic markets where career-related opportunities may be concentrated.

Students are encouraged to start their career searches well in advance of graduation. Those who postpone an active career search should note that the level of career services assistance they receive might be less comprehensive. Students who impose employment restrictions, such as opting not to relocate, may similarly restrict their employment options.

After graduation, those not yet employed are expected to continue an active employment search while continuing to receive career assistance from DeVry.

The level of career services offered to international students/graduates varies and depends on employment opportunities permitted by the North American Free Trade Agreement and/or on students'/graduates' visas.

DeVry's career services are geared to the needs of students and prospective employers. Students' career efforts are supported by:

Employer Database
DeVry maintains an interactive employer database that contains information on thousands of North American companies. This database is available to students and alumni via the Internet and provides real-time access to current job leads, details on career events and other career-related information.

Career Fairs
Career fairs are held periodically to enable students to meet and talk with recruiters of DeVry graduates.

These and other services help support one of the strongest career services efforts in higher education.

NOTE: DeVry employees are not entitled to career services. DeVry's graduate employment statistics are available through the Admissions Office and via www.devry.edu/cservices.

Alumni Association

When students graduate they automatically become members of the DeVry Alumni Association, details on which are available at http://alumni.devry.edu. Graduates can also take advantage of DeVry's career assistance program, which helps alumni seeking new employment or careers. This service is available to graduates throughout their careers. Further information is available from DeVry's Career Services Offices.

Currently the association has more than 120,000 members and can be contacted at 800.497.1587 or via email at alumni@devry.edu.

Alumni Tuition Benefit
In today's rapidly changing business world, continuing education is a lifelong process. To this end, alumni who hold a DeVry University bachelor's and/or master's degree may take advantage of the opportunity to enroll in as many as 24 semester-credit hours of undergraduate coursework on a space-available basis for a reduced tuition rate. This benefit does not apply to graduate coursework. Details are available from the registrar or chief location administrator.

Housing

DeVry helps students secure living arrangements; however, formal housing assistance is not provided to online students or to those attending DeVry's Long Island City location. Three housing options may be available:

- **Private Apartments:** The Student Housing Office maintains a list of available apartments in the local area. A security deposit equal to the first month's rent is generally required in advance to reserve these apartments. A rental or credit history may also be required. Leasing terms are established between apartment complexes/owners and students.
- **Student Plan Housing:** Student plan housing provides convenient, affordable housing. Most DeVry locations offer this option by which apartments are secured and arranged for through DeVry. Students using this option submit a reservation fee and form to the Student Housing Office to secure a furnished, shared apartment, and all subsequent housing fees are paid to DeVry.
- **Private Rooms:** The Student Housing Office maintains a list of available private rooms in private residences. Accommodations vary. Leasing terms are established between property owners and students.

Approximate housing costs and other information are available in the housing information packet or from the Student Housing Office. Students who need help locating housing or who have problems related to living arrangements should contact the office.

DeVry is committed to a policy of nondiscrimination in housing, and all housing to which students are referred complies with this policy.

Part-Time-Employment Assistance

Most DeVry students work part time to help meet living expenses, and the Student Services Office assists currently enrolled students in finding part-time jobs. New students become eligible for this assistance on the first day of classes.

In addition, DeVry may help upper-term students find career-related part-time jobs through the cooperative education (co-op) program. Co-op positions are limited in number and are generally awarded to students with above average academic performance.

Because employment opportunities depend on local business conditions, DeVry cannot guarantee jobs. However, DeVry works aggressively to secure part-time-job leads and to refer students to these leads. Early-term students should not expect part-time jobs to be in curriculum-related areas.

Work schedules beyond 25 hours per week are not recommended. Part-time-employment assistance is not available to online students.

Bookstore

Textbooks, software and required supplies, such as parts and kits for lab projects, are available in the school bookstore. Online students' purchases *must* be made through the online bookstore. Supplementary books and supplies may also be available.

Student Activities

DeVry offers a wide range of activities and organizations in which students can participate. Most activities are planned by the student association or activity organization at DeVry locations.

Professional organizations may include IEEE, the leading organization for electronics technology professionals and students; AITP (Association of Information Technology Professionals), for those interested in information systems or IT careers; ISA (Instrument Society of America), for engineering and science professionals and students; and several professional fraternities. In addition, several curriculum-related organizations, such as computer and ham radio clubs, may be active.

Additional activities in which students can participate may include a variety of intramural sports, production of a student newspaper, field trips and special interest groups in such areas as chess, martial arts and photography.

Clubs and activities reflect students' interests and may change periodically. Questions concerning student activities can be addressed to the Student Services Office.

Honor Societies

A number of honor societies are available through DeVry. Students are encouraged to seek information on academic requirements for honor society membership.

Student Records

During a student's enrollment, DeVry maintains records that include admission and attendance information, academic transcripts and other relevant data. This information is kept two years (five years in New Jersey, three years for veterans affairs records) after the student is no longer enrolled. Students who wish to review their files must submit a written request to the registrar. Permanent student records include admission information and academic transcripts.

ROTC

Air Force ROTC – Phoenix, Arizona

Qualified students interested in obtaining an Officer's Commission in the U.S. Air Force (USAF) may enroll in Air Force ROTC (AFROTC) classes through a contracted agreement with Arizona State University (ASU) and the USAF. To qualify, students must be enrolled concurrently at DeVry Phoenix and at ASU.

Training is composed of classroom activities and field-training exercises. A two-year program consisting of the two-year general military course, and a four-year program, including the Professional Officer course, are available to qualified students.

AFROTC offers scholarships annually to outstanding young men and women nationwide on a competitive basis. Interested students must apply through the Department of Aerospace Studies at ASU. Students enrolled in AFROTC at ASU are eligible for both two-year and four-year scholarships. There is no military obligation for students in the first two years of the program who are not on AFROTC scholarships.

Information on specific AFROTC courses is available from the registrar. Additional information is available from the AFROTC program chairperson at 480.965.3181.

Army ROTC – Columbus, Ohio

Qualified students interested in obtaining an Officer's Commission in the U.S. Army, Ohio National Guard or Army Reserve may enroll in Army ROTC classes through a contracted agreement between Capital University and the U.S. Army.

Training is composed of classroom activities and outdoor instruction. Freshman and sophomore students may enroll in the four-year program consisting of the two-year general military course and the two-year Professional Officer course. There is no military obligation for students in the first two years of the program.

Students with a minimum 2.50 cumulative grade point average may apply for Army ROTC scholarships. Scholarship applications are normally made during the fall term and must be completed by January 30.

Information on specific Army ROTC courses is available from the registrar. Additional information is available from the program chairperson for military science at 614.236.7114.

Army ROTC – Federal Way, Washington

Qualified students interested in obtaining an Officer's Commission in the U.S. Army, Washington State National Guard or Army Reserve may enroll in Army ROTC classes through a contracted agreement between the University of Washington and the U.S. Army.

Training is composed of classroom activities and outdoor instruction. Freshman and sophomore students may enroll in the four-year program consisting of the two-year general military course and the two-year Professional Officer course. There is no military obligation for students in the first two years of the program. Students may enter the program at any time up to their junior year.

Students with a minimum 2.50 cumulative grade point average may apply for Army ROTC scholarships. Scholarship applications are normally made during the fall semester and must be completed by January 30.

Information on specific Army ROTC courses is available from the registrar. Additional information is available from the program chairperson for military science at 206.543.9010.

Regulations

Privacy Act

DeVry complies with the Family Educational Rights and Privacy Act of 1974, as amended. This Act protects the privacy of students' educational records, establishes students' rights to inspect and review their academic records, and provides guidelines for correcting inaccurate and misleading data through informal and formal hearings.

DeVry's policy on releasing student-related information explains school procedures for complying with the Act's provisions. Copies of the policy are available in the Student Services Office and/or the student handbook.

Nondiscrimination Policy

DeVry is an educational institution that admits academically qualified students without regard to gender, age, race, national origin, sexual orientation, religion or disability and affords students all rights, privileges, programs, employment services and opportunities generally available.

DeVry complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 and does not discriminate on the basis of disability.

Additional information about this policy or about assistance to accommodate individual needs is available from:

General Counsel
DeVry University
One Tower Ln.
Oakbrook Terrace, IL 60181-4624
630.571.7700
800.73.DEVRY

Drug Free Schools and Communities Act

DeVry complies with the Drug Free Schools and Communities Act and forbids use, possession, distribution or sale of drugs or alcohol by students, faculty or staff anywhere on school property. Anyone in violation of state, federal or local regulations, with respect to illegal drugs or alcohol, may be subject to both criminal prosecution and school disciplinary action.

Campus Crime and Security Act

DeVry complies with the Campus Crime and Security Act of 1990 and publishes the required campus crime and security report on October 1 of each year.

Should students be witnesses to or victims of a crime, they should immediately report the incident to the local law enforcement agency. Emergency numbers are located throughout the school.

Safety Information

The security of all school members is a priority. Each year DeVry publishes a report outlining security and safety information, as well as crime statistics for the community. This report provides suggestions about crime prevention strategies as well as important policy information on emergency procedures, reporting of crimes and support services for victims of sexual assault. The report also contains information about DeVry's policy on alcohol and other drugs, and informs students where to obtain a copy of the alcohol and drug policy. This report is available at DeVry or by calling 800.73.DEVRY.

Rules and Enrollment Conditions

DeVry expects mature and responsible behavior from students and strives to create and maintain an environment of social, moral and intellectual excellence. DeVry reserves the right to dismiss students whose work or conduct is deemed unsatisfactory.

Explanations of the academic integrity policy, code of conduct, disciplinary process and grievance/appeals process are provided in the student handbook.

Plagiarism Prevention

As part of our commitment to academic integrity, DeVry University subscribes to an online plagiarism prevention system. Student work may be submitted to this system, which protects student privacy by assigning code numbers, not names, to all student work stored in its databases.

Graduation Rates

DeVry complies with the Student Right To Know Act and annually prepares the graduation rate of its degree-seeking, full-time undergraduate students who have graduated by the end of the 12-month period ending August 31, during which 150 percent of the normal time for graduation from their program has elapsed.

This information is available from DeVry admissions staff or by calling 800.73.DEVRY.

Attendance

Attendance is directly tied to academic performance; therefore, regular attendance is required, and attendance is recorded for each class session. Absenteeism may result in warning, advising, probation or dismissal. Students may be dismissed from DeVry or from individual courses for attendance violations. Students notified of an impending attendance dismissal may appeal to the academic administrator prior to the dismissal date.

Courses offered in accelerated or compressed formats meet for fewer hours or class sessions; therefore, students enrolled in such courses are expected to be in attendance each time the course is scheduled. If a holiday occurs when such a class is normally scheduled, it may be necessary for the class to meet on the holiday, or be rescheduled on another day or evening.

The attendance policy is covered in the student handbook, receipt of which constitutes notification of the policy. Students must adhere to the policy and check for revisions each term. Students whose expected absence may be in violation of the published limits should contact the Academic Department as soon as possible.

Nonmatriculated students also must adhere to DeVry's attendance policy.

There is no leave-of-absence policy.

Tardiness

Students are expected to be present at the beginning of each class meeting. Cases of excessive tardiness, as defined by the school in the student handbook, may be cause for disciplinary action.

Disciplinary Action

Students who breach school rules or conduct standards are referred to the Student Services Office. Facts surrounding the situation will be investigated. Students will be advised of the facts disclosed and given the opportunity to question evidence and present witnesses and evidence on their behalf.

The dean of students or a designated representative may dismiss the case; give an official warning; or process a formal probation, suspension or expulsion action. Disciplinary action varies by violation and may be appealed.

Disciplinary action and proceedings records are confidential. Permanent records are maintained only upon a student's expulsion from DeVry.

Grievance Procedure

General student complaints should be addressed to the administrator of the department at which the complaint is directed. For complaints regarding other students, see *Student Code of Conduct* in the student handbook. For complaints pertaining to discrimination and/or sexual harassment, see the grievance procedure outlined in the student handbook. Complaints regarding academic issues should first be addressed to the faculty. Academic problems remaining unresolved should then be addressed to the appropriate academic administrator. (Also see *Academic Appeal/Petition*.)

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