Bookmarks appear on the left side of this pdf to help you navigate the online catalog. In addition, throughout the pdf are links to help you navigate to other sections within the catalog as well as to external websites that may provide you with valuable information. Links are noted in blue and underscored.

Original publication date: July 9, 2014
Current publication date: August 4, 2014
Supplemental Information as of August 4, 2014

DeVry's 2014–2015 New Jersey Undergraduate Academic Catalog, Volume XLIV, is now in effect. Since this catalog’s original publication, July 9, 2014, the following significant changes have been implemented. Additions/amendments incorporated since the most recent publication are noted in red and appear at the top of the table below. Because changes/updates can affect the catalog layout, entries in black in the table below may no longer correspond to the page numbers indicated.

<table>
<thead>
<tr>
<th>Date Published</th>
<th>Page(s) on Which Change Appears</th>
<th>Change/Update</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-4-14</td>
<td>77</td>
<td>Information in DeVry University Challenge Exam has been updated.</td>
</tr>
<tr>
<td>8-4-14</td>
<td>80–82</td>
<td>Within Standards of Academic Progress, the section on Effect of Incompletes has been deleted.</td>
</tr>
</tbody>
</table>
From the President

Welcome, and congratulations on making the wise decision to allow DeVry University to help you reach your higher education goals. You’re on your way to greatly improving your future, limited only by the extent of your own hopes and dreams.

DeVry University’s 83-year history speaks volumes about the evolution of higher education and our leading role in the education arena. Having recently acknowledged the 100th anniversary of distance learning, we’re reminded of Dr. Herman DeVry’s invention of the portable movie projector, which ultimately brought the concept of visual distance learning into the classroom. This eventually led to DeVry’s ‘best of both’ educational approach, through which we offer on-campus learning at more than 85 locations as well as a world-class online education delivery platform.

Our technology-based education roots have given way to a broad selection of degree program offerings. These vast career education options are all based solidly on input from leaders at industry powerhouses such as IBM, Cisco and Intel, who know firsthand what it takes to succeed in today’s careers of the new economy. The end result: Career-building education options for students like you that are of significant importance to employers with ever-evolving workforce demands.

While education’s role in your personal success – and in our nation’s ability to remain competitive – is critical, so too is making education affordable. To this end, effective beginning with the July 2014 session, through the University’s Fixed Tuition Promise, tuition rates will remain effective through graduation for all matriculating students who miss no more than five consecutive sessions of enrollment. The Promise is applicable to continuing students as well as to new students beginning their studies at DeVry in the July 2014 to May 2015 sessions. Additionally, we offer millions of dollars in scholarships and grants to deserving students each year. In fact, 95 percent of DeVry University students benefit from some form of financial aid.

External sources are also focusing on the value of a DeVry University education. In its 2013 Online Bachelor’s Programs rankings, U.S. News & World Report placed DeVry University in the top one-third of institutions that participated in and qualified for the rankings. Rankings were based on three key criteria: student engagement, faculty credentials, and student services and technology.

Great things are happening at DeVry University. I look forward to witnessing your personal success this year as you work toward enhancing the foundation for your future.

Respectfully,

Robert Paul
President, DeVry University
<table>
<thead>
<tr>
<th>Page</th>
<th>Section</th>
<th>Page</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Academic Calendar</td>
<td>36</td>
<td>College of Media Arts &amp; Technology</td>
</tr>
<tr>
<td>4</td>
<td>DeVry Locations</td>
<td>37</td>
<td>Web Graphic Design</td>
</tr>
<tr>
<td>5</td>
<td>DeVry Online Delivery</td>
<td>38</td>
<td>Multimedia Design &amp; Development</td>
</tr>
<tr>
<td>6</td>
<td>Student Life</td>
<td>40</td>
<td>College of Health Sciences</td>
</tr>
<tr>
<td>8</td>
<td>Student Services</td>
<td>41</td>
<td>Health Information Technology</td>
</tr>
<tr>
<td>13</td>
<td>Leadership, Mission &amp; Quality</td>
<td>42</td>
<td>Neurodiagnostic Technology</td>
</tr>
<tr>
<td>14</td>
<td>DeVry Leadership</td>
<td>45</td>
<td>Course Descriptions</td>
</tr>
<tr>
<td>16</td>
<td>Mission, Accreditation &amp; Approval</td>
<td>65</td>
<td>General Student Information</td>
</tr>
<tr>
<td>18</td>
<td>Colleges &amp; Programs of Study</td>
<td>66</td>
<td>General Information</td>
</tr>
<tr>
<td>20</td>
<td>College of Business &amp; Management</td>
<td>71</td>
<td>Admission Requirements &amp; Procedures</td>
</tr>
<tr>
<td>21</td>
<td>Business Administration</td>
<td>75</td>
<td>Academic Policies &amp; Graduation Requirements</td>
</tr>
<tr>
<td>23</td>
<td>Technical Management</td>
<td>83</td>
<td>Tuition &amp; Expenses</td>
</tr>
<tr>
<td>26</td>
<td>College of Engineering &amp; Information Sciences</td>
<td>86</td>
<td>Financial Assistance</td>
</tr>
<tr>
<td>27</td>
<td>Electronics &amp; Computer Technology</td>
<td>90</td>
<td>Cancellations &amp; Refunds</td>
</tr>
<tr>
<td>28</td>
<td>Network Systems Administration</td>
<td>91</td>
<td>Regulations</td>
</tr>
<tr>
<td>29</td>
<td>Biomedical Engineering Technology</td>
<td>94</td>
<td>Administration &amp; Faculty</td>
</tr>
<tr>
<td>31</td>
<td>Computer Information Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Electronics Engineering Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Network &amp; Communications Management</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Volume XLIV, effective July 9, 2014. Information updated after this date, including additions and amendments, is available via www.devry.edu/catalogs. It is the responsibility of applicants and students to check for updates.

DeVry University, Inc. is a wholly owned subsidiary of DeVry Education Group, 3005 Highland Pkwy., Ste. 700, Downers Grove, IL 60515, 630.515.7700. Information for DeVry sites outside New Jersey is found in other catalogs, available via www.devry.edu/catalogs.

Program availability varies by location. 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 publication. Photographs in this catalog include those of DeVry sites system-wide.

This catalog supersedes all previously published editions and is in effect until a subsequent catalog is published. Information contained herein is effective August 4, 2014.

©2014 DeVry Educational Development Corp. All rights reserved. The GAC and PMI logos are registered marks of the Project Management Institute, Inc. For the full list of PMI’s legal marks, contact the PMI Legal department. Any other trademarks used herein are owned by DeVry Educational Development Corp. or by their respective owners and may not be used without permission from such owners.
DeVry delivers courses in a session format, with two eight-week sessions offered each semester. Months corresponding to DeVry’s summer, fall and spring semesters are designated in two overlapping calendar cycles. At the time a student initially starts courses, he/she is assigned to either a Cycle 1 or a Cycle 2 calendar schedule (see Student-Centric Period).

Note: Each session, instruction ends at 11:59 pm MST on Thursday of week eight. Additionally, no instruction occurs on holidays or during break periods indicated below.

<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>Cycle 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cycle 1</strong></td>
<td><strong>Cycle 2</strong></td>
</tr>
<tr>
<td><strong>2014 Fall Semester</strong></td>
<td><strong>2014 Summer Semester</strong></td>
</tr>
<tr>
<td>September 2014 Session</td>
<td>June 30, 2014 – October 26, 2014</td>
</tr>
<tr>
<td>Monday, September 1</td>
<td>Session Begins, Labor Day Holiday</td>
</tr>
<tr>
<td>Sunday, October 26</td>
<td>Session Ends</td>
</tr>
<tr>
<td>November 2014 Session</td>
<td></td>
</tr>
<tr>
<td>Monday, October 27</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Thursday–Friday, November 27–28</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>Sunday, December 21</td>
<td>Session Ends</td>
</tr>
<tr>
<td>Monday–Sunday, December 22–January 4</td>
<td>Winter Break</td>
</tr>
<tr>
<td><strong>Cycle 1: 2015 Spring Semester</strong></td>
<td><strong>Cycle 2: 2014 Fall Semester</strong></td>
</tr>
<tr>
<td>January 2015 Session</td>
<td>October 27, 2014 – March 1, 2015</td>
</tr>
<tr>
<td>Monday, January 5</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, January 19</td>
<td>Martin Luther King Jr. Day Holiday</td>
</tr>
<tr>
<td>Sunday, March 1</td>
<td>Session Ends</td>
</tr>
<tr>
<td>March 2015 Session</td>
<td></td>
</tr>
<tr>
<td>Monday, March 2</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Friday, April 3</td>
<td>Spring Holiday</td>
</tr>
<tr>
<td>Sunday, April 26</td>
<td>Session Ends</td>
</tr>
<tr>
<td>Monday–Sunday, April 27–May 3</td>
<td>Spring Break</td>
</tr>
<tr>
<td><strong>Cycle 1: 2015 Summer Semester</strong></td>
<td><strong>Cycle 2: 2015 Fall Semester</strong></td>
</tr>
<tr>
<td>Monday, May 4</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, May 25</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>Sunday, June 28</td>
<td>Session Ends</td>
</tr>
<tr>
<td>July 2015 Session</td>
<td></td>
</tr>
<tr>
<td>Monday–Sunday, June 29–July 5</td>
<td>Summer Break</td>
</tr>
<tr>
<td>Monday, July 6</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Sunday, August 30</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>January 2015 Session</strong></td>
<td><strong>November 2014 Session</strong></td>
</tr>
<tr>
<td>Monday, January 5</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, January 19</td>
<td>Martin Luther King Jr. Day Holiday</td>
</tr>
<tr>
<td>Sunday, March 1</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>January 2015 Session</strong></td>
<td><strong>March 2015 Session</strong></td>
</tr>
<tr>
<td>Monday, January 5</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, January 19</td>
<td>Martin Luther King Jr. Day Holiday</td>
</tr>
<tr>
<td>Sunday, March 1</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>May 2015 Session</strong></td>
<td><strong>May 2015 Session</strong></td>
</tr>
<tr>
<td>Monday, May 4</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Monday, May 25</td>
<td>Memorial Day Holiday</td>
</tr>
<tr>
<td>Sunday, June 28</td>
<td>Session Ends</td>
</tr>
<tr>
<td><strong>July 2015 Session</strong></td>
<td><strong>May 2015 Session</strong></td>
</tr>
<tr>
<td>Monday–Sunday, June 29–July 5</td>
<td>Summer Break</td>
</tr>
<tr>
<td>Monday, July 6</td>
<td>Session Begins</td>
</tr>
<tr>
<td>Sunday, August 30</td>
<td>Session Ends</td>
</tr>
</tbody>
</table>
DeVry New Jersey Locations

With its nationwide network of more than 85 locations – as well as online delivery – DeVry University provides the flexibility students need to complete their education at the most convenient time and place. Information on DeVry’s New Jersey locations is found below. Information on DeVry sites system-wide is contained in other catalogs, available via www.devry.edu.

New Jersey

Cherry Hill
921 Haddonfield Rd., Cherry Hill, NJ 08002
856.317.4400
www.devry.edu/universities/us-locations/new-jersey/cherry-hill-center.html

The Cherry Hill center is just minutes from Philadelphia, in the beautiful Towne Place at Garden State Park. Near the intersection of Route 70 and Haddonfield Road, the school is conveniently situated for students in Camden County and the surrounding area, is close to the New Jersey Turnpike and is easily accessed by train from Philadelphia. The center offers spacious classrooms, a full-service research library, computer and electronics labs, an academic support center, a student commons, wireless Internet access and free parking. All administrative details can be completed at the center, which is staffed full time.

North Brunswick
630 U.S. Hwy. One, North Brunswick, NJ 08902
732.729.3960
www.devry.edu/universities/us-locations/new-jersey/north-brunswick-campus.html

DeVry’s first New Jersey campus opened in Union in 1969. Outgrowing that facility, the campus relocated to Woodbridge, and finally to the current site, in North Brunswick, in 1996. The name was changed to DeVry College of Technology in 2000 and to DeVry University in 2003. The campus is near the New Jersey seacoast and just 45 minutes from New York City and its cultural attractions.

Paramus
35 Plaza, 81 E. State Rte. 4, Ste. 102, Paramus, NJ 07652
201.556.2840
www.devry.edu/universities/us-locations/new-jersey/paramus-center.html

The Paramus center is conveniently situated in the heart of the town’s thriving commercial center. The site offers a pleasant academic environment for students living and/or working in Bergen County and the surrounding area. The center offers spacious classrooms, computer labs with Internet access, a library and a lounge/vending area. All administrative details can be completed at the school, which is staffed full time and provides easy access to New York City.
For more than a decade, DeVry has leveraged the Internet to deliver high-quality educational offerings online. New Jersey students may have the opportunity to take advantage of online course delivery to complete some of their program coursework. Information regarding approved online offerings and enrollment limitations is available from the chief location administrator (see Online Coursework).

Integrating online capabilities with its proven educational methodologies, DeVry offers “anytime, anywhere” education to students who take advantage of the flexibility afforded by online attendance. Interactive information technology enables students to effectively communicate with professors, 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.
- Study notes or “professor lectures” for student review.

To ensure effective delivery of course materials, and 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.
Student Life
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.

Activities in which students can participate may include intramural sports; production of a student newspaper; field trips; and special interest groups in such areas as chess, martial arts and photography. In addition, various curriculum-related organizations, such as computer and ham radio clubs, may be active.

Clubs and activities reflect students’ interests and may change periodically. Questions concerning student activities can be addressed to the Student Services Office.

Professional associations 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.

A number of honor societies are available through DeVry. Students are encouraged to seek information on academic requirements for honor society membership.
In addition to providing educational programs to help students achieve their career and personal goals, DeVry is committed to providing service excellence to all who take advantage of the total DeVry University experience. The following pages provide valuable information on DeVry’s student services, including:

- Career services
- Student awards
- Alumni Association
- ASPIRE student assistance
- Student housing
- Part-time-employment assistance
- Bookstore
- Student records
- Transcripts
- Air Force ROTC
- Servicemembers Opportunity Colleges

COMMITTED TO SERVICE EXCELLENCE
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 résumé 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.

To comply with reporting requirements, DeVry reserves the right to contact a graduate’s employer using various methods to verify information regarding the graduate’s employment. In some instances, DeVry may disclose personal information to the employer for the sole purpose of employment verification; at no time will such information be published.

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 users with real-time access to current job leads, details on career events, and other career-related information. Career Services may also leverage strategic partnerships for additional career-related resources.

Career Fairs
Career fairs are held periodically to enable students to meet and talk with recruiters from various industries.

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.

Student Awards
DeVry recognizes outstanding student achievement by granting annual awards for leadership, service, innovation and impact, academic performance and perseverance. These prestigious awards, among the highest bestowed by DeVry, honor individuals who have made outstanding contributions and achieved success through their dedication, involvement, service and creative leadership. Award recipients are recognized at local ceremonies often held at or near graduation.

Leadership Award
This national award is bestowed upon the undergraduate student who has exhibited outstanding extracurricular leadership within the DeVry University community.

Service Award
This national award is granted to the undergraduate student who has best exhibited outstanding service to the DeVry University community.

Innovation and Impact Award
This national award is presented to the undergraduate individual or team deemed to have designed the most creative entrepreneurial project that would likely benefit a community.

Academic Performance Award
This award is bestowed upon one student from each of the University’s Colleges who has best demonstrated outstanding academic achievement in his or her program of study. Undergraduate students enrolled on campus or online may be eligible to receive this award.

Perseverance Award
This award recognizes one undergraduate student from each of the University’s Colleges who has exhibited perseverance and achieved outstanding success under challenging circumstances. Undergraduate students enrolled on campus or online may be eligible to receive this award.

Alumni Association
When students graduate they automatically become members of the DeVry Alumni Association, details on which are available at www.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.

For more information contact the Alumni Association at 800.73.DEVRY 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 as nonmatriculating students in as many as 24 semester-credit hours of undergraduate coursework on a space-available basis for a reduced tuition rate. Students must submit a Tuition Reduction form prior to Sunday of week four of the session in order for the alumni tuition rate to be applied to the current session. If the form is submitted after this deadline, the alumni tuition rate becomes effective the following session. This benefit does not apply to graduate coursework. Details are available from the campus registrar or chief location administrator.

To find out more about DeVry, please visit our website at www.devry.edu.
**ASPIRE Student Assistance Program**

Designed to help students overcome obstacles and achieve success both in- and outside the classroom, ASPIRE is a student assistance program that supplements the University’s other student services. Offered at no additional charge, ASPIRE includes a wide range of support services such as counseling, legal and financial consultation; as well as referrals to housing, childcare and other resources for meeting daily life needs.

ASPIRE professionals can be reached at 888.470.1531 or via info@myaspireonline.com.

More information is available at www.myaspireonline.com.

**Housing**

Students in need of housing should contact the Student Services Office, which can provide information on housing in the local area.

**Part-Time-Employment Assistance**

Most DeVry students work part time to help meet living expenses. The local Career Services Office makes non-industry part-time-job listings available to currently enrolled onsite students to assist them in finding part-time jobs while in school. The ASPIRE student assistance program offers additional help regarding part-time jobs (see ASPIRE Student Assistance Program). Other job search resources are available via the student portal, through My Compass to My Career.

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 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.

**Bookstore**

Textbooks, software and required supplies, such as parts and kits for lab projects, are available from the school’s online bookstore, accessed via a http://my.devry.edu. Supplementary books and supplies may also be available.

**Student Records**

All materials submitted in support of students’ applications, including transcripts from other institutions, letters of reference and related documents, become the property of DeVry University. During a student’s enrollment, DeVry maintains records that include admission and attendance information, academic transcripts and other relevant data. Student academic records are maintained five years after the student is no longer enrolled. Students who wish to review their individual files must submit a written request to the registrar. Permanent student records include admission information and academic transcripts.

Except as required by law, no information regarding attendance, grades or any other aspect of students’ academic standing will be released to any third party without written student consent.

**Official Transcripts**

Official transcripts are available to students and graduates at no charge. Students must submit written transcript requests to the Registrar’s Office. Official transcripts are not issued until all financial obligations to any DeVry institution are fulfilled.

**Air Force ROTC**

Qualified students interested in obtaining an Officer’s Commission in the U.S. Air Force may enroll in Air Force Reserve Officers Training Corps classes through a contracted agreement with Rutgers University and the USAF. Applications for full scholarships are available online at www.afrotc.com and must be completed before December of a student’s senior year in high school. DeVry students who wish to apply for AFROTC in-college scholarships must be enrolled concurrently at DeVry and at Rutgers. The DeVry AFROTC scholarship program is available only to those students pursuing a bachelor’s degree.

AFROTC training comprises military studies classes, leadership training exercises and DeVry coursework. AFROTC students must also complete a one-time, six-week summer field training program.

Additional information is available from the AFROTC Detachment at Rutgers University, 732.932.7706.

**Servicemembers Opportunity Colleges**

DeVry University is a member of the Servicemembers Opportunity Colleges (SOC) Consortium and the SOC Degree Network System (SOC DNS).

SOC Consortium colleges and universities are committed to expanding and improving voluntary post-secondary educational opportunities for servicemembers worldwide. SOC Consortium members subscribe to principles and criteria to ensure quality academic programs are available to active-duty military students and their family members, as well as to veterans.

The SOC DNS is a subgroup of SOC Consortium member institutions selected by the military services to deliver specific associate and bachelor’s degree programs to servicemembers and their families. As a member of the DNS, DeVry adheres to academic policies intended to support military students in their academic endeavors toward degree completion.

DeVry University is approved for membership in the SOC DNS for the:

- Coast Guard (SOCOAST) at the associate and bachelor’s degree levels
- Navy (SOCNAV) at the bachelor’s degree level
- Marine Corps (SOCMAR) at the bachelor’s degree level

DeVry University’s approval for membership in the DNS applies to specific academic programs. Additional information is available from DeVry admissions advisors and via www.soc.aascu.org.
DeVry Leadership, Mission & 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.

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 of Colleges and Schools. 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 leadership, our mission and purposes, as well as detailed information on our accreditation and state approval.

Our job is to help our students achieve success and a better life through education.
DeVry Leadership

DeVry Education Group
Board of Directors

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

Christopher B. Begley
Executive Chairman of the Board
and Founding Chief Executive Officer (Retired)
Hospira, Inc.

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

Daniel M. Hamburger
President and
Chief Executive Officer
DeVry Education Group

Lyle Logan
Executive Vice President
The Northern Trust Company

Alan G. Merten, PhD
President Emeritus and Distinguished
Service Professor
George Mason University

Fernando Ruiz
Vice President and Treasurer
The Dow Chemical Company

Ronald L. Taylor
Senior Advisor
DeVry Education Group

Lisa Wardell
Executive Vice President
and Chief Operating Officer
The RLJ Companies

DeVry Education Group
Senior Leadership

Jeff Akens
President, Carrington College California

Gregory S. Davis, JD
General Counsel

Eric P. Dirst
President, DeVry Online Services

Carlos A. Filgueiras
President, DeVry Brasil

Susan L. Groenwald, MSN
President, Chamberlain College of Nursing

Daniel M. Hamburger
President and Chief Executive Officer

Donna N. Jennings
Senior Vice President, Human Resources

Chris Nash
Chief Information Officer

Robert Paul
President, DeVry University

Steven P. Riehs
President – K Through 12, Professional
and International Education
President, DeVry Medical International

John P. Roselli
President, Becker Professional Education

Sharon Thomas Parrott
Senior Vice President, Government
and Regulatory Affairs
Chief Compliance Officer

Timothy J. Wiggins
Senior Vice President, Chief Financial
Officer and Treasurer

DeVry University
Executive Committee

Jill Albrinck
Chief Operating Officer

John Birmingham
Chief Marketing Officer

Lori Davis
Vice President, Human Resources

Kerry Kopera
Vice President, Finance

Donna M. Loraine, PhD
Provost/Vice President,
Academic Affairs

Erika R. Orris
Vice President, Enrollment Management

Robert Paul
President

Madeleine Slutsky
Vice President, Career
and Student Services
DeVry University
Board of Trustees
Jill Albrinck
Chief Operating Officer
DeVry University

Barbara Higgins
Senior Vice President, Customer Experience and Retention
Allstate Insurance Company

Alan G. Merten, PhD
President Emeritus and Distinguished Service Professor
George Mason University

Grace Ng
Business Development and Innovation Director
The Dow Chemical Company

Robert Paul
President
DeVry University

Richard L. Rodriguez, JD
Board Chair
Vice President and Business Development Director
Lend Lease

Newton Walpert
Vice President and General Manager
Hewlett-Packard Co.

DeVry New Jersey
Board of Trustees
Roland Alum
Former Senior Education Program Officer/Coordinator
New Jersey State Department of Education

William M. Hardt III
Director of Annual Giving
Princeton University

Donna M. Loraine, PhD
Board Chair
Provost/Vice President, Academic Affairs
DeVry University

Jeffrey Martinez
Northeast Zone Customer Operations Manager
GE Healthcare

Colonel (Retired) Jorge J. Martinez
Former Assistant Adjutant General
Army, New Jersey National Guard

Phillip J. Pietraski, PhD
Principal Engineer, Research & Development
InterDigital Communications, LLC

Julio Torres
Group Vice President – East
DeVry University

DeVry University Board of Trustees, top row (l to r): Jill Albrinck, Barbara Higgins, Alan Merten; bottom row (l to r): Grace Ng, Robert Paul, Richard Rodriguez, Newton Walpert
Mission, Accreditation & Approval

Mission and 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.

Institutional Accreditation
Note: Copies of documents describing DeVry University’s accreditation, as well as its state and federal approvals, are available for review from the chief location administrator.

DeVry University is accredited by The Higher Learning Commission and a member of the North Central Association of Colleges and Schools (HLC/NCA), www.ncahlc.org. The University’s Keller Graduate School of Management is included in this accreditation.

The HLC is one of eight regional agencies that accredit U.S. colleges and universities at the institutional level; is recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation; and accredits approximately one-third of U.S. regionally accredited public and private institutions. Accreditation provides assurance to the public and to prospective students that standards of quality have been met.

DeVry University is a member of the Council for Higher Education Accreditation, 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.

Programmatic Accreditation and Recognition

ACBSP
The following DeVry University programs have achieved voluntary accreditation from the Accreditation Council for Business Schools and Programs (ACBSP), www.acbsp.org, demonstrating that they have met standards of business education that promote teaching excellence:

• Associate of Applied Science in Accounting
• Bachelor of Science in Business Administration
• Bachelor of Science in Technical Management

The ACBSP has also granted specialized accounting accreditation to the following established DeVry University degree programs: Bachelor of Science in Business Administration with a specialization in accounting; Bachelor of Science in Technical Management with a specialization in accounting.

ETAC of ABET
The following programs, at the following locations, are accredited by the Engineering Technology Accreditation Commission of ABET (ETAC of ABET), www.abet.org:

Baccalaureate Biomedical Engineering Technology
Addison, Chicago, Columbus, Decatur, Ft. Washington, Fremont, Irving, Midtown Manhattan, Miramar, North Brunswick, Orlando, Phoenix, Tinley Park

Baccalaureate Computer Engineering Technology

Baccalaureate Electronics Engineering Technology

ETAC of ABET requires separate review of each engineering technology program both online and at each physical location. The following programs, offered online and onsite, are not accredited by ETAC of ABET: Engineering Technology – Computers, and Engineering Technology – Electronics. DeVry will seek accreditation for these programs when appropriate. In accordance with ETAC of ABET procedures. Future accreditation is not guaranteed. DeVry Calgary CET and EET programs are not eligible for ETAC of ABET accreditation.

The most recent information on ETAC of ABET accreditation is available at each location and at www.devry.edu.
CAHIIM
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**
Online, Chicago, Columbus, Decatur, Ft. Washington, Houston, Irving, North Brunswick, Pomona

**Baccalaureate Technical Management with Health Information Management Specialty**
Online

CAHIIM requires separate review of each eligible program both online and at each physical location; evaluation for accreditation may not be requested until the program at that location is fully operational, and future accreditation is not guaranteed. The most recent information on 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.

CAAHEP
The Neurodiagnostic Technology program at the North Brunswick campus is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) upon the recommendation of the Committee on Accreditation for Education in Neurodiagnostic Technology. Commission on Accreditation of Allied Health Education Programs, 1361 Park St., Clearwater, FL 33756, 727.210.2350, www.caahep.org.

PMI
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, as is the Technical Management program, when completed with a project management technical specialty. More information on this accreditation is available via www.pmi.org.

Note: In New York State, DeVry University operates as DeVry College of New York. In Calgary, Alberta, DeVry University operates as DeVry Institute of Technology. For information on accreditation in Calgary, see www.devry.ca.

Approval
New Jersey Office of the Secretary of Higher Education, P.O. Box 542, 20 W. State St., 4th Flr., Trenton 08625, 609.292.4310.
Colleges & Programs of Study

College of Business & Management
- Business Administration
- Technical Management

College of Media Arts & Technology
- Web Graphic Design
- Multimedia Design & Development

College of Health Sciences
- Health Information Technology
- Neurodiagnostic Technology

College of Engineering & Information Sciences
- Electronics & Computer Technology
- Network Systems Administration
- Biomedical Engineering Technology
- Computer Information Systems
- Electronics Engineering Technology
- Network & Communications Management

The pages that follow describe each DeVry University program, including program objectives, degree awarded, program length, and program outlines that display program options and courses required for graduation. DeVry reserves the right to change graduation requirements and to revise, add or delete courses. Applicants and students should consult DeVry’s admissions staff, or their student support professional or academic advisor, when reviewing information regarding DeVry locations, programs and courses such as:

Enrolled Location
Students must select a primary location to attend. This location, known as the enrolled location, is reflected in enrollment materials and in DeVry’s student information system. Students may take some classes online and at other DeVry locations. However, programs and specializations are limited to those offered by students’ enrolled location. At some locations, restrictions may be placed on coursework taken online.

Programs
When choosing programs and selecting courses and areas of specialization, students should be aware that availability of programs, specializations (including concentrations, majors, technical specialties and tracks) and courses varies by location. Some courses, including those required for some specializations, may be available online only. However, in some programs, some courses may not be taken online.

Program outlines show the minimum credit hours required for graduation. In some programs, there may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.
Specializations
Successful completion of a specialization – including concentrations, majors, technical specialties and tracks – is noted on transcripts of students who declare such a specialization. Specializations are not shown on diplomas.

Courses
The following courses, when applicable to the chosen program, must be taken at DeVry: BUSN460, BUSN462, BUSN463, CARD205, CARD405, CARD415, CIS474, CIS477, ECET390, ECET492L, ECET493L, ECET494L, LAS432, MDD460, MDD461, NETW490, NETW494 and NETW497.

Transfer and proficiency credits are not granted to fulfill these requirements.

Personal and professional development courses result in institutional credit; this credit is not considered in grade point averages or as credit applied toward minimum credit-hour requirements for graduation. Tuition is charged for credits scheduled in the Personal and Professional Development course area.

DeVry Associate Degree Graduates
For students who earned a DeVry associate degree and are enrolling in a DeVry bachelor’s degree program, DeVry reviews DeVry associate degree program coursework for applicability to the bachelor’s degree. In addition, DeVry may adjust bachelor’s degree program requirements as follows:

- Successful completion of ETHC232 may be used to fulfill a Humanities requirement in the bachelor’s degree program.
- Successful completion of CARD205 may be used to fulfill part of the Personal and Professional Development requirement in the bachelor’s degree program, and CARD415 is taken in lieu of CARD405.
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 days, evenings and weekends – are taught by faculty with real-world experience, and who translate theory into practice and provide an enriching education through experiential learning, practitioner-based projects, case studies and more.

The following pages provide details on undergraduate programs offered in New Jersey through the College of Business & Management. Further information on other undergraduate and graduate degree programs and offerings available through the College at other locations and online is available via www.devry.edu.

### Business & Management Programs

<table>
<thead>
<tr>
<th>Bachelor’s degree</th>
<th>Master’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Business Administration</td>
<td>• Business Administration</td>
</tr>
<tr>
<td>• Technical Management</td>
<td></td>
</tr>
</tbody>
</table>

www.devry.edu
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 through computer applications and systems integration. The program offers concentrations as shown in the following program outline.

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

Program Objectives

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

• Communicate effectively using verbal, 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

Degree: Bachelor of Science in Business Administration

Semesters: 8 full time

Minimum credit hours required for graduation: 128

Normal time to complete: 4 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads).

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Additional information is available in Programmatic Accreditation and Recognition.

Program Outline

Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

Course Area / Minimum Credit Hours

<table>
<thead>
<tr>
<th>Communication Skills / 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) all of: ENGL108; ENGL135; SPCH275</td>
</tr>
<tr>
<td>(b) one of: ENGL216; ENGL227</td>
</tr>
</tbody>
</table>

| Humanities / 9 |
|-----------------
| (a) one of: HUMN303; HUMN451; LTRE421; LTRE422; LTRE424; LTRE427; LTRE428 |
| (b) one of: ETHC445; HIST410; HIST412; HIST417; HUMN460SA; RELI448 |
| (c) LAS432 |

<table>
<thead>
<tr>
<th>Social Sciences / 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) all of: ECON312; LAWS310</td>
</tr>
<tr>
<td>(b) one of: HUMN460SA; PSYC110; SOCS185; SOCS190</td>
</tr>
<tr>
<td>(c) one of: POLI330; PSYC305; PSYC315; SOCS315; SOCS410</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics / 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) all of: MATH114; MATH221</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Natural Sciences / 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) one of: BIOS105; BIOS135; CHEM120; PHYS204; SCI200; SCI224</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>General Education Electives / 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) From general education course areas (communication skills, humanities, social sciences, mathematics and natural sciences), students choose two courses that were not selected to meet other graduation requirements. Courses selected in humanities or social sciences should be upper-division coursework (DeVry courses numbered 300–499).</td>
</tr>
</tbody>
</table>

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

Note: Credits and degrees earned from this institution do not automatically qualify the holder to participate in professional licensing exams to practice certain professions. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

For comprehensive consumer information, visit devry.edu/bba
**Business Administration Program (continued)**

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal and Professional Development / 5</strong></td>
</tr>
<tr>
<td>(a) all of: CARD405; COLL148</td>
</tr>
<tr>
<td><strong>Business Core / 45</strong></td>
</tr>
<tr>
<td>(a) all of: ACCT212; ACCT346; BIS155; BIS245; BUSN115; BUSN319; BUSN379; BUSN412; COMP100; GSCM206; MGMT303</td>
</tr>
<tr>
<td>(b) one of: BUSN427; INTP491 and INTP492</td>
</tr>
<tr>
<td>(c) selection by major/concentration:</td>
</tr>
<tr>
<td>• Accounting students: ACCT349</td>
</tr>
<tr>
<td>• All other students: MGMT404</td>
</tr>
<tr>
<td><strong>Senior Project / 3</strong></td>
</tr>
<tr>
<td>(a) all of: BUSN462; BUSN463</td>
</tr>
<tr>
<td><strong>Concentration – one option is selected / 28</strong></td>
</tr>
<tr>
<td>For the advanced course option shown, a minimum of three semester-credit hours is chosen from courses offered in any of this program’s concentrations and for which course prerequisites have been satisfied.</td>
</tr>
<tr>
<td>As part of the advanced course option, students may choose to complete both INTP491 and INTP492. Students choosing to complete INTP491 and INTP492 must receive approval to do so from the appropriate academic administrator.</td>
</tr>
<tr>
<td><strong>Accounting</strong></td>
</tr>
<tr>
<td>(a) all of: ACCT304; ACCT305; ACCT312; ACCT429; ACCT444; ACCT451</td>
</tr>
<tr>
<td>(b) one of: ACCT405; advanced course option</td>
</tr>
<tr>
<td><strong>Project Management</strong></td>
</tr>
<tr>
<td>(a) all of: ACCT434; GSCM326; MGMT340; PROJ410; PROJ420; PROJ430</td>
</tr>
<tr>
<td>(b) one of: PROJ330; advanced course option</td>
</tr>
<tr>
<td><strong>Sales and Marketing</strong></td>
</tr>
<tr>
<td>(a) all of: MKTG310; MKTG320; MKTG410; MKTG420; MKTG430; SBE330</td>
</tr>
<tr>
<td>(b) one of: ECOM340; advanced course option</td>
</tr>
</tbody>
</table>
Technical Management Program

Today’s business environment is becoming increasingly technical, dynamic and complex. As a result, business managers must be prepared to understand and use technology, embrace change and draw upon knowledge from a wide range of areas. To meet this goal, DeVry developed its Bachelor of Science in Technical Management degree program, which provides academic preparation for careers in management, including targeted technical skills and traditional business skills blended with a strong general education component.

The BSTM program is interdisciplinary, enabling prospective business managers to supervise technical and nontechnical staff, communicate effectively with business constituencies, and integrate business and technical operations. Through advisement, each student determines a plan of study consisting of business and general education courses, as well as a technical specialty that meets individual needs and interests. Specialties are shown in the following program outline, as is a general technical option, which students may take in lieu of a specific technical specialty. The program also provides flexibility for students when applying qualifying prior college credits to BSTM degree requirements.

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 30 semester-credit hours toward their degree.

Program Objectives
The 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.

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 must be earned in upper-division coursework (DeVry courses numbered 300–499).

Program Details
Degree: Bachelor of Science in Technical Management
Semesters: 8 full time
Minimum credit hours required for graduation: 122
Normal time to complete: 4 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Additional information is available in Programmatic Accreditation and Recognition.

Program Outline
Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

Course Area / Minimum Credit Hours

General Education / 55
Where selections are to be made from courses with specific prefixes, students should check with their advisor to ensure the planned coursework will apply to their General Education requirements.

Communication Skills / 6
(a) ENGL135
(b) Remaining credit hours are selected from courses with the prefixes ENGL and SPCH.

Humanities / 6
(a) LAS432
(b) Remaining credit hours are selected from courses with the prefixes ETHC, HIST, HUMN, LTRE and RELI.

Mathematics / 8
(a) all of: MATH114; MATH221

Natural Sciences Elective / 3
(a) one of: BIOS105; BIOS135; CHEM120; PHYS204; SCI200; SCI224

Social Sciences Electives / 6
(a) Credit hours are selected from courses with the prefixes ECON, LAWS, POLI, PSYC and SOCS.

General Education Electives / 26 or as needed to total 55 general education credit hours
(a) Credit hours are selected from courses with the prefixes BIOS, CHEM, ECON, ENGL, ETHC, HIST, HUMN, LAWS, LTRE, MATH, PHYS, POLI, PSYC, RELI, SCI, SOCS and SPCH.

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

Note: Credits and degrees earned from this institution do not automatically qualify the holder to participate in professional licensing exams to practice certain professions. Persons interested in practicing a regulated profession must contact the appropriate state regulatory agency for their field of interest.

For comprehensive consumer information, visit devry.edu/btm
**Technical Management Program (continued)**

### Course Area / Minimum Credit Hours

**Personal and Professional Development / 5**
(a) all of: CARD405; COLL148

**Business, Management and Technology / 27**
(a) all of: BIS155; BUSN115; COMP100; MGMT303; MGMT404
(b) one of: BUSN412; BUSN427; MGMT340
(c) The remaining eight credit hours are selected from any of the following courses that have not been applied to another requirement: ACCT212; ACCT346; BIS245; BUSN319; BUSN379; INTP491 and INTP492; courses in Technical Specialty Option 2, shown below, or their prerequisites (except ENGL227 and HIT141).

**Senior Project / 3**
(a) all of: BUSN462; BUSN463

**Electives / 10**
(a) 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 listed in this catalog, provided prerequisites are satisfied. Electives may be used to satisfy prerequisites for courses in other course areas to meet specialized requirements or to pursue a special interest. Qualifying prior college coursework not meeting other program requirements may be applied toward the elective hours.

---

**Technical Specialty – one option is selected / 27**

The technical specialty consists of a sequence of interrelated courses focusing on a particular career area. With approval from their student support professional or academic advisor, students choose one of the following options to meet this requirement. If prerequisites for required courses have not been fulfilled, they are added to individual plans of study and become part of students’ graduation requirements.

**Option 1 – General Technical Option**
(a) 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 – Business Administration Specialty**
Select one of the following specialties:

**Accounting**
(a) all of: ACCT304; ACCT305; ACCT312; ACCT429; ACCT444; ACCT451
(b) one of: ACCT405; advanced course option

**Project Management**
(a) all of: ACCT434; GSCM326; MGMT340; PROJ410; PROJ420; PROJ430
(b) one of: PROJ330; advanced course option

**Sales and Marketing**
(a) all of: MKTG310; MKTG320; MKTG410; MKTG420; MKTG430; SBE330
(b) one of: ECOM340; advanced course option
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 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.

The following pages provide details on undergraduate programs offered in New Jersey through the College of Engineering & Information Sciences. Further information on other undergraduate and graduate degree programs and offerings available through the College at other DeVry locations and online is available via www.devry.edu.

**ENGINEERING & INFORMATION SCIENCES PROGRAMS**

<table>
<thead>
<tr>
<th>Associate degree</th>
<th>Bachelor’s degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Electronics &amp; Computer Technology</td>
<td>• Biomedical Engineering Technology</td>
</tr>
<tr>
<td>• Network Systems Administration</td>
<td>• Computer Information Systems</td>
</tr>
<tr>
<td></td>
<td>• Electronics Engineering Technology</td>
</tr>
<tr>
<td></td>
<td>• Network &amp; Communications Management</td>
</tr>
</tbody>
</table>
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, expertise of electronics and computer technologists 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.

Note: To complete their program, ECT students must meet requirements outlined in Electronics and Engineering Technology Programs – General Course Requirements.

Program Objectives
The 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 in Applied Science in Electronics and Computer Technology

Semesters: 5 full time
Minimum credit hours required for graduation: 66
Normal time to complete: 2.5 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Program Outline
Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

Course Area / Minimum Credit Hours

Communication Skills / 6
(a) all of: ENGL108; ENGL206

Humanities / 3
(a) ETHC232

Social Sciences / 3
(a) one of: PSYC110; SOCS185; SOCS190

Personal and Professional Development / 5
(a) all of: CARD205; COLL148

Mathematics and Natural Sciences / 8
(a) all of: MATH103; PHYS204

Electrical and Electronic Circuits and Systems / 14
(a) all of: ECT122; ECT125; ECT246; ECT253; ECT295L

Digital, Microprocessor and Computer Systems / 15
(a) all of: COMP129; ECT109; ECT114; ECT274

Electronic Communications / 4
(a) ECT263

Control Systems / 4
(a) ECT284

Computer Networks / 9
(a) one of: NETW202; NETW203
(b) one of: NETW204; NETW205
(c) one of: NETW206; NETW207

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/aect
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 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

Semesters: 5 full time
Minimum credit hours required for graduation: 65

Normal time to complete: 2.5 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Program Outline
Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

Course Area / Minimum Credit Hours

Communication Skills / 10
(a) all of: ENGL108; ENGL135; SPCH275

Humanities / 3
(a) ETHC232

Social Sciences / 3
(a) one of: PSYC110; SOCS185; SOCS190

Mathematics / 8
(a) all of: MATH103; MATH114

Natural Sciences / 3
(a) one of: BIOS105; BIOS135; CHEM120; PHYS204; SCI200; SCI224

Personal and Professional Development / 5
(a) all of: CARD205; COLL148

Business / 3
(a) BUSN115

Computing / 12
(a) all of: CEIS100; COMP129; COMP230; SEC280

Network Operating Systems and Technologies / 11
(a) all of: NETW230; NETW240; NETW250

Track – one option is selected / 12

Cisco Networking Fundamentals
(a) all of: NETW203; NETW205; NETW207; NETW209

Networking Fundamentals
(a) all of: NETW202; NETW204; NETW206; NETW208

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/ansa
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 prepares graduates to enter the workforce as technical professionals with competencies in bioengineering processes and tools. BMET graduates play essential roles on the biomedical team, typically ranging from developing and maintaining healthcare equipment to designing and implementing hardware and software solutions to biological or medical problems. The curriculum is application-oriented in the areas of physiological bioinstrumentation and informatics, providing knowledge and skills graduates need to function effectively in multidisciplinary teams, adapt to changes in technical environments throughout their careers and progress in their professional responsibilities.

Note: To complete their program, BMET students must meet requirements outlined in Electronics and Engineering Technology Programs – General Course Requirements and may also have to satisfy requirements outlined in Healthcare Site Requirements.

Program Educational 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:

• Finding employment in a biomedical-technology-related position with appropriate title and compensation.
• Achieving a successful professional career.
• Adapting to change through continuous personal and professional development.

Student Outcomes

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

• An ability to select and apply the knowledge, techniques, skills, and modern tools of their disciplines to broadly defined engineering technology activities.
• An ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures and methodologies.
• An ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes.
• An ability to design systems, components, or processes for broadly defined engineering technology problems appropriate to program educational objectives.
• An ability to function effectively as a member or leader on a technical team.
• An ability to identify, analyze, and solve broadly defined engineering technology problems.
• An ability to communicate effectively regarding broadly defined engineering technology activities.
• An understanding of the need for and an ability to engage in self-directed continuing professional development.
• An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity.
• A knowledge of the impact of engineering technology solutions in a societal and global context.
• A commitment to quality, timeliness, and continuous improvement.
• An appropriate level of achievement of the body of knowledge required by the Biomedical Engineering Society (BMES), as listed in the program criteria applicable to biomedical engineering technology programs contained within the ETAC of ABET Criteria for Accrediting Engineering Technology Programs.

Program Details

Degree: Bachelor of Science in Biomedical Engineering Technology

Semesters: 9 full time

Minimum credit hours required for graduation: 133

Normal time to complete: 4.5 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Additional information is available in Programmatic Accreditation and Recognition.

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/bbet
## Program Outline

Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

### Course Area / Minimum Credit Hours

#### Communication Skills / 14
- (a) all of: ENGL108; ENGL135; SPCH275
- (b) one of: ENGL216; ENGL227

#### Humanities / 9
- (a) one of: HUMN303; HUMN451; LTRE421; LTRE422; LTRE424; LTRE427; LTRE428
- (b) one of: ETHC445; HIST410; HIST412; HIST417; RELI448
- (c) LAS432

#### Social Sciences / 6
- (a) one of: ECON312; LAWS310; POLI330; PSYC305; PSYC315; SOCS315; SOCS410
- (b) one of: PSYC110; SOCS185; SOCS190

#### Personal and Professional Development / 5
- (a) all of: CARD405; COLL148

#### Mathematics and Analytical Methods / 15
- (a) all of: ECET345; MATH190; MATH260; MATH270

#### Natural Sciences / 16
- (a) all of: BIOS135; BIOS195; PHYS310; PHYS320

#### Electronic Circuits and Devices / 20
- (a) all of: CEIS100; ECET105; ECET110; ECET210; ECET220; ECET350

#### Digital Circuits and Microprocessors / 12
- (a) all of: ECET230; ECET330; ECET340

#### Networks / 4
- (a) ECET375

#### Computer Programming / 12
- (a) all of: COMP122; COMP220; COMP274

#### Biomedical Engineering Technology / 19
- (a) all of: BMET313; BMET323; BMET433; BMET436; BMET453; BMET454

#### Senior Project Design and Development / 5
- (a) all of: ECET390; ECET492L; ECET493L; ECET494L

#### Technology Integration / 2
- (a) all of: ECET299; ECET497
Computer Information Systems Program

Computer Information Systems program graduates are prepared to successfully join the workforce 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.

The program offers tracks as shown in the following program outline. Students who have not chosen an area of specialization may begin the program in "Undeclared" status; however, they must select a track by the time they have earned 60 semester-credit hours toward their degree.

Program Objectives
The 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 into 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
Semesters: 8 full time
Minimum credit hours required for graduation: 125
Normal time to complete: 4 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads).

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Program Outline
Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

Course Area / Minimum Credit Hours
Communication Skills / 14
(a) all of: ENGL108; ENGL135; SPCH275
(b) one of: ENGL216; ENGL227

Humanities / 9
(a) one of: HUMN303; HUMN451; LTRE421; LTRE422; LTRE424; LTRE427; LTRE428
(b) one of: ETHC445; HIST410; HIST412; HIST417; RELI448
(c) LAS432

Social Sciences / 9
(a) one of: ECON312; LAWS310; POLI330
(b) one of: PSYC110; SOCS185; SOCS190
(c) one of: PSYC305; PSYC315; SOCS315; SOCS410

Mathematics / 8
(a) all of: MATH114; MATH221

Natural Sciences / 3
(a) one of: BIOS105; BIOS135; CHEM120; PHYS204; SCI200; SCI224

General Education Elective / 6
(a) From general education course areas (communication skills, humanities, social sciences, mathematics and natural sciences), students choose two courses that were not selected to meet other graduation requirements. Courses selected in humanities or social sciences should be upper-division coursework (DeVry courses numbered 300–499).

Personal and Professional Development / 5
(a) all of: CARD405; COLL148

Business / 11
(a) all of: ACCT301; BUSN115; MGMT404

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/bcis
## Computer Information Systems Program (continued)

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Systems Concepts / 16</strong></td>
</tr>
<tr>
<td>(a) all of: CIS115; CIS206; CIS246; COMP100; SEC280</td>
</tr>
<tr>
<td><strong>Programming / 12</strong></td>
</tr>
<tr>
<td>(a) all of: CIS170B; CIS247A; CIS355A</td>
</tr>
<tr>
<td><strong>Web Development / 8</strong></td>
</tr>
<tr>
<td>(a) all of: CIS321; CIS336; CIS339</td>
</tr>
<tr>
<td><strong>Systems Development / 10</strong></td>
</tr>
<tr>
<td>(a) all of: CIS474; CIS477</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Track – one option is selected / 16</strong></td>
</tr>
<tr>
<td><strong>Computer Forensics</strong></td>
</tr>
<tr>
<td>(a) all of: CCSI330; CCSI360; CCSI410; CCSI460; SEC440</td>
</tr>
<tr>
<td><strong>Database Management</strong></td>
</tr>
<tr>
<td>(a) all of: DBM405A; DBM438; DBM449; SEC360</td>
</tr>
<tr>
<td><strong>Information Systems Security</strong></td>
</tr>
<tr>
<td>(a) all of: SEC340; SEC360; SEC370; SEC440</td>
</tr>
<tr>
<td><strong>Web Development and Administration</strong></td>
</tr>
<tr>
<td>(a) all of: SEC370; WEB320; WEB375; WEB460</td>
</tr>
<tr>
<td><strong>Web Game Programming</strong></td>
</tr>
<tr>
<td>(a) all of: WBG340; WBG370; WBG410; WBG450</td>
</tr>
</tbody>
</table>
Electronics Engineering Technology Program

The Electronics Engineering Technology program prepares graduates to join the workforce 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.

Note: To complete their program, EET students must meet requirements outlined in Electronics and Engineering Technology Programs – General Course Requirements.

Program Educational 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:

• Finding employment in an electronics-engineering-technology-related position with appropriate title and compensation.
• Achieving a successful professional career.
• Adapting to change through continuous personal and professional development.

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

• An ability to select and apply the knowledge, techniques, skills, and modern tools of their disciplines to broadly defined engineering technology activities.
• An ability to select and apply a knowledge of mathematics, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures and methodologies.
• An ability to conduct standard tests and measurements; to conduct, analyze, and interpret experiments; and to apply experimental results to improve processes.
• An ability to design systems, components, or processes for broadly defined engineering technology problems appropriate to program educational objectives.
• An ability to function effectively as a member or leader on a technical team.
• An ability to identify, analyze, and solve broadly defined engineering technology problems.

• An ability to communicate effectively regarding broadly defined engineering technology activities.
• An understanding of the need for and an ability to engage in self-directed continuing professional development.
• An understanding of and a commitment to address professional and ethical responsibilities including a respect for diversity.
• A knowledge of the impact of engineering technology solutions in a societal and global context.
• A commitment to quality, timeliness, and continuous improvement.
• An appropriate level of achievement of the body of knowledge required by the Institute of Electrical and Electronics Engineers (IEEE), as listed in the program criteria for electronics engineering technology programs contained within the ETAC of ABET Criteria for Accrediting Engineering Technology Programs.

Program Details
Degree: Bachelor of Science in Electronics Engineering Technology
Semesters: 9 full time
Minimum credit hours required for graduation: 133
Normal time to complete: 4.5 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Additional information is available in Programmatic Accreditation and Recognition.

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/beet
# Electronics Engineering Technology Program (continued)

## Program Outline
Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication Skills</strong> / 14</td>
<td></td>
</tr>
<tr>
<td>(a) all of: ENGL108; ENGL135; SPCH275</td>
<td></td>
</tr>
<tr>
<td>(b) one of: ENGL216; ENGL227</td>
<td></td>
</tr>
<tr>
<td><strong>Humanities</strong> / 9</td>
<td></td>
</tr>
<tr>
<td>(a) one of: HUMN303; HUMN451; LTRE421; LTRE422; LTRE424; LTRE427; LTRE428</td>
<td></td>
</tr>
<tr>
<td>(b) one of: ETHC445; HIST410; HIST412; HIST417; RELI448</td>
<td></td>
</tr>
<tr>
<td>(c) LAS432</td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences</strong> / 9</td>
<td></td>
</tr>
<tr>
<td>(a) one of: ECON312; LAWS310; POLI330</td>
<td></td>
</tr>
<tr>
<td>(b) one of: PSYC110; SOC5185; SOC5190</td>
<td></td>
</tr>
<tr>
<td>(c) one of: PSYC305; PSYC315; SOC5315; SOC5410</td>
<td></td>
</tr>
<tr>
<td><strong>Personal and Professional Development</strong> / 5</td>
<td></td>
</tr>
<tr>
<td>(a) all of: CARD405; COLL148</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics and Analytical Methods</strong> / 23</td>
<td></td>
</tr>
<tr>
<td>(a) all of: ECET345; MATH190; MATH260; MATH270; PHYS310; PHYS320</td>
<td></td>
</tr>
</tbody>
</table>

### Course Area / Minimum Credit Hours

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Electronic Circuits and Devices</strong> / 12</td>
<td></td>
</tr>
<tr>
<td>(a) all of: ECET110; ECET210; ECET220</td>
<td></td>
</tr>
<tr>
<td><strong>Digital Circuits and Microprocessors</strong> / 20</td>
<td></td>
</tr>
<tr>
<td>(a) all of: CEIS100; ECET105; ECET230; ECET330; ECET340; ECET365</td>
<td></td>
</tr>
<tr>
<td><strong>Control Systems and Signal Processing</strong> / 8</td>
<td></td>
</tr>
<tr>
<td>(a) all of: ECET350; ECET402</td>
<td></td>
</tr>
<tr>
<td><strong>Communications and Networks</strong> / 8</td>
<td></td>
</tr>
<tr>
<td>(a) all of: ECET310; ECET375</td>
<td></td>
</tr>
<tr>
<td><strong>Computer Programming</strong> / 12</td>
<td></td>
</tr>
<tr>
<td>(a) all of: COMP122; COMP220; COMP274</td>
<td></td>
</tr>
<tr>
<td><strong>Senior Project Design and Development</strong> / 5</td>
<td></td>
</tr>
<tr>
<td>(a) all of: ECET390; ECET492L; ECET493L; ECET494L</td>
<td></td>
</tr>
<tr>
<td><strong>Technology Integration</strong> / 2</td>
<td></td>
</tr>
<tr>
<td>(a) all of: ECET299; ECET497</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Alternates</strong> / 12</td>
<td></td>
</tr>
<tr>
<td>(a) three of: ECET370¹; ECET380; ECET410; ECET425; ECET460; ECET465; ECET495; MATH450¹; MATH451¹</td>
<td></td>
</tr>
</tbody>
</table>

¹ All students interested in pursuing DeVry’s Electrical Engineering master’s degree program should seek academic advising before selecting their technical alternates; courses denoted with a superscript one (¹) are recommended for such students.
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 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 and Communications Management
Semesters: 8 full time
Minimum credit hours required for graduation: 128
Normal time to complete: 4 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads).

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Program Outline
Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

Course Area / Minimum Credit Hours

Communication Skills / 14
(a) all of: ENGL108; ENGL135; SPCH275
(b) one of: ENGL216; ENGL227

Humanities / 12
(a) one of: HUMN303; LTRE421; LTRE422; LTRE426; LTRE427; LTRE428
(b) one of: HIST410; HIST412; HIST417
(c) one of: ETHC445; HUMN451; RELI448
(d) LAS432

Social Sciences / 9
(a) one of: ECON312; LAWS310
(b) one of: PSYC110; SOCS185; SOCS190
(c) one of: POLI330; PSYC305; PSYC315; SOCS315; SOCS410

Mathematics / 8
(a) all of: MATH114; MATH221

Natural Sciences / 3
(a) one of: BIOS105; BIOS135; CHEM120; PHYS204; SCI200; SCI224

General Education Elective / 6
(a) From general education course areas (communication skills, humanities, social sciences, mathematics and natural sciences), students choose two courses that were not selected to meet other graduation requirements. Courses selected in humanities or social sciences should be upper-division coursework (DeVry courses numbered 300–499).

Personal and Professional Development / 5
(a) all of: CARD405; COLL148

Business / 11
(a) all of: ACCT301; BUSN115; MGMT404

Computing / 12
(a) all of: CEIS100; COMP129; COMP230; SEC280

Special Topics / 3
(a) one of: MGMT408; NETW430

Network Operating Systems and Technologies / 31
(a) all of: NETW230; NETW240; NETW250; NETW310; NETW320; NETW360; NETW410; NETW420; NETW471

Track – one option is selected / 15
Cisco Networking Fundamentals
(a) all of: NETW203; NETW205; NETW207; NETW209; SEC453

Networking Fundamentals
(a) all of: NETW202; NETW204; NETW206; NETW208; SEC450

Senior Project / 4
(a) all of: NETW494; NETW497

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/bncm
College of Media Arts & Technology

DeVry University’s College of Media Arts & Technology offers diverse 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 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.

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

MEDIA ARTS & TECHNOLOGY PROGRAMS

**Associate degree**
- Web Graphic Design

**Bachelor’s degree**
- Multimedia Design & Development
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
The program is designed to produce graduates who are able to:
• Apply basic graphic and design principles to web media using application software.
• Create animations for use in web media.
• Apply creativity and problem-solving skills to produce graphic media solutions for communications and training.
• Communicate effectively both orally and in writing.
• Participate effectively in collaborative environments.

Program Details
Degree: Associate in Applied Science in Web Graphic Design
Semesters: 5 full time
Minimum credit hours required for graduation: 62
Normal time to complete: 2.5 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Program Outline
Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

Course Area / Minimum Credit Hours

<table>
<thead>
<tr>
<th>Course Area</th>
<th>Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills</td>
<td>10</td>
</tr>
<tr>
<td>(a) all of: ENGL108; ENGL135; SPCH275</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>3</td>
</tr>
<tr>
<td>(a) ETHC232</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td>3</td>
</tr>
<tr>
<td>(a) one of: PSYC110; SOCS185; SOCS190</td>
<td></td>
</tr>
<tr>
<td>Personal and Professional Development</td>
<td>5</td>
</tr>
<tr>
<td>(a) all of: CARD205; COLL148</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>8</td>
</tr>
<tr>
<td>(a) all of: MATH103; MATH114</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>3</td>
</tr>
<tr>
<td>(a) BUSN115</td>
<td></td>
</tr>
<tr>
<td>Computing</td>
<td>2</td>
</tr>
<tr>
<td>(a) COMP100</td>
<td></td>
</tr>
<tr>
<td>Web Graphic Design</td>
<td>30</td>
</tr>
<tr>
<td>(a) all of: WGD201; WGD205; WGD210; WGD229; WGD232; WGD235; WGD242; WGD251</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>3</td>
</tr>
<tr>
<td>(a) WGD260</td>
<td></td>
</tr>
</tbody>
</table>

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.
For comprehensive consumer information, visit devry.edu/awgd
Multimedia Design & Development Program

DeVry’s Multimedia Design & Development program prepares graduates to create and distribute web-enabled and other digital media. Industry standard and innovative new software is used to create application projects. The program offers tracks as shown in the following program outline. Coursework addressing multimedia standards, the graphics business and emerging technologies provides a foundation for the tracks.

Students who have not chosen an area of specialization may begin the program in “Undeclared” status; however, they must select a track by the time they have earned 60 semester-credit hours toward their degree.

Program Objectives
The 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 and Development

Semesters: 8 full time

Minimum credit hours required for graduation: 122

Normal time to complete: 4 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Course Area / Minimum Credit Hours

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
<th>Communication Skills / 14</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(a) all of: ENGL108; ENGL135; SPCH275</td>
</tr>
<tr>
<td></td>
<td>(b) one of: ENGL216; ENGL227</td>
</tr>
<tr>
<td>Humanities / 9</td>
<td>(a) one of: HUMN303; HUMN451; LTRE421; LTRE422; LTRE424; LTRE427; LTRE428</td>
</tr>
<tr>
<td></td>
<td>(b) one of: ETHC445; HIST410; HIST412; HIST417; RELI448</td>
</tr>
<tr>
<td>(c) LAS432</td>
<td></td>
</tr>
<tr>
<td>Social Sciences / 9</td>
<td>(a) one of: ECON312; LAWS310; POLI330</td>
</tr>
<tr>
<td>(b) one of: PSYC110; SOCS185; SOCS190</td>
<td></td>
</tr>
<tr>
<td>(c) one of: PSYC305; PSYC315; SOCS315; SOCS410</td>
<td></td>
</tr>
<tr>
<td>Mathematics / 8</td>
<td>(a) all of: MATH114; MATH221</td>
</tr>
<tr>
<td>Natural Sciences / 3</td>
<td>(a) one of: BIOS105; BIOS135; CHEM120; PHYS204; SCI200; SCI224</td>
</tr>
<tr>
<td>General Education Elective / 6</td>
<td>(a) From general education course areas (communication skills, humanities, social sciences, mathematics and natural sciences), students choose two courses that were not selected to meet other graduation requirements. Courses selected in humanities or social sciences should be upper-division coursework (DeVry courses numbered 300–499).</td>
</tr>
</tbody>
</table>

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/bmdd
<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and Professional Development / 5</td>
<td>(a) all of: CARD405; COLL148</td>
</tr>
<tr>
<td>Business and Computing / 5</td>
<td>(a) all of: BUSN115; COMP100</td>
</tr>
<tr>
<td>Multimedia Core / 45</td>
<td>(a) all of: MDD310; MDD340; MDD410; WGD201; WGD205; WGD210; WGD229; WGD232; WGD235; WGD242; WGD251; WGD260</td>
</tr>
<tr>
<td>Senior Project / 4</td>
<td>(a) all of: MDD460; MDD461</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Track – one option is selected / 19</td>
<td></td>
</tr>
<tr>
<td>Graphic and Multimedia Design</td>
<td>(a) all of: GMD311; GMD341; GMD371; GMD411; GMD451</td>
</tr>
<tr>
<td>Graphics and Multimedia Management</td>
<td>(a) all of: BUSN319; ECOM340; MGMT404; MKTG410; SBE310</td>
</tr>
<tr>
<td>Web Design and Development</td>
<td>(a) all of: CIS336; WBG310; WBG340; WBG410; WDD420</td>
</tr>
<tr>
<td>Web Game Programming</td>
<td>(a) all of: WBG310; WBG340; WBG370; WBG410; WBG450</td>
</tr>
</tbody>
</table>
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 days, evenings and weekends – include intensive practicum experience in clinical settings, and lab assignments employing the latest equipment and technologies.

The following pages provide details on undergraduate programs offered in New Jersey through the College of Health Sciences. Information on other undergraduate degree programs offered through the College is available via www.devry.edu.
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.

Note: To complete their program, HIT students must meet requirements outlined in Healthcare Practicum and Clinical Coursework Requirements and in Healthcare Site Requirements.

Program Objectives
The 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 in Applied Science in Health Information Technology

Semesters: 5 full time

Minimum credit hours required for graduation: 63

Normal time to complete: 2.5 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Additional information is available in Programmatic Accreditation and Recognition.

Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/ahit

1 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.
DeVry’s Neurodiagnostic Technology program, offered jointly with the New Jersey Neuroscience Institute, prepares graduates to become competent neurodiagnostic and polysomnographic technologists, sensitive to patient concerns, skilled in administration of neurophysiological tests, and familiar with normal and disordered neurobehavioral functions.

The program provides extensive practical training in patient testing and establishes a firm background in relevant clinical and basic sciences.

The program prepares graduates for board certification exams and employment opportunities in hospital labs, academic research facilities and the private sector.

In the first year, students complete core courses in general education, electronics foundations and basic science at DeVry. Students then progress to advanced courses in neuroanatomy, neurophysiology and correlative neurology, supplemented by intensive clinical training at NJNI training sites.

For the program’s practical component, students rotate through the following clinical labs: electroencephalography, polysomnography, evoked potential, intraoperative monitoring, epilepsy monitoring and nerve conduction studies. They also have elective opportunities in areas such as autonomic nervous system testing, oculography, pupillometry and neurophysiologic research.

Note: To complete their program, NDT students must meet personal health status and clinical agency requirements outlined in Additional Requirements – Neurodiagnostic Technology Program.

**Program Objectives**

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

- Demonstrate theoretical and practical understanding of the ethical, legal and psychological principles involved in patient contact.
- Display both oral and written communication skills that allow for effective interaction with medical and technical staff, as well as with patients and their families.
- Make and record valid clinical observations, keep complete and legible records, and protect patient data.
- Prepare patients for testing, and record, process, store and interpret neuroelectric signals.
- Demonstrate competence in first-echelon maintenance of equipment and troubleshooting in both practice and test situations.
- Satisfy requirements of examining boards for certification in NDT subspecialties.

**Program Details**

**Degree:** Associate in Applied Science in Neurodiagnostic Technology

**Semesters:** 5 full time

**Minimum credit hours required for graduation:** 65

**Normal time to complete:** 2.5 years, assuming enrollment in 15–16 credit hours per semester and attending 2 semesters per year; enrollment in 17–20 credit hours may be needed in some semesters (see Course Loads)

There may be a slight difference between minimum credit hours required for graduation and total credit hours required if all courses are taken at DeVry. Credit hour differences may benefit students with qualifying transfer credit. Students should contact their student support professional or academic advisor for more information.

Additional information is available in Programmatic Accreditation and Recognition.

---

*Note: All students should see General Notes at the beginning of Colleges & Programs of Study.

For comprehensive consumer information, visit devry.edu/andt*
Sequenced Courses
Pairs of NDT courses are identified as “sequenced” in Course Area Details and in Course Descriptions. Each two-course sequence must be completed within two consecutive sessions and may not be taken independently. Students register for both courses at the beginning of the sequence. Students who withdraw from the first course are assigned a designator of W (Withdrawal) for the first course and are dropped from the subsequent course. If the first course is completed, a designator of I (Incomplete) is assigned until the second course is graded. When the second course is completed, the same grade is awarded for both courses. If students drop or withdraw from the second course, the first course is assigned a designator of W. If a retake of the second course is required for any reason, both the first and the second courses must be retaken. These courses are not included in satisfactory academic progress calculations until both courses in the sequence have been graded. Incompletes assigned to the first course do not result in designators of U while students continue in the second course.

Program Outline
Each lettered group in the following outline represents a graduation requirement. Though some courses may appear in more than one course area, each course may be applied to fulfill one graduation requirement only. Descriptions for courses are found in Course Descriptions.

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication Skills / 6</td>
</tr>
<tr>
<td>(a) all of: ENGL108; ENGL206</td>
</tr>
<tr>
<td>Humanities / 3</td>
</tr>
<tr>
<td>(a) ETHC232</td>
</tr>
<tr>
<td>Social Sciences / 3</td>
</tr>
<tr>
<td>(a) PSYC110</td>
</tr>
<tr>
<td>Mathematics and Natural Sciences / 11</td>
</tr>
<tr>
<td>(a) MATH118</td>
</tr>
<tr>
<td>(b) all of: BIOS105; BIOS275</td>
</tr>
<tr>
<td>Personal and Professional Development / 5</td>
</tr>
<tr>
<td>(a) all of: CARD205; COLL148</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Area / Minimum Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Applications / 2</td>
</tr>
<tr>
<td>(a) COMP100</td>
</tr>
<tr>
<td>Neuroelectric Theory and Instrumentation / 6</td>
</tr>
<tr>
<td>(a) all of: NDT155; NDT205</td>
</tr>
<tr>
<td>Neuroscience¹ / 10</td>
</tr>
<tr>
<td>(a) all of: NDT221 and NDT222; NDT241 and NDT242; NDT256 and NDT257; NDT266 and NDT267; NDT276 and NDT277; NDT286 and NDT287</td>
</tr>
<tr>
<td>Clinical Practicum¹² / 24</td>
</tr>
<tr>
<td>(a) all of: NDT256 and NDT257; NDT276 and NDT277; NDT296 and NDT297</td>
</tr>
</tbody>
</table>

¹ The following courses are sequenced pairs: NDT221 and NDT222; NDT241 and NDT242; NDT256 and NDT257; NDT266 and NDT267; NDT276 and NDT277; NDT286 and NDT287; NDT296 and NDT297. See special conditions in Sequenced Courses for enrollment and grading of sequenced courses.
² Each practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting.
DeVry’s diverse course offerings are specifically designed and updated with students’ career success in mind.
ACCOUNTING

ACCT212 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 service. Students make extensive use of spreadsheet applications to analyze accounting records and financial statements. Prerequisites: COMP100 and MATH114 / 4-4

ACCT301 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: BUSN115 / 4-4

ACCT304 Intermediate Accounting I*
This course expands on topics covered in ACCT212 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: ACCT212 / 4-4

ACCT305 Intermediate Accounting II*
This course continues topics presented in ACCT304. Property, intangibles, liabilities, stockholders' equity, retained earnings and earnings per share are covered. Prerequisite: ACCT304 / 4-4

ACCT312 Intermediate Accounting III*
This course continues topics covered in ACCT305 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: ACCT305 / 4-4

ACCT346 Managerial Accounting*
This course provides exposure to the financial aspects of business decision-making. Topics include standard cost systems, budgeting, break-even analysis, and the effect of federal and state taxes on decision-making. Students make extensive use of spreadsheet applications to analyze and provide solutions to the challenges faced by management in today's Internet-based economy. Prerequisite: ACCT212 / 4-4

ACCT405 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: ACCT312 / 4-4

ACCT429 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: ACCT212 / 4-4

ACCT434 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, and students develop spreadsheet and presentation software skills. Prerequisite: ACCT346 / 4-4

ACCT444 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: ACCT312 / 4-4

ACCT451 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: ACCT312 / 5-4

ACCT452 Governmental and Not-for-Profit Accounting
This course introduces core concepts and tools of accounting and reporting for managers of governmental and not-for-profit organizations under generally accepted accounting principles (GAAP). Topics include financial and operational organization; statement creation and interpretation; reporting; and budgeting. Special emphasis is given to financial reporting, performance measurement, auditing and compliance. The impact of standards promulgated by various agencies is investigated and evaluated. Prerequisite: ACCT212 / 4-4

BIOSCIENCES

BIOS105 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

BIOS135 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: MATH114 or the equivalent / 5-4

BIOS195 Anatomy and Physiology
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: MATH114 or the equivalent / 5-4
BIOS260 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: BIOS105 and HIT111 / 4-4

BIOS275 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: BIOS105, and HIT111 or NDT155 / 3-3

BUSINESS INFORMATION SYSTEMS
BIS155 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: COMP100 / 4-3

BIS245 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: BIS155 / 5-4

BIOMEDICAL ENGINEERING TECHNOLOGY
BMET313 Biomedical Equipment and Instrumentation I with Lab
This course presents principles of biomedical devices used to measure biological and physiological processes. Coursework addresses general purpose bioamplifier and filter units, electromyographs, noninvasive blood pressure systems, spirometers, pulse-oximeters, phonocardiographs, tonometers, digital thermometers, phonocardiographs and Doppler flow meters. Various transduction processes are presented, emphasizing physiological signal measurement and basic quantitative analysis techniques. Prerequisites: BIOS135 and BIOS195, or BIOS256; ECET340; and PHYS320 / 5-4

BMET323 Biomedical Equipment and Instrumentation II with Lab
This course covers integrated biomedical systems and their associated medical applications, as well as troubleshooting techniques, safety practices and maintenance procedures for various instruments and devices. Topics include electrocardiographs, brain activity monitoring recorders, patient monitors, pacemakers, defibrillators, electrical stimulators, electrostatic units, diyalysis equipment and related equipment used in clinical environments. Coursework examines basics of calibration, troubleshooting, repair and certification, needed to determine if equipment and instruments meet specifications. Prerequisite: BMET313 / 5-4

BMET433 Medical Imaging Technology with Lab
This course introduces various transmission- and emission-based medical imaging techniques including X-rays, computed tomography (CT), ultrasound (Doppler and basic imaging), magnetic resonance imaging (MRI) and positron emission tomography (PET). Fundamental physics of these technologies are presented, as are basics of image acquisition, processing, image format construction and storage types. Also addressed are PAC and DICOM standards, as well as radiation safety and standards. Prerequisite: BMET323 / 5-4

BMET436 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: BMET323 and ECET375 / 5-4

BMET453 Biomedical Engineering Technology Professional Topics*
In this course, the first in 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 BMET453 and BMET454 must total at least 90 hours. Prerequisite: BMET323 / 2-2

BMET454 Biomedical Engineering Technology Internship*
In this course, a continuation of BMET453, 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 BMET453 and BMET454 must total at least 90 hours. Corequisites: BMET453 and permission from the academic administrator / 1-1

BUSINESS
BUSN115 Introduction to Business and Technology
This course introduces business and the technological environments in which businesses operate. Students examine the roles of major functional areas of business and the interrelationships among them. Organizational theories and techniques are examined, and economic, cultural, political and technological factors affecting business organizations are evaluated. / 3-3

BUSN319 Marketing*
In this course students apply principles and strategies for marketing products and services to industrial, commercial and government 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: BUSN115 and MATH114 / 3-3

BUSN379 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: ACCT212 / 3-3
BUSN412 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: Successful completion of 80 semester-credit hours / 4-4

BUSN427 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: Successful completion of 80 semester-credit hours / 4-4

BUSN462 Senior Project I*
In this course, the first in 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. This course must be taken at DeVry. Prerequisites: Successful completion of 89 semester-credit hours and permission from the appropriate academic administrator / 2-1

BUSN463 Senior Project II
In this course, a continuation of BUSN462, 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. This course must be taken at DeVry. Prerequisite: BUSN462 / 2-2

CAREER DEVELOPMENT

CARD205 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. This course must be taken at DeVry. Prerequisite: Successful completion of 40 semester-credit hours / 2-2

CARD405 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. This course must be taken at DeVry. Students who receive credit for this course may not also receive credit for CARD415. Prerequisite: Successful completion of 89 semester-credit hours / 2-2

CARD415 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. By interacting frequently with industry representatives and alumni, students develop greater awareness of themselves as communicators, problem-solvers and team players. This course must be taken at DeVry. Students who receive credit for this course may not also receive credit for CARD405. Prerequisite: Successful completion of 78 semester-credit hours and CARD205 / 1-1

COMPUTER FORENSICS

CCSI330 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: COLL148 / 3-3

CCSI360 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: SEC280 / 3-3

CCSI410 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: CCSI330 and CIS246 / 5-4

CCSI460 Digital Forensics II with Lab*
This course builds on forensic computer techniques introduced in CCSI410, focusing on advanced investigative techniques to track leads over local and wide area networks, including international computer crime. Prerequisite: CCSI410 / 5-4

ENGINEERING TECHNOLOGY AND INFORMATION SCIENCES

CEIS100 Introduction to Engineering Technology and Information Sciences
This course introduces basics of networking, programming logic and electrical engineering technology concepts. Topics include the importance of ethics and communications in the engineering world, as well as the benefits of belonging to a professional organization. In the lab, students gain experience in problem solving and completing lab reports. They also create portfolios and plan which courses they will take while at DeVry. / 3-2

CHEMISTRY

CHEM120 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: MATH114 or MATH190 / 5-4
Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.

**Computer Information Systems**

CIS115 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 how to design and document program specifications using tools such as flowcharts, structure charts and pseudocode. Program specification validation through desk-checking and walkthroughs are also covered. **Prerequisite:** CEIS100 / 3-3

CIS170B 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:** CEIS100 and CIS115 / 5-4

CIS206 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:** CEIS100 / 5-4

CIS246 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:** CIS206 / 5-4

CIS247A 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:** CIS170B / 5-4

CIS321 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:** CIS170B / 4-3

CIS336 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:** CIS321 or WGB310 / 5-4

CIS339 Object-Oriented Analysis and Design*
Building on the foundation established in CIS321, 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:** CIS247A and CIS321 / 4-3

CIS355A Business Application Programming with Lab*
Building on analysis, programming and database skills developed in previous courses, this course introduces students to 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:** CIS247A and CIS336 / 5-4

CIS363A Web Interface Design with Lab*
This course introduces web design and basic programming techniques for developing effective and useful websites. Coursework emphasizes website 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), dynamic HTML (DHTML) and scripting. Dreamweaver and Flash are the primary software tools used. **Prerequisite:** CIS247A / 5-4

CIS407A 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 or C++.Net is used to implement web-based applications. ASP.Net is the primary software tool used. **Prerequisites:** CIS336 and CIS363A / 5-4

CIS474 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. This course must be taken at DeVry. **Prerequisites:** CIS407A; ENGL216, ENGL219 or ENGL227; and permission from the appropriate academic administrator / 2-1

CIS477 Computer Information Systems Senior Project II*
In this course, a continuation of CIS474, 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. This course must be taken at DeVry. **Prerequisite:** CIS474 / 2-2

**Critical Thinking**

COLL148 Critical Thinking and Problem-Solving
This course focuses on identifying and articulating skills needed for academic and professional success. Coursework provides instruction and practice in critical thinking and problem-solving through analysis of critical reading and reasoning, as well as through examination of problem-solving methodologies. Students learn to work in teams, to identify and resolve problems, and to use research effectively to gather and evaluate relevant and useful information. / 3-3

**Computer Applications and Programming**

COMP100 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 experience in using PCs and current personal productivity tools. / 3-2
Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.

COMP122 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: MATH190 / 5-4

COMP129 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

COMP220 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: COMP122 / 5-4

COMP230 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. / 5-4

COMP274 Application Programming with Lab
This course introduces the Java programming language and advanced programming concepts such as exception handling, event-driven programming and graphical user interfaces. Coursework also covers use of data streams for moving data to and from files. Prerequisite: COMP220 / 5-4

DATABASE MANAGEMENT

DBM405A 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: CIS336 / 5-4

DBM438 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: DBM405A / 5-4

DBM449 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: DBM438 / 5-4

ELECTRONICS AND COMPUTER ENGINEERING TECHNOLOGY

ECET105 Digital Fundamentals with Lab
This course introduces digital technology and emphasizes fundamentals of digital logic design. Topics include Boolean algebra, truth tables, timing diagrams and logic gates. Application of concepts focuses on combinational circuits using both fixed-function and programmable logic devices (PLDs). Coursework emphasizes circuit analysis; design and troubleshooting; and using simulation programs and test equipment. Also addressed are basic interpersonal and communication skills such as effective teamwork and professional report writing. Corequisite: MATH190; prerequisite: CEIS100 / 3-2

ECET110 Electronic Circuits and Devices I with Lab*
This course, the first in a three-course sequence, introduces concepts of electrical and electronic circuit analysis and design. The course focuses on electrical circuits composed of passive components (resistors, capacitors and inductors) and a DC source. Practical experience is gained through circuit simulation, construction, testing and troubleshooting using these fundamental circuits. Corequisite: MATH190 / 5-4

ECET210 Electronic Circuits and Devices II with Lab*
This course, the second in a three-course sequence, is designed to further students’ knowledge of electrical circuit analysis, and electronic circuit analysis and design. Emphasis is on AC analysis of circuits consisting of passive elements, and coursework incorporates techniques such as total impedance and phasor diagrams. Rectifiers and power supply circuits are also covered. Prerequisite: ECET110 / 5-4

ECET220 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: ECET210 / 5-4

ECET230 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: ECET220; prerequisites: COMP122, ECET105 and ECET210 / 5-4

ECET299 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 COMP274, ECET220, ECET230 and MATH270 / 2-1

ECET310 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: ECET220 and ECET230 / 5-4

ECET330 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: COMP274 and ECET230 / 5-4
ECET340 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/A, keyboards, displays, 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: ECET299 and ECET330 / 5-4

ECET345 Signals and Systems with Lab*
This course presents fundamental concepts of signals and systems, which are classified and analyzed in both time and frequency domains. Topics include Fourier, Laplace and z-transforms; frequency analysis; convolutions; and linear, time-invariant (both continuous and discrete) systems. Prerequisites: ECET340 and MATH270 / 5-4

ECET350 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: ECET220 and ECET345 / 5-4

ECET365 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: ECET340 / 5-4

ECET370 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: COMP274 / 5-4

ECET375 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: ECET340 / 5-4

ECET380 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: ECET310 and ECET350 / 5-4

ECET390 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. Student teams prepare a written proposal for a senior project (to be completed in subsequent terms) and make an oral presentation of the proposal to the class. Prerequisites: ECET299, ECET330, ECET345 and ECET350 / 3-2

ECET402 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: ECET340 and ECET350 / 5-4

ECET410 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: ECET402 / 5-4

ECET425 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: ECET310 / 5-4

ECET460 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: ECET375 / 5-4

ECET465 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: ECET375 / 5-4

ECET492L Senior Project Development Lab I*
Working in teams, students in this first course in a three-course sequence initiate development of the senior project approved in ECET390. Teams submit written progress reports and make oral presentations describing the project to the class. This course must be taken at DeVry. Prerequisites: ECET390 and permission from the appropriate academic administrator / 2-1

ECET493L 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. This course must be taken at DeVry. Prerequisite: ECET492L / 2-1

ECET494L Senior Project Development Lab III*
In this final course of the three-course project development lab sequence, student teams complete development of their senior project. Teams submit written progress reports, make oral presentations describing project progress, and provide concluding written and oral presentations. This course must be taken at DeVry. Prerequisite: ECET493L / 2-1

ECET495 Specialized Technologies with Lab*
This course explores emerging or advanced areas of technology. Students apply analysis, design, testing, implementation and engineering project management techniques to diverse subject areas such as healthcare technology, robotics, satellite communications, cloud computing, cyber-security, enterprise computing systems, nano- and mobile technology, and energy/power systems, or to other relevant engineering technology subject areas. Prerequisites: Successful completion of 89 semester-credit hours and permission from the professor / 5-4

Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.
Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.

ECT497 Technology Integration II*
In this course, students review math, science, electronics and program-specific engineering technology concepts and then work to solve problems related to these concepts. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Prerequisites: ECT430; ECT350; PHYS320; and either BMET323, ECT310, ECT450 or REET300 / 2-1

ECON312 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. Macro-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. Prerequisites: ENGL112; and MATH104, MATH114 or placement into MATH190 / 3-3

ECT253 Achievement Assessment*
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: BUSN319 / 4-4

ECT122 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: MATH103 / 5-4

ECT109 Introduction to Programming 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. Prerequisite: COMP129 / 5-4

ECT114 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: ECT109 / 5-4

ECT125 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: ECT122 and MATH103 / 5-4

ECT246 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: ECT125 / 5-4

ECT263 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: ECT246 / 5-4

ECT274 Embedded Microprocessor Applications with Lab*
This course introduces embedded microprocessor systems and troubleshooting. Coursework examines subsystems such as memory, pulse-width modulation, as well as analog-to-digital and digital-to-analog converters. In the lab, students gain experience with embedded microprocessors by programming and troubleshooting high-level languages. Prerequisites: ECT114 and ECT246 / 5-4

ECT284 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: ECT246 and PHYS204 / 5-4

ECT295L 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: ECT253 and ECT284 / 2-1

ECT246 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: ECT125 / 5-4

ECT253 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. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Prerequisites: ECT114; ECT246; NETW202 or NETW203; and PHYS204 / 2-1

ECT263 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: ECT246 / 5-4

ECT274 Embedded Microprocessor Applications with Lab*
This course introduces embedded microprocessor systems and troubleshooting. Coursework examines subsystems such as memory, pulse-width modulation, as well as analog-to-digital and digital-to-analog converters. In the lab, students gain experience with embedded microprocessors by programming and troubleshooting high-level languages. Prerequisites: ECT114 and ECT246 / 5-4

ECT284 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: ECT246 and PHYS204 / 5-4

ECT295L 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: ECT253 and ECT284 / 2-1

ECT246 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: ECT125 / 5-4

ECT253 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. The minimum requirement to pass this course is 70 percent, and grades of D are not assigned. Prerequisites: ECT114; ECT246; NETW202 or NETW203; and PHYS204 / 2-1

ECT263 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: ECT246 / 5-4

ECT274 Embedded Microprocessor Applications with Lab*
This course introduces embedded microprocessor systems and troubleshooting. Coursework examines subsystems such as memory, pulse-width modulation, as well as analog-to-digital and digital-to-analog converters. In the lab, students gain experience with embedded microprocessors by programming and troubleshooting high-level languages. Prerequisites: ECT114 and ECT246 / 5-4

ECT284 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: ECT246 and PHYS204 / 5-4

ECT295L 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: ECT253 and ECT284 / 2-1
ENGLISH COMPOSITION

ENGL062 Introduction to Reading and Writing
This preparatory course is designed to enhance students' reading and writing skills so they can effectively complete other courses in their program of study. Coursework focuses on process-based activities designed to develop pre-reading, reading and responding skills, as well as pre-writing, writing and revising skills that promote critical thinking. An integrated approach links reading with writing and addresses basic grammar integral to the writing process. The minimum requirement to pass this course is 80 percent, and grades of C and D are not assigned. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to graduate credit hours required for graduation. Eligibility to enroll in the course is based on placement results. / 4-4

ENGL108 Composition with Lab
This course introduces elements of composition through analysis of essays, articles and other written works. Readings are used as models for writing practice and development. Writing assignments focus on process approaches, revision and audience awareness. Word processing and electronic communication tools support the composition process. Students who receive credit for this course may not also receive credit for ENGL112. Eligibility to enroll in the course is based on placement results or successful completion of ENGL062. / 5-3

ENGL135 Advanced Composition
This course builds on conventions and techniques of composition through critical reading requirements and longer, more sophisticated reports, including a library research paper. Assignments require revising and editing for a target audience. Search methods for accessing a variety of print and electronic resources are explored. Prerequisite: ENGL108 / 4-4

ENGL206 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: ENGL108 / 3-3

ENGL216 Technical Writing
This course builds on basic composition principles and focuses on commonly used technical workplace documents including descriptions; instructions; procedures; reports; proposals; analyses; and other types of applied writing, such as memos and letters. Students apply a writing process strategy and guidelines for audience analysis, effective technical style, organizational strategies and visual aids. Prerequisite: ENGL108 / 4-4

ENGL227 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: ENGL108 / 4-4

ETHICS

ETHC232 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: ENGL108 / 3-3

ETHC445 Principles of Ethics
This course provides knowledge of ethics students need to make moral decisions in both their professional and personal lives. Combining moral theories and applied ethics topics, coursework helps students explore traditional and contemporary ethics dilemmas, as well as reflect on and evaluate their moral beliefs. Balancing respect for diversity and claims of universality, the course puts ethics principles in the social and cultural context of the world today. Prerequisite: ENGL135 / 3-3

GRAPHIC AND MULTIMEDIA DESIGN

GMD311 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: MDD310 / 5-4

GMD341 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 Adobe Creative Suite. Students also learn techniques to streamline workflow in large projects. Prerequisites: MDD310 and WGD210 / 5-4

GMD371 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: MDD310 / 5-4

GMD411 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: MDD310 / 5-4

GMD451 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: GMD411 and MDD310 / 5-4

GLOBAL SUPPLY CHAIN MANAGEMENT

GSCM206 Managing Operations Across the Supply Chain*
This course introduces operations and supply chain management, examining the products-to-services spectrum in terms of transformation processes and their impact on the supply chain. Coursework addresses operations and supply chain strategy as related to other functions within an organization and focuses on strategic areas impacting supply chain decision-making. Spreadsheet and presentation software are used as students prepare and analyze potential business solutions and then present these solutions. Prerequisite: BUSN115 / 4-4
GSCM326 Total Quality Management*
This course presents quality-related procedures and concepts for enhancing goods, services and the entire business environment. Quality planning, assurance and control are covered as parts of a total quality system, and students become familiar with various methods of process control and acceptance sampling, including the use of control charts and sampling plans. Probability and statistical concepts as related to process control are examined in depth. Prerequisite: MATH221 / 4-4

HISTORY
HIST410 Contemporary History
This course examines major 20th century political, social, economic and technological developments in a global context. It also establishes a backdrop 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: ENGL135 / 3-3

HIST412 Post-1945 History
This course explores major political and historical trends worldwide, from conditions leading to World War II to the present. 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: ENGL135 / 3-3

HIST417 Emergence of the Modern Era
In this course students analyze ideas 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: ENGL135 / 3-3

HEALTH INFORMATION TECHNOLOGY
HIT111 Basic Medical Terminology*
This course introduces elements of medical terminology such as foundations of words used to describe the human body and its conditions, terminology for medical procedures, and names of commonly prescribed medications. Spelling, pronunciation and meaning of terms used in a professional healthcare setting are covered, as is recognition of common abbreviations. / 3-3

HIT120 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 are 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. / 3-3

HIT141 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: HIT120 / 3-4

HIT211 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: HIT202A / 3-3

HIT210A International Classification of Diseases Coding I 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 addressing the 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: HIT120 / 3-3

Note: To successfully complete HIT170, students must meet requirements outlined in Healthcare Practicum and Clinical Coursework Requirements.

HIT170 Health Information Fundamentals Practicum*
Through either an approved external health information management site or an online application, this course provides initial supervised professional practice experience. Practicum competencies reinforce previous coursework and include application of knowledge of – and skills in – health record content, structure, functions and use. Students whose practicum occurs onsite must complete a minimum of 40 clock hours at the site, generally during traditional business hours, and must meet practicum site eligibility requirements. Course objectives for students whose practical experience occurs virtually are accomplished through online activities, simulations and assignments. All students prepare a written report and present a verbal summary of their practical experience. Prerequisites: HIT110 and HIT141 / 3-3

HIT202A 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. Application of coding principles to electronic record systems is explored. Corequisites: BIOS275 and HIT170; prerequisite: BIOS260 / 3-3

HIT204A International Classification of Diseases Coding III 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: HIT202A / 3-3

HIT220 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: HIT120 / 3-3

Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.
HIT226 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 information displays and reports to support a quality improvement program. Case studies and projects reinforce learning. Corequisite: HIT170; prerequisites: BIS155 and HIT141 / 3-3

HIT230 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: HIT141 and HIT202A / 3-3

HIT272 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. Prerequisites: Permission from the appropriate academic administrator upon completion of, or concurrent enrollment in, all other HIT courses in the program, except HIT272L / 3-3

HIT272L RHIT Certification Preparation  
This course is designed to prepare students for the Registered Health Information Technician (RHIT) certification exam, which determines aptitude in five competency domains: healthcare data management; health statistics, biomedical research and quality management; health services organization and delivery; information technology and systems; and organizational resources. In the lab, students complete five practice tests and a final mock exam. The minimum requirement to pass this course is 70 percent. This course is graded on a Satisfactory/ Unsatisfactory basis. Prerequisites: HIT226 and HIT230 / 2-0

HUMN451 Contemporary Fine Arts  
This course introduces nonliterary contemporary fine arts. Visual arts such as painting, sculpture, architecture and photography may be emphasized, as may 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: ENGL135 / 3-3

HUMN460SA International Cultural Explorations  
This course introduces economic, historical and social forces that influence the culture of a given destination in the Study Abroad program. Experientially based, the course offers an overview of relevant arts and artifacts; cultural aesthetics; and the values of family, leisure, religion and work. Topics at the various intersections of culture, society, technology and ethics are emphasized. Practices in commerce, education and governance are also addressed. Prerequisite: ENGL135 / 3-3

INTERNSHIP

INTP491 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 accclimate 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 10 to 12 hours per week of supervised practical experience at an approved external site. Prerequisites: Successful completion of 70 semester-credit hours and permission from the appropriate academic administrator / 2-2

INTP492 Internship II  
In this course, a continuation of INTP491, 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 10 to 12 hours per week of supervised practical experience at an approved external site. Prerequisites: INTP491 and permission from the appropriate academic administrator / 2-2

LIBERAL ARTS AND SCIENCES

LASA32 Technology, Society, and Culture  
Through readings, discussions, and oral and written reports, students investigate the relationship between society and technology. Coursework identifies conditions that promote technological development and assesses the social, political, environmental, cultural and economic effects of current technology. Issues of control as well as ethical considerations associated with technology are explored. This course must be taken at DeVry. Prerequisites: Successful completion of 89 semester-credit hours and of all general education requirements except courses with the prefix CARD, and permission from the appropriate academic administrator / 3-3
LEGAL ISSUES

LAW5310 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 distinctions. / 3-3

LITERATURE

LTRE421 Studies in Literature
This course introduces literature in social, historical and cultural contexts. Through readings from various historical periods and cultures, students learn genres, forms and elements of literature. In discussions and assignments, they use analysis and critical thinking to reveal the complexity and richness of language, the diversity and commonality of human experience and the ethical dimensions of literary works. Literature’s relevance to society and culture emerges from its connections to nonliterary texts. Prerequisite: ENGL135 / 3-3

LTRE422 Film and Literature
This course introduces contemporary narrative literature and film/video. The course stresses narrative techniques of both media and 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: ENGL135 / 4-3

LTRE424 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: ENGL135 / 3-3

LTRE427 Studies in Poetry
Through exposure to written and oral poetry, this course provides a foundation for poetic analysis and appreciation within a rich aesthetic experience. Coursework consists of readings, discussions, papers and journals, and may also incorporate poetry writing. Prerequisite: ENGL135 / 3-3

LTRE428 Dramatic Literature
This course introduces the dramatic genre and enables students to analyze and evaluate both written plays and live performances. Through reading plays and critical texts from various historical periods and writing critical papers, students learn to assess formal elements of dramatic writing together with thematic content and historical context. Students watch live or filmed performances, extending their ability to develop critical understanding of theater as a social and artistic phenomenon. Prerequisite: ENGL135 / 4-3

MATHEMATICS

MATH062 Beginning Algebra
This course introduces critical elements of algebra for linear equations and inequalities. Coursework progresses from order of operations and combining like terms through addition and multiplication rules for solving linear equations. Students then apply these rules to inequalities. Graphing in two variables is introduced, as are exponents, polynomials and polynomial operations. The minimum requirement to pass this course is 80 percent, and grades of C and D are not assigned. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. Students who receive credit for this course may not also receive credit for MATH103. Eligibility to enroll in the course is based on placement results. / 4-4

Note: Students in selected programs take Beginning Algebra under the MATH103 course designator for graduation credit. In other programs the course is taken as a transitional studies course, MATH062, and does not carry graduation credit.

MATH103 Beginning Algebra
This course introduces critical elements of algebra for linear equations and inequalities. Coursework progresses from order of operations and combining like terms through addition and multiplication rules for solving linear equations. Students then apply these rules to inequalities. Graphing in two variables is introduced, as are exponents, polynomials and polynomial operations. The minimum requirement to pass this course is 80 percent, and grades of C and D are not assigned. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. Students who receive credit for this course may not also receive credit for MATH062. Eligibility to enroll in the course is based on placement results. / 4-4

MATH104 Algebra for College Students
This prerequisite skills course focuses on factoring polynomials; solving quadratic equations; systems of linear equations; matrices; radical and rational expressions; fractional exponents; and functions where linear and quadratic 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. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. Students who receive credit for this course may not also receive credit for MATH114. Eligibility to enroll in the course is based on placement results, or successful completion of MATH062 or MATH103. / 4-4

MATH114 Algebra for College Students
This course focuses on factoring polynomials; solving quadratic equations; systems of linear equations; radical expressions; and functions where linear and quadratic 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 MATH062 or MATH103. / 4-4

MATH118 Algebra for College Students
This prerequisite skills course focuses on factoring polynomials; solving quadratic equations; systems of linear equations; matrices; radical and rational expressions; fractional exponents; and functions where linear and quadratic 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. The final grade earned in this course is not used in GPA calculations, and credit hours earned are not applicable to credit hours required for graduation. Students who receive credit for this course may not also receive credit for MATH104 and/or MATH114. Eligibility to enroll in the course is based on placement results, or successful completion of MATH062 or MATH103. / 4-4

Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.
MATH190 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. 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 MATH104. / 4-4

MATH221 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: MATH114 / 4-4

MATH260 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: MATH190 / 4-4

MATH270 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: MATH260 / 4-4

MATH450 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

MATH451 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: MATH450 / 4-4

MULTIMEDIA DESIGN AND DEVELOPMENT
MDD310 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: WGD242 / 4-4

MDD340 Business of Graphics*
This course focuses on issues critical to leading successful multimedia projects and businesses. Topics include scopeing 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: WGD242 / 4-4

MDD410 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: WGD260 / 4-4

MDD460 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. This course must be taken at DeVry. Prerequisites: ENGL216, ENGL219 or ENGL227; MDD410; and permission from the appropriate academic administrator / 2-2

MDD461 Senior Project II*
Working in teams, students in this course – a continuation of MDD460 – 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. This course must be taken at DeVry. Prerequisite: MDD460 / 2-2

MANAGEMENT
MGMT303 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: BUSN115 / 3-3

MGMT340 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: BIS155 / 4-4

MGMT404 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 used to solve case studies. Prerequisites: Successful completion of 56 semester-credit hours and MATH221 / 4-4

MGMT408 Management of Technology Resources*
This course focuses on developing and applying management and business skills in typical technical environments as well as 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 outsourcing solutions. Prerequisite: ACCT301 / 3-3

MARKETING
MKTG310 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: BUSN319 / 4-4
Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.

**MKTG320 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: BUSN319 / 4-4

**MKTG410 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: BUSN319 / 4-4

**MKTG420 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: BUSN319 / 4-4

**NEURODINOSTIC TECHNOLOGY**

*Students planning to enroll in any of the following sequenced courses should see Sequenced Courses for registration and grading information: NDT221 and NDT222; NDT241 and NDT242; NDT256 and NDT257; NDT266 and NDT267; NDT276 and NDT277; NDT286 and NDT287; NDT296 and NDT297.*

**NDT155 Neuroelectric Theory and Instrumentation I**
This course, the first in a two-course sequence, covers charge, AC and DC voltage, current, resistance, Ohm’s Law, inductance, capacitance, reactance and impedance. Concepts including bandwidth, spectrum, noise and filtering are examined qualitatively. Amplifiers are introduced at the block-diagram level to investigate parameters such as gain; differential and common-mode signals; common-mode rejection ratio (CMRR); isolation; and manufacturer specifications. Analog-to-digital conversion is introduced. Prerequisite: A grade of B or better in MATH118 / 5-3

**NDT205 Neuroelectric Theory and Instrumentation II**
This course reviews analog-to-digital conversion, emphasizing sampling rate and amplitude resolution issues. Spontaneous and evoked neuroelectric signals are described, along with analog and digital systems used to record, process and display them. Methods of signal analysis are introduced, and fundamentals of brain topography are presented. Lab exercises address electrode placement, as well as setup and operation of equipment used in subsequent clinical rotations. Corequisite: BIOS105; prerequisites: NDT155 and certification by math faculty / 5-3

**NDT221 Functional Neuroanatomy A**
This course, linked to NDT222, introduces structural organization of the central nervous system. Studies begin with an overview of the skull and vertebral column, major subdivisions of the brain and spinal cord, and circulation of blood and cerebrospinal fluid. Also addressed are the neuroanatomical substrates underlying initiation, control and integration of voluntary movements; pathways and centers involved in all modalities of sensation; and subsystems involved in consciousness and higher cortical functions. Corequisite: NDT256, NDT276 or NDT296; prerequisites: BIOS105 and NDT205 / 4-1

**NDT222 Functional Neuroanatomy B**
This course, linked to NDT221, introduces structural organization of the central nervous system. Studies begin with an overview of the skull and vertebral column, major subdivisions of the brain and spinal cord, and circulation of blood and cerebrospinal fluid. Also addressed are the neuroanatomical substrates underlying initiation, control and integration of voluntary movements; pathways and centers involved in all modalities of sensation; and subsystems involved in consciousness and higher cortical functions. Prerequisite: NDT221 / 4-2

**NDT241 Neurophysiology A**
This course, linked to NDT242, introduces underlying physiological concepts and functioning of the central, peripheral and autonomic nervous systems. Studies begin with a review of relevant properties of matter in solution, followed by study of membrane physiology and sensory receptor mechanisms; functional properties of nerve, muscle and synapse; and integrative activity of the central nervous system, from spinal cord to cortex. Corequisite: NDT256, NDT276 or NDT296; prerequisites: BIOS105 and NDT205 / 4-1

**NDT242 Neurophysiology B**
This course, linked to NDT241, introduces underlying physiological concepts and functioning of the central, peripheral and autonomic nervous systems. Studies begin with a review of relevant properties of matter in solution, followed by study of membrane physiology and sensory receptor mechanisms; functional properties of nerve, muscle and synapse; and integrative activity of the central nervous system, from spinal cord to cortex. Prerequisite: NDT241 / 4-2

Note: To successfully complete clinical practicum courses, students must meet requirements outlined in Additional Requirements – Neurodiagnostic Technology Program.

**NDT256 Clinical Practicum IA**
This practicum, linked to NDT257, constitutes the first part of the three-part practicum experience. Throughout the experience students learn in a clinical environment, rotating through multiple disciplines: electroencephalography (EEG), polysomnography (PSG – sleep study), evoked potential (EP), intraoperative monitoring (IOM), epilepsy monitoring and nerve conduction studies (NCSs). An additional elective rotation is also required. In this first practicum, practical applications of EEG and PSG are emphasized. Each practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting. Prerequisite: Successful completion of all requirements for admission to the clinical phase of the program, including grades of B or better in BIOS105, NDT155 and NDT205 / 16-4

**NDT257 Clinical Practicum IB**
This practicum, linked to NDT256, constitutes the first part of the three-part practicum experience. Throughout the experience students learn in a clinical environment, rotating through multiple disciplines: electroencephalography (EEG), polysomnography (PSG – sleep study), evoked potential (EP), intraoperative monitoring (IOM), epilepsy monitoring and nerve conduction studies (NCSs). An additional elective rotation is also required. In this first practicum, practical applications of EEG and PSG are emphasized. Each practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting. Prerequisite: NDT256 / 16-4
Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.

NDT266 Correlative Neurology IA*
This course, linked to NDT267, introduces diseases of the nervous system. Course material is organized by level of the nervous system involved in the disease process and focuses on clinical manifestations of disease in each etiologic category. Diseases of the brain, brainstem and cerebellum are examined. Didactic material is supplemented by clinical demonstrations and related to students' experience in lab rotations. Corequisite: NDT256, NDT276 or NDT296; prerequisites: BIOS105 and NDT205 / 2-1

NDT267 Correlative Neurology IB*
This course, linked to NDT266, introduces diseases of the nervous system. Course material is organized by level of the nervous system involved in the disease process and focuses on clinical manifestations of disease in each etiologic category. Diseases of the brain, brainstem and cerebellum are examined. Didactic material is supplemented by clinical demonstrations and related to students' experience in lab rotations. Corequisite: NDT257 / 16-4

NDT276 Clinical Practicum IIA*
This practicum, linked to NDT277, constitutes the second part of the three-part practicum experience. The course emphasizes evoked potentials and nerve conduction studies. Intraoperative monitoring techniques and epilepsy monitoring units are introduced. Each practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting. Prerequisite: NDT257 / 2-1

NDT277 Clinical Practicum IIB*
This practicum, linked to NDT276, constitutes the second part of the three-part practicum experience. The course emphasizes evoked potentials and nerve conduction studies. Intraoperative monitoring techniques and epilepsy monitoring units are introduced. Each practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting. Prerequisite: NDT276 / 16-4

NDT286 Correlative Neurology IIA*
This course, linked to NDT287, focuses on disorders of muscle, myoneural junction, peripheral nerves, nerve roots, the spinal cord and the autonomic nervous system. Corequisite: NDT256, NDT276 or NDT296; prerequisites: BIOS105 and NDT205 / 2-1

NDT287 Correlative Neurology IIB*
This course, linked to NDT286, focuses on disorders of muscle, myoneural junction, peripheral nerves, nerve roots, the spinal cord and the autonomic nervous system. Prerequisite: NDT286 / 2-1

NDT296 Clinical Practicum IIA*
This practicum, linked to NDT297, constitutes the final phase of the clinical practicum. Students complete all rotations initiated in NDT257 and NDT277, and also select and complete work on an elective subspecialty. Each practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting. Prerequisite: NDT277 / 16-4

NDT297 Clinical Practicum IIB*
This practicum, linked to NDT296, constitutes the final phase of the clinical practicum. Students complete all rotations initiated in NDT257 and NDT277, and also select and complete work on an elective subspecialty. Each practicum course requires a substantial number of hours of professional practice time in an approved external healthcare setting. Prerequisite: NDT296 / 16-4

NETWORKS

NETW202 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. Prerequisite: COMP129 / 4-3

NETW203 Cisco Networking Academy - 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. This course is based on Cisco Networking Academy content. Prerequisite: COMP129 / 4-3

NETW204 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: NETW202 or NETW203 / 4-3

NETW205 Cisco Networking Academy - 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. This course is based on Cisco Networking Academy content. Eligibility to enroll in the course is based on placement results and successful completion of NETW202, or on successful completion of NETW203. Prerequisite: NETW203 / 4-3

NETW206 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: NETW204 or NETW205 / 4-3

NETW207 Cisco Networking Academy - 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. This course is based on Cisco Networking Academy content. Prerequisite: NETW205 / 4-3
Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.

**NETW208 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: NETW206 or NETW207 / 4-3

**NETW209 Cisco Networking Academy - 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. This course is based on Cisco Networking Academy content. Prerequisite: NETW207 / 4-3

**NETW230 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: COMP230, and NETW204 or NETW205 / 5-4

**NETW240 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: COMP230, and NETW204 or NETW205 / 5-4

**NETW250 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: NETW204 or NETW205 / 4-3

**NETW310 Wired, Optical and Wireless Communications with Lab**
This course examines wired, optical and wireless technologies 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: NETW204 or NETW205 / 4-3

**NETW320 Converged Networks with Lab**
This course examines foundations for current and emerging networks that deliver voice, data and video through various technologies. Topics include core switching, broadband and edge access, Internet protocol telephony, adding packet capabilities to circuit-switched networks, third generation solutions, presence-enabled communications, security and troubleshooting. Telecommunications regulation and standards are discussed. Prerequisite: NETW208 or NETW209 / 4-3

**NETW360 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: NETW310 / 4-3

**NETW410 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: NETW230 or NETW240 / 5-4

**NETW420 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: MATH221 and NETW410 / 5-4

**NETW430 Information Storage and Management with Lab**
This course covers core logical and physical components that make up a storage system infrastructure, as well as application of those components for maintaining business continuity, storage security, and storage infrastructure monitoring and management. Prerequisite: NETW320 / 4-3

**NETW471 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: NETW420 / 3-3

**NETW494 Senior Project I with Lab**
In this course, the first in 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. This course must be taken at DeVry. Prerequisites: MGMT404, NETW420 and permission from the appropriate academic administrator / 2-2

**NETW497 Senior Project II with Lab**
In this course, a continuation of NETW494, 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. This course must be taken at DeVry. Prerequisite: NETW494 / 3-2
Note: Courses marked with an asterisk (*) require successful completion of required math and English transitional studies courses.

**PHYSICS**

**PHYS204 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: ECT125 and MATH103 / 5-4

**PHYS310 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: MATH260 / 5-4

**PHYS320 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: MATH260 and PHYS310 / 5-4

**POLITICAL SCIENCE**

**POLI330 Political Science**
This course explores comparative political systems, determinants of foreign policy and dynamics of political change. Recent political history, current world affairs and the structure of political institutions are studied. / 3-3

**PROJECT MANAGEMENT**

**PROJ330 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: MGMT303 / 4-4

**PROJ410 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: MGMT404 / 4-4

**PROJ420 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: MGMT404 / 4-4

**PROJ430 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: ACCT434 and PROJ420 / 4-4

**PSYCHOLOGY**

**PSYC110 Psychology**
This course provides a foundation for understanding, predicting and directing behavior. Students gain an understanding of ways in which 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

**PSYC305 Motivation and Leadership**
This course focuses on human motivation and leadership skills required to effectively manage groups and individuals. Topics include basic motivation theory, leadership styles, workplace stress and a conflict, and the dynamics of group development. Prerequisite: PSYC110 / 3-3

**PSYC315 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: PSYC110 / 3-3

**RELIGION**

**RELI448 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: ENGL135 / 3-3

**SMALL BUSINESS MANAGEMENT AND ENTREPRENEURSHIP**

**SBE310 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: BUSN115 / 4-4

**SBE330 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 in implementing and expanding product lines in corporate and entrepreneurial ventures. A structure for introducing new products is presented. Prerequisite: BUSN319 / 4-4
SCI200 Environmental Science with Lab
This interdisciplinary science course integrates natural and social science concepts, and explores the interrelatedness of living things. The course focuses on possible solutions to environmental problems. Topics include sustainability, ecosystems, biodiversity, population dynamics, natural resources, waste management, energy efficiency and pollution control, as well as ethics and politics. Lab exercises support topics presented in the classroom. Prerequisite: MATH114 / 5-4

SCI224 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: MATH114 / 5-4

SEC280 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: CIS246 or COMP129 / 3-3

SEC340 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: CIS336 and SEC280 / 4-4

SEC360 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: CIS336 and SEC280 / 4-4

SEC370 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: CIS407A and SEC280 / 4-4

SEC440 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 design 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: CIS355A and SEC280 / 4-4

SEC450 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: NETW420 / 4-3

SEC453 Cisco Networking Academy - 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. This course is based on Cisco Networking Academy content. Prerequisite: NETW420 / 4-3

SOC185 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 applied to support analysis of cultural and social issues. / 3-3

SOC190 Cultural Anthropology
This course provides a comparative study of human cultures throughout the world. Students learn to think critically about human behavior as they develop an understanding of the role culture plays at the interface between the natural environment and human needs. By examining diverse behaviors, customs and traditions from different countries, students learn to recognize and value both differences and similarities among cultures, and develop tolerance and respect for other societies. / 3-3

SOC315 Marriage and Family
Students in this course conduct an interdisciplinary examination of issues surrounding contemporary marriage and families. Through research, readings, film, music, art, case studies, group work and role playing, students analyze historical and demographic 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: SOCS185 / 3-3

SOC510 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: PSYC110, SOCS185 or SOCS190 / 3-3

SPCH175 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: ENGL108 / 4-3
WEB GAME PROGRAMMING

WBG310 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. Students use a scripting language to build basic interactive web page components and examples of web-based games. Prerequisite: MDD310 / 5-4

WBG340 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: CIS363A or MDD310 / 5-4

WBG370 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: CIS363A or WBG340 / 5-4

WBG410 Dynamic Website Development and Database Integration with Lab*
This course introduces advanced techniques to design and develop dynamic websites through use of cascading style sheets (CSS), integration of databases, server-side scripting and large site management. Prerequisite: WBG340 / 5-4

WBG450 Multiplayer Online Game Development with Lab*
This course surveys design, development and play characteristics of massively multiplayer online games (MMOGs). Students install, configure and maintain game server software; deploy a simple multimedia game using the server; and manage and audit the server. XML and ActionScript are used to configure server functionality. Prerequisites: WBG340 and WBG370 / 5-4

WEB DESIGN AND DEVELOPMENT

WDD420 Web Accessibility with Lab*
Building on web design and development skills, students learn to implement accessible websites that meet industry standards and legal requirements for accessibility. Topics include assistive technologies, creating accessible content, and industry standards and regulatory acts. Prerequisite: WBG410 / 5-4

WEB DEVELOPMENT AND ADMINISTRATION

WEB320 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: BUSN115 and CIS407A / 4-4

WEB375 Web Architecture with Lab*
Building on networking concepts and principles explored in CIS246, 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 the design of an Internet or corporate intranet infrastructure to meet specific needs. Prerequisite: CIS246 / 5-4

WEB460 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# or Visual Basic.Net is used to implement business-related web-based applications. Prerequisite: CIS407A / 5-4

WEB GRAPHIC DESIGN

WGD201 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. Prerequisite: COMP100 / 3-3

WGD205 Advanced Design and Rapid Visualization
Students in this course develop skills in creating graphic media. Students explore design and use of type, and the process of using rapid visualization for design concept and idea formulation, as well as create media that enhance user understanding. Prerequisite: WGD201 / 4-4

WGD210 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: WGD201 / 4-4

WGD229 Information Design
This course addresses principles of analyzing, explaining and communicating instructions, as well as ideas and information used in integrated text and graphics. Using a collaborative approach, students use real-world examples to explore user-centered design. Prerequisite: WGD205 / 4-4

WGD232 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 hyper-text markup language (XHTML), cascading style sheets (CSS), WYSIWYG editors, scripting and web accessibility standards. Prerequisite: WGD229 / 4-4

WGD235 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: WGD229 / 4-4

WGD242 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: WGD232 and WGD235 / 4-4

WGD251 Responsive Web Design
This course focuses on advanced web design techniques using hyper-text markup language (HTML), cascading style sheets (CSS) and other scripting methods. Topics include current trends in web design and development, and planning and producing digital projects for various types of devices. Prerequisite: WGD242 / 3-3

WGD260 Media Portfolio
This capstone course culminates in a professional portfolio that showcases students’ web graphic products, including component examples and web designs. Prerequisite: WGD251 / 3-3
For over 80 years, DeVry has maintained its leadership role in North America’s post-secondary education arena. Today, more than 55,000 students take advantage of our programs and services and trust DeVry to deliver on its promise of educational excellence. The following pages provide important information regarding students’ education experience.

In this section learn more about:

66 General Information
71 Admission Requirements & Procedures
75 Academic Policies & Graduation Requirements
83 Tuition & Expenses
86 Financial Assistance
90 Cancellations & Refunds
91 Regulations

Not all students fit into the ‘brick and mortar’ university. We’re proud to bring higher education to students attending on campus, online or through a combination of both.
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 (see Student-Centric Period). 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 blended format, some classroom hours are replaced with independent study components that require students to commit to substantial out-of-class work. Additionally, some courses may be offered via video-conference, 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 institution activity days and registration days. Services and administrative office hours vary by location and may be limited evenings and weekends.

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

Student-Centric Period

The student-centric period (SCP) is defined as an academic semester consisting of any two consecutive sessions that begins when a student matriculates and that ends when time requirements for a semester have been fulfilled.

Two overlapping calendar cycles designate months corresponding to DeVry’s summer, fall and spring semesters. At the time a student matriculates, he/she is assigned an SCP designator code of Cycle 1 or Cycle 2. The chart below outlines how months of the year correspond to a student’s spring, summer and fall semesters, based on the assigned SCP cycle.

<table>
<thead>
<tr>
<th>Student-Centric-Period Cycles</th>
<th>Cycle 1 Sessions</th>
<th>Cycle 2 Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring</td>
<td>January, March</td>
<td>March, May</td>
</tr>
<tr>
<td>Summer</td>
<td>May, July</td>
<td>July, September</td>
</tr>
<tr>
<td>Fall</td>
<td>September, November</td>
<td>November, January</td>
</tr>
</tbody>
</table>

Certain processes are conducted on a session basis; others are conducted on a semester basis.

Online Coursework

Students may have the opportunity to take some of their program’s coursework online. Such 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, as well as information regarding approved online offerings and any enrollment limitations, are available from each location administrator.

Hours of Operation

In general, administrative office hours at DeVry locations are Monday through Thursday 8 am to 9 pm, Friday 8 am to 5 pm, and Saturday 8 am to 4 pm. More specific information on administrative hours is available from each location.

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.

Academic Instruction and Faculty Office Hours

Each session, instruction ends at 11:59 pm MST on Thursday of week eight. Additionally, no instruction occurs on holidays or during breaks. Online instruction, professor feedback and student-student interaction in the virtual classroom are continuous processes during each session. Faculty office hours are scheduled at the discretion of each faculty member. Faculty telephone numbers and email addresses are included on course syllabi, which indicate when and how students can contact professors. 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. Transitional studies coursework may increase program length (see Transitional Studies Courses).

In Colleges & 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 options. Course descriptions list all courses that may fulfill graduation requirements, and each location advises students of available options.

Courses with the CARD prefix, all senior project courses and LAS432 must be taken at DeVry. In addition, students must obtain permission from the appropriate academic administrator prior to enrolling in any senior project course, in LAS432 and in certain courses with the CARD prefix.

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

Primary Program of Enrollment

A student’s first program of study is considered the primary program unless the student requests a program change (see Program Transfers).
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/online-education/technical-specs-requirements.html.

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

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. In onsite as well as in blended courses, 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.

Lab Facilities
Specialized labs, available at certain DeVry locations, 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
Serving both onsite and online students, DeVry’s network of campus libraries across the United States offers a full array of print and electronic resources and services.

Campus libraries provide access to print books, journals and other materials in support of student learning, as well as access to a full array of electronic resources. Books may be borrowed and the collection searched using the University’s online catalog.

In addition, each campus library offers:
- A quiet environment for independent and group study.
- Access to the Internet, computers, printers and copiers.
- The services of professional librarians, who provide instruction in information literacy; can assist students in conducting library research onsite, or via telephone or email; and who are available via live chat seven days a week.

Electronic resources supporting DeVry’s academic programs are available 24/7 from the library website, library.devry.edu, which also offers tutorials on use of these resources. Resources include periodical and research databases, as well as e-books, providing access to a vast collection of full-text journal articles and information from academic and trade publications such as Harvard Business Review; The Wall St. Journal; Journal of Accountancy; Journal of Computer Science; Electronics World; Journal of Educational Technology & Society; The International Journal of the Humanities; Science News; American Journal of Public Health; Healthcare Financial Management Journal; Journal of Law, Medicine & Ethics; Computer Animation and Virtual Worlds; and Computer Graphics World.

DeVry also takes advantage of interlibrary loan and consortia arrangements to extend the reach of available collections.

All library resources are available to DeVry alumni visiting a campus library. Alumni may also borrow books from any DeVry library and take advantage of remote access to selected electronic resources. Restrictions may apply.

Elective Courses
DeVry University offers a variety of undergraduate-level elective courses that supports each program’s objectives and graduation requirements. In consultation with faculty and program
administrators, students may select these courses, as shown in this catalog and in DeVry University’s U.S. undergraduate academic catalog, as replacements for recommended courses provided prerequisite requirements and credit hour minimums within each course area are satisfied (see Colleges & Programs of Study).

Students enrolled in a DeVry associate degree program who plan to complete a corresponding DeVry bachelor’s degree program (see chart) must communicate this intention to their student support professional/academic advisor. Students must communicate this intention prior to enrolling in coursework applicable to the bachelor’s degree program only.

<table>
<thead>
<tr>
<th>Corresponding DeVry Associate and Bachelor’s Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Degree Program(s)</td>
</tr>
<tr>
<td>Network Systems Administration</td>
</tr>
<tr>
<td>Web Graphic Design</td>
</tr>
<tr>
<td>All other associate degree programs</td>
</tr>
</tbody>
</table>

Note: Restrictions on financial aid for these courses may apply (see Financial Aid Applicability to Elective Courses).

Students attending a DeVry New Jersey location who pursue a bachelor’s degree in their program field at another U.S. DeVry site should note that electives chosen at the New Jersey site will not be applicable to the bachelor’s degree program only.

Course Equivalencies
Certain DeVry courses that include similar, but not necessarily identical, content are considered equivalent to one another. As such, to fulfill a certain graduation requirement, students may be able to complete a course not shown in their program outline provided the course is considered equivalent. Course equivalency information is available from the appropriate academic administrator.

Limitations exist. Students are strongly advised to seek academic advising before enrolling in a course they believe to be equivalent to one that fulfills a graduation requirement.

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 curricula 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 assignments 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 specific 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. All courses draw from the eLearning platform, which reinforces active learning; provides a common course structure and communication vehicle; and offers centralized student resources, including course syllabi, objectives, assignments, tutorials, discussions, weekly milestones and grade updates. Session-based courses may be delivered as:

Blended
In blended courses, students meet with faculty face-to-face onsite each week and also participate in professor-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.
Onsite
In onsite courses, weekly scheduled contact hours are increased to provide opportunity for both professor demonstrations and lab time during which students apply concepts. Thus, course concepts are introduced and practiced face-to-face. Each week, onsite courses include at least two hours of eLearning activities including preparing for class, reading overviews, participating in discussions and checking grades.

Online
In online classes, students select the time to join online class activities and to access materials and announcements. With support of online professors, students are guided through textbook readings and assignments, then participate in related weekly discussions through electronic posts. Via the eLearning platform, students ask questions, access additional resources, submit work and receive feedback.

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-Related Requirements
Courses and Associated Labs
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.

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.

Prerequisite Enrollment
Students currently enrolled in prerequisite courses meet the prerequisite requirement for registration into subsequent courses. Students who do not successfully complete prerequisite course requirements are administratively dropped from any courses requiring the prerequisite. Students are also administratively dropped from courses if anIncomplete is recorded for the prerequisite course. Students are notified of dropped courses by email. A reduction in enrolled hours may affect financial aid eligibility and/or awards.

Transitional Studies Courses
Transitional studies coursework provides individualized intensive support and skill development for students who require additional instruction in English composition and/or beginning algebra. Transitional studies courses may be offered in various formats, and may be taken separately or in conjunction with other coursework, provided prerequisites are met. Students requiring transitional studies must begin this coursework no later than their second session of enrollment and must continue to enroll in at least one transitional studies course each session of attendance until all transitional studies requirements have been satisfied.

Those who have not met these requirements may not be able to self-register for courses until all transitional studies requirements have been satisfied. Permission to enroll in many standard-level courses is dependent on successful completion of transitional studies coursework.

Students who cannot self-register should contact their student support professional or academic advisor to complete the registration process.

Transitional studies courses may not be applied to elective course requirements.

DeVry reserves the right to limit enrollment of applicants requiring transitional studies coursework; limitations may vary by location.

Standards of Academic Progress Terminology
The U.S. Department of Education requires schools participating in federal student aid (FSA) programs to use the terms “financial aid warning” and “financial aid probation” when indicating students’ academic standing. These terms are used to indicate the academic standing of all students, including those not using FSA funds.

Criteria for determining financial aid warning and academic warning are identical; criteria for determining financial aid probation and academic probation are identical.

Electronics and Engineering Technology Programs – General Course Requirements
DeVry electronics and engineering technology programs – whether delivered onsite or online – include courses that require students to complete a significant amount of lab work. Onsite students complete this work in a DeVry lab; online students complete such work at home. In addition to completing general programming exercises, all students must use electronic test equipment; construct electronic circuits and systems; and use simulation software.

Students should note that, among other things, they must have the ability to visually recognize electrical components as well as manual dexterity. Additionally, some courses involve use of a hot soldering iron that, if not used properly, can cause severe burns. These elements are essential to meeting program requirements. As such, students who cannot meet these program requirements cannot graduate.

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.

Healthcare Site Requirements
Certain DeVry programs may include coursework at an affiliated healthcare site. Before accepting students, such healthcare sites may 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.

Additional Requirements – Neurodiagnostic Technology Program

Personal Health Status Requirements
Prior to enrollment in the NDT program’s clinical portion, students must submit a completed health history and physical examination report along with a signed letter of understanding regarding responsibility for personal medical care. Documentation of the following must be provided by the student before the first class session of NDT256, Clinical Practicum IA:
• A standard history and physical examination performed by the student’s family or school physician within one year of the starting date of the affiliation.
• A PPD intermediate skin test within one year of the starting date of the affiliation, except for students who received the BCG vaccine.
• Chest X-ray for students whose PPD test results are positive or whose examining physician requests the X-ray.
• Records of completed courses of immunization that include Rubella. (Rubella titer is accepted in lieu of Rubella immunization.)
• Evidence of Varicella immune status by titer.
• Proof of acceptable vaccination for, or lab evidence of immunity to, measles (for students born after 1956).

In addition:
• Students must be evaluated annually by a physician in order to continue their clinical studies.
• The Hepatitis B vaccine is recommended for students in high-risk areas or having frequent blood contact. Students unable to receive the Hepatitis B vaccine series must sign and submit a waiver to their student support professional. Waivers become part of students’ health records.

Clinical Agency and Other Requirements
NDT program students must meet additional requirements before enrolling in NDT256, which typically begins in the third semester of study. Candidates for admission to the clinical program must:
• Achieve grades of B (80 percent) or better in Algebra for College Students (MATH114), Fundamentals of Human Anatomy and Physiology with Lab (BIOS105), and Neuroelectric Theory and Instrumentation I and II (NDT155 and NDT205, respectively). Students may repeat a course one time only.
• Earn certification by math faculty of demonstrated mastery of MATH114 topics.
• Be recommended by the NDT program’s clinical program director for admission to clinical studies upon completion of NDT205. To determine students’ readiness to begin clinical rotations, the director will assess candidates’ technical competency, emotional stability and maturity, interpersonal and communication skills, and capacity for patient empathy.
• Undergo a criminal background check, performed at least 30 – but no more than 180 – days before commencement of the clinical assignment. This check must be arranged through DeVry’s Human Resources Department and is at students’ expense (see Expenses). Students whose results prevent them from participating in clinical activities cannot finish their program’s required coursework and therefore cannot graduate.
• Be tested for illegal substance use. This screening must be arranged through DeVry’s Human Resources Department and is at students’ expense (see Expenses). Students whose test results are positive cannot finish the program’s required coursework and therefore cannot graduate.

• Purchase a prescribed uniform (scrubs) to be worn during clinical rotations (see Expenses).
• Attend overnight polysomnography clinical training classes, which extend over a nine-week period but are not necessarily consecutive in nature.

Additionally, NDT program students must be trained in cardiopulmonary resuscitation (CPR) prior to graduation. Students without such training may complete a CPR course, at their own expense, during their clinical rotations at the New Jersey Neuroscience Institute (see Expenses).

Sequenced Courses for Neurodiagnostic Technology Program
Pairs of NDT courses are identified as “sequenced” in Course Area Details and in Course Descriptions. Each two-course sequence must be completed within two consecutive sessions and may not be taken independently. Students register for both courses at the beginning of the sequence. Students who withdraw from the first course are assigned a designator of W (Withdrawal) for the first course and are dropped from the subsequent course. If the first course is completed, a designator of I (Incomplete) is assigned until the second course is graded. When the second course is completed, the same grade is awarded for both courses. If students drop or withdraw from the second course, the first course is assigned a designator of W. If a retake of the second course is required for any reason, both the first and the second courses must be retaken. These courses are not included in satisfactory academic progress calculations until both courses in the sequence have been graded. Incompletes assigned to the first course do not result in designators of U while students continue in the second course.
Admission Requirements & Procedures

General Admission Requirements
Note: Enrollment for selected programs, formats and applicants is subject to additional requirements. DeVry does not accept Ability to Benefit students.

To be granted 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 college-level skills needed for coursework in the chosen field of study. Once DeVry accepts the application paperwork, applicants are provisionally 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 unofficial evaluation of transfer credit may be provided pending receipt of official transcripts.

Applications for a semester 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.

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 or professional 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 second session of enrollment (see Additional Admission Requirements for International Applicants). Students who do not meet this deadline are dropped from all courses in which they are enrolled for future sessions. Until official transcripts are received, such students may not enroll.

College-Level Skills Evaluation Requirement
Prior educational performance is considered in conjunction with demonstrated proficiency in college-level skills to determine admisibility. DeVry grants 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 college-level skills evaluation and demonstrate specific skill levels in order to be granted admission. All applicants must complete the college-level 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-recognized post-secondary institution.
• Have completed an appropriate amount of qualifying college-level work at DeVry-recognized post-secondary institutions, with grades of at least C (70 percent) or a cumulative grade point average of at least 2.00.
• Have achieved both of the following conditions while in a U.S. or Canadian 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 percent) 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.

College-Level Skills Evaluation
Applicants must evidence college-level skills 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 college-level skills 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 college-level skills in any of the other ways listed.
• Attend appropriate scores on DeVry-administered placement examinations in reading, writing, arithmetic and algebra.
• Submit required documentation indicating acceptable grades in qualifying work completed at a recognized institution.

College-Level Skills Evaluation Results
Applicants who do not qualify for admission through prior educational performance, and whose demonstrated proficiency in college-level skills does not meet the minimum requirements for 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 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 external alternative coursework.

Applicants whose demonstrated proficiency in college-level skills indicates they are prepared to enroll directly into their program’s standard coursework without any preceding transitional studies coursework are referred to as placing at the standard level.

Applicants whose demonstrated proficiency in college-level skills indicates transitional studies coursework is necessary are advised accordingly. Required transitional studies coursework may affect program length and cost. Successful completion of such coursework in a subject demonstrates proficiency at the standard level in that subject and is a prerequisite for enrollment in many standard courses.
Students requiring transitional studies coursework must begin this coursework no later than their second session of enrollment and must continue to enroll in at least one transitional studies course each session of attendance until all such requirements have been satisfied.

Those who have not met these requirements may not be able to self-register for courses until all transitional studies requirements have been satisfied. Permission to enroll in many standard courses is dependent on successful completion of such coursework.

Students who cannot self-register should contact their student support professional or academic advisor to complete the registration process.

DeVry reserves the right to limit enrollment of applicants requiring transitional studies coursework; limitations may vary by location.

Course Diagnostic Tests
Initial course placements are based on a student’s demonstrated college-level skills. 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 must either present grades of B or better in the appropriate English and mathematics courses or take placement 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 a 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.

Special Admission Requirements for Neurodiagnostic Technology Program Applicants
Applicants to the Neurodiagnostic Technology program must demonstrate college-level skills that indicate they are prepared to enroll directly into the program’s standard-level coursework and do not require transitional studies coursework.

Additional Admission Requirements for Enrollment in Online Coursework
To be eligible for study in online coursework, applicants must meet all general admission requirements, including the college-level skills evaluation. They must also own or have off-site access to a PC 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/online-education/technical-specs-requirements.html.

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.

Most DeVry locations are authorized by Immigration and Customs Enforcement (ICE) to accept and enroll F-1 Visa students and require international applicants to submit certain financial and academic documentation before they will be considered for admission. To be considered for admission to DeVry, and before an I-20 can be issued, international 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 (see Specially Recruited International Applicants).

• Meet requirements outlined in English-Language-Proficiency Admission Requirement, if applicable.

• Meet all other DeVry admission requirements. International applicants residing outside the United States 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 performance deemed appropriate for placement into the intended program. DeVry administered online math and verbal placement tests are available to international applicants who must test before entering the United States.

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.

Specially Recruited International Applicants
International applicants recruited by recognized agents must provide certified copies of acceptable documents demonstrating the required level of prior education before the end of the second session of enrollment. All other admission requirements for international applicants apply. For a list of recognized agents, visit www.devry.edu/admissions/international/international-students-admissions.html.

English-Language-Proficiency Admission Requirement
All instruction and services are provided in English.

In addition to fulfilling all other admission requirements, applicants whose native language is other than English must demonstrate English-language proficiency by providing evidence of one of the following:

• Submission of a U.S. high school diploma or GED certificate (completed in English).
• Submission of a high school diploma, or post-secondary degree or higher, earned at an institution in which the language of instruction was English*.
• Submission of a post-secondary transcript verifying completion of 12 semester-credit hours of baccalaureate-level (excluding remedial or developmental) courses with at least a C (70 percent) average from an institution in which the language of instruction was English*.
• Submission of an earned Test of English as a Foreign Language (TOEFL) score of at least 500 on the paper-based TOEFL, 173 on the computer-based TOEFL or 61 on the Internet-based TOEFL.
• Submission of an overall band score of at least 5.0 on the International English Language Testing System (IELTS) exam.
• Submission of an overall score of at least 4.0 on the International Test of English Proficiency (ITEP) Academic-Plus exam.
• Successful completion of an approved external Intensive English Program.
• Submission of documents demonstrating successful completion of a DeVry-recognized intermediate-level English as a Second Language (ESL) course.
• Completion of either of the following, with a grade of B (80 percent) or higher, from a DeVry-recognized post-secondary institution or community college:
  • The equivalent of DeVry’s freshman English composition course, or
  • Two or more baccalaureate-level English writing or composition courses.
• Documents verifying at least two years’ service in the U.S. military.
• Having attained acceptable scores on a DeVry-administered English-language-proficiency exam**.

Additional Admission Requirements for Home-Schooled Applicants and Applicants from High Schools Not Recognized by DeVry
Home-schooled applicants and applicants who attended high schools not recognized by DeVry must provide either of the following:

• A transcript indicating the applicant has met minimum high school core subject requirements as defined by the state governing board or province. Documentation should include course titles, brief descriptions of content, duration of study (including dates of completion), grades or assessment of performance, and credits earned. Information should be delineated by grade years nine, 10, 11 and 12.
• Documentation outlining courses an applicant has completed, year by year, and all end-of-year evaluations of courses by a home-school evaluator or staff person assigned to the student by the local school board or state-approved home school organization. The minimum number of units required in each core subject is: English, three; mathematics, two; natural sciences, one; social sciences, one. Such information must be documented on the transcript.

In addition, such applicants must:
• Meet the age requirement (see Age Requirement).
• Provide official transcripts from the secondary school or post-secondary institution where formal coursework has been used to supplement the home-schooling experience.
• Provide a brief school profile description indicating the school’s location and contact information.

The level of career services offered to international students 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 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 submit an application for admission and 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 and meet requirements outlined in English-Language-Proficiency Admission Requirement; an academic administrator will evaluate applicants’ status by appropriate means. Applicants who did not demonstrate college-level skills required for the chosen program; failed to meet DeVry’s standards of academic progress; or are required to take ESL or transitional studies 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; submit a matriculating student application; and sign a new enrollment agreement before permission to pursue the program of study is granted.

* Such applicants may submit a letter from the institution’s registrar or principal indicating the language of instruction at the institution was English or that the program was taught in English. Also acceptable is a credentials evaluation report from an approved education credentials evaluation agency indicating the language of instruction at the institution was English or the program was taught in English.

**International applicants requiring an I-20 may not take DeVry-administered ESL tests.
Admission Requirements & Procedures

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, available at www.devry.edu/catalogs.

Admission to DeVry-Administered Study Abroad Program
DeVry’s Study Abroad program offers faculty-directed programs in specific countries, affording students the opportunity to gain firsthand understanding of other cultures.

In addition to being admitted to the University, students must apply for, and be admitted to, the Study Abroad program. At the time of application to the Study Abroad program, students must:

• Be 19 years old or older.
• Have a valid passport.
• Have completed at least 15 semester-credit hours in residence at DeVry.
• Have a minimum 2.70 cumulative grade point average.
• Have completed all prerequisite coursework associated with courses in the Study Abroad program.
• Be in good academic standing and have no holds (academic, disciplinary/misconduct or financial) on their student record.

Study Abroad students must:

• Take courses on a “for credit” basis; course audits are not permitted.
• Attend class events regularly and participate actively in classroom discussion.
• Observe all host country laws and abide by DeVry’s Academic Integrity and Code of Conduct regulations.

Financial aid awards, including scholarships, grants and loans, may be applied to students’ tuition, airfare and lodging costs. Students are encouraged to check with the Student Finance Office regarding any restrictions that may apply. Students expelled from the Study Abroad program are not entitled to any refund of tuition or fees.

Courses completed during a study abroad experience are designated on students’ transcripts with the course designator and course number (e.g., BUSN427), plus “SA” (e.g., BUSN427SA).

Credit for a course with the same designator and number – either with or without the SA indicator – may not be applied more than once to students’ graduation requirements.

Students who successfully completed such a course without an SA indicator and wish to participate in a study abroad experience may choose to repeat the course. The highest grade earned is used in computing the CGPA.

More information on the Study Abroad program is available from student support professionals and academic advisors, as well as via http://studyabroad.devry.edu.

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 onsite 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 professional for the location they plan to attend.

Onsite 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.

Rescinding Admission
Applicants who submit documents that are forged, fraudulent, altered, obtained inappropriately, materially incomplete or otherwise deceptive may be denied admission or have their admission rescinded.

For those already enrolled when a fraudulent document is discovered, the misconduct is adjudicated using procedures specified in the Code of Conduct and may result in rescission of admission; revocation of a financial aid award; and/or in permanent separation from all DeVry institutions, including other DeVry University locations.

Students whose admission is rescinded remain responsible for fulfilling financial obligations to any DeVry institution; federal, state and local governments; and private loan providers.

More information is available in the student handbook.
Grades and Designators
DeVry uses the grading system outlined below. Designators indicate academic action rather than grades and are not included when computing cumulative averages. Grades are posted and made available via the student portal at the end of each session. Term, semester and cumulative grade point averages (GPAs) are calculated at the end of each session. Academic honors and academic progress evaluations – including academic standing – are calculated at the completion of each student's semester/student-centric period and represents the GPA for work completed in a given semester only.

Academic Policies & Graduation Requirements

Grade Point System and Grade Point Averages
GPAs are computed by dividing total grade points by total credit hours for which grades A, B, C, D and F are received. For each course, grade points are calculated by multiplying course credit hours by the grade index points corresponding to the grade earned. Three GPAs are maintained on student records:
• The term GPA (TPGA) is calculated at the end of each session.
• The semester GPA (SGPA) is calculated at the end of the semester/student-centric period and represents the 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 calculated at the end of each session and is based on all grades and credit hours earned to date as a DeVry undergraduate student. The CGPA, the GPA upon which degree conferral is based, becomes fixed at graduation.

All GPAs exclude grades earned in non-GPA courses (see Prior Learning Credit).

Grades and Designators

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Equivalent</th>
<th>Grade Index Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90–100</td>
<td>4</td>
</tr>
<tr>
<td>B</td>
<td>80–89</td>
<td>3</td>
</tr>
<tr>
<td>C*</td>
<td>70–79</td>
<td>2</td>
</tr>
<tr>
<td>D*</td>
<td>60–69</td>
<td>1</td>
</tr>
<tr>
<td>F</td>
<td>Below 60*</td>
<td>0</td>
</tr>
</tbody>
</table>

Designator of AU – Course Audit
Students who wish to audit courses must receive approval to do so from the appropriate academic administrator prior to the beginning of the session. Tuition is charged for audited courses; however, financial aid may not be applied to audited courses. Thus, changing to audit status may affect financial aid awards. Though evaluation and class participation are optional, class attendance is required. Not all courses are eligible for audit status.

Designator of S – Satisfactory
S designators are not used in GPA calculations.

Designator of U – Unsatisfactory
U designators are not used in GPA calculations.

Designator of W – Course Withdrawal
W designators, Withdrawals, appear on transcripts of students who attend all courses during the add/drop period and then withdraw from a course or courses, or who are administratively withdrawn from a course or courses because of an attendance violation. Students who remain enrolled in a course or courses after the course drop deadline and wish to withdraw from a course must contact their student support professional or academic advisor, or an appropriate academic administrator. Students may withdraw at any time prior to the withdrawal deadline, which is Friday of week seven at 11:59 pm MST.

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 DeVry course is included in grade point averages (GPAs); however, if the student passes the course or receives transfer credit, the cumulative GPA (CGPA) is adjusted accordingly (see Grade Point System and Grade Point Averages). Additionally, the F is excluded from the term and semester GPAs for the session and semester in which the F was received.

Grade of I – Incomplete
An I signifies that required coursework was not completed during the session of enrollment. Grades of I are counted in attempted hours but are not counted in any GPA computations. All required work must be completed and submitted to the professor by the end of week four of the subsequent session. The I must be converted to an A, B, C, D, F, S or U by Wednesday of the fifth week. If course requirements are not satisfied by the deadline, the I is converted to an F. When the I is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA is recalculated for that session, resulting in different term, semester and cumulative GPAs. A grade of I in a prerequisite course does not satisfy the course requirement; thus, the student is administratively dropped from the course for which the prerequisite course was required. Students are notified of dropped courses by email. A reduction in enrolled hours may affect financial aid eligibility and/or awards. 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 professor prior to the grade roster deadline.

Points

Students who wish to audit courses must receive approval to do so from the appropriate academic administrator prior to the beginning of the session. Tuition is charged for audited courses; however, financial aid may not be applied to audited courses. Thus, changing to audit status may affect financial aid awards. Though evaluation and class participation are optional, class attendance is required. Not all courses are eligible for audit status.

Designator of AU – Course Audit
Students who wish to audit courses must receive approval to do so from the appropriate academic administrator prior to the beginning of the session. Tuition is charged for audited courses; however, financial aid may not be applied to audited courses. Thus, changing to audit status may affect financial aid awards. Though evaluation and class participation are optional, class attendance is required. Not all courses are eligible for audit status.

Grade of I – Incomplete
An I signifies that required coursework was not completed during the session of enrollment. Grades of I are counted in attempted hours but are not counted in any GPA computations. All required work must be completed and submitted to the professor by the end of week four of the subsequent session. The I must be converted to an A, B, C, D, F, S or U by Wednesday of the fifth week. If course requirements are not satisfied by the deadline, the I is converted to an F. When the I is converted to a final grade for the course, the grade is applied to the session in which the student took the course. The GPA is recalculated for that session, resulting in different term, semester and cumulative GPAs. A grade of I in a prerequisite course does not satisfy the course requirement; thus, the student is administratively dropped from the course for which the prerequisite course was required. Students are notified of dropped courses by email. A reduction in enrolled hours may affect financial aid eligibility and/or awards. 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 professor prior to the grade roster deadline.

Designator of AU – Course Audit
Students who wish to audit courses must receive approval to do so from the appropriate academic administrator prior to the beginning of the session. Tuition is charged for audited courses; however, financial aid may not be applied to audited courses. Thus, changing to audit status may affect financial aid awards. Though evaluation and class participation are optional, class attendance is required. Not all courses are eligible for audit status.

Designator of S – Satisfactory
S designators are not used in GPA calculations.

Designator of U – Unsatisfactory
U designators are not used in GPA calculations.

Designator of W – Course Withdrawal
W designators, Withdrawals, appear on transcripts of students who attend all courses during the add/drop period and then withdraw from a course or courses, or who are administratively withdrawn from a course or courses because of an attendance violation. Students who remain enrolled in a course or courses after the course drop deadline and wish to withdraw from a course must contact their student support professional or academic advisor, or an appropriate academic administrator. Students may withdraw at any time prior to the withdrawal deadline, which is Friday of week seven at 11:59 pm MST.

* C and D are not assigned in certain ESL, transitional studies and 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.
Students with no attendance activity in a course during the 14 consecutive calendar days immediately prior to the last day of the session are withdrawn from the course. Students who are withdrawn may request a grade change if they wish to receive the grade they earned in the course rather than receiving a W. Students requesting a grade change must provide supporting documentation and receive approval from both the professor and the appropriate academic administrator.

**Missing Grades**

Term GPAs or semester GPAs (when applicable), and academic standing, are not calculated for students with missing grades for the session.

**Grade Changes**

Grade changes (including converting Incompletes to final grades, and changes resulting from student appeals and retroactive grade changes) affect the most recently calculated academic standing. 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 GPAs.
- If the student completes a DeVry course for which he/she has transfer credit, and grades earned for each course were the same, the DeVry grade is used in any applicable GPA calculation.
- If a student completes a DeVry course for which he/she previously or subsequently transferred an equivalent course, and the grade for the transferred course is higher, the grade earned at DeVry is excluded from GPA calculations.

Students who want to appeal their grade from a specific course must discuss the grade with their professor by Sunday of week two of the session immediately following the session in which they took the course. If issues remain unresolved after reviewing the grade with the professor, students may appeal the grade by submitting a completed Student Grade Appeal form to the appropriate academic administrator, or to their student support professional/academic advisor. Grade appeal requests must be made during the session immediately following the session in which students were enrolled in the course. Students should consult the student handbook for more information.

**Retroactive Grade Changes**

Under certain circumstances, a grade may be changed retroactively. A retroactive grade change affects:

- The TGPA, SGPA and CGPA for the session and semester in which the course was taken.
- The CGPA for each session and semester after the course was taken.
- Academic standing for the most recently completed semester only.
- A student’s eligibility for financial aid for the current semester at the point the official academic record is changed.

A retroactive grade change does not affect financial aid awards for semesters that concluded prior to the change to the academic record.

**Prior-Learning Credit**

Students with previous college experience may receive credit toward graduation upon the University’s evaluation of their college-level credit. As appropriate, DeVry awards credit for prior learning based on:

- Previous college coursework
- Military coursework and training experience
- Professional certifications and training
- Examinations

Additionally, to facilitate ease of transferring credits among institutions, the University maintains articulation agreements with many DeVry-recognized two- and four-year colleges and universities, as well as with entities such as the military. Applicable course equivalencies resulting from these agreements are reflected on students’ transfer credit evaluations. Information on agreements maintained by DeVry is available by contacting ArticulationInfo@devry.edu.

Transfer and/or proficiency credits that satisfy graduation requirements are considered when determining a student’s academic level and progress; however, these credits are not used when computing GPAs. Neither transfer nor proficiency credit is granted for the following, which must be completed at DeVry:

- The Liberal Arts & Sciences capstone course
- Senior project courses
- Internship courses
- Courses with the CARD prefix

Students who receive transfer or proficiency credit for a course are not automatically granted associated credit for lower-level, prerequisite and/or corequisite courses.

Acceptance of transfer courses and award of transfer credit neither imply nor ensure that all transfer credit will fully apply to students’ chosen programs. Transfer courses must have been completed with grades of C (70 percent) or better.

Other restrictions on transfer and proficiency credit may apply.

**Credit for Previous College Coursework**

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. Transfer credit maximums are also subject to DeVry’s residency requirement for the chosen program (see General Graduation Requirements – All Students). 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 (see Grade Point System and Grade Point Averages).

Students may request a transcript evaluation via www.devry.edu/admissions/college-transfer-students.html. Additionally, DeVry admissions advisors, student support professionals and academic advisors are available to assist students with transfer credit evaluation requests.

**Credit for Military Coursework and Training Experience**

DeVry University is a member of the Servicemembers Opportunity Colleges (SOC) consortium. SOC consortium colleges and universities subscribe to principles and criteria to ensure quality academic programs are available to active-duty-military students and their families, as well as to veterans. A list of consortium member institutions is available via www.soc.aascu.org.

The University is also a member of the SOC Degree Network System (DNS), a subgroup of SOC consortium member institutions selected by the military services to deliver specific associate and bachelor’s degree programs. As a member of the DNS, the University adheres to academic policies intended to support military students in their academic endeavors toward degree completion. DeVry University is approved for membership in the SOC DNS for the:

- Coast Guard (SOCOAST), at the associate and bachelor’s degree levels
- Navy (SOCONAV), at the bachelor’s degree level
- Marine Corps (SOCMAR), at the bachelor’s degree level
DeVry's approval for membership in the DNS applies to specific academic programs.

Military coursework and educational experiences are evaluated based on American Council on Education (ACE) recommendations, which may indicate that military coursework and educational experiences qualify for either transfer credit or proficiency credit. Additional information on workforce and military training recommendations is available via the National Guide to College Credit for Workforce Training and the ACE Military Guide Online, respectively.

Additional information on credit for military coursework and training experience is available from DeVry admissions advisors.

Credit for Professional Certifications and Training
As appropriate, DeVry applies proficiency credit for professional certifications and training toward students' degree-completion requirements. To determine appropriate application of proficiency credit, DeVry uses guidelines established by the American Council on Education (ACE). The University does not accept courses completed at the vocational level. Certain restrictions apply.

Students may be eligible for proficiency credit if they hold current, specific industry-recognized professional licenses or certificates such as, but not limited to:
• Certain Cisco certifications
• Certain CompTIA certifications
• Microsoft Certified Systems Engineer (MCSE)
• Microsoft Certified IT Professional (MCITP)
• RHIT Certification

Students may also be eligible for proficiency credit if they have successfully completed certain specialized training such as Cisco Networking Academy coursework.

Documentation of certifications and licenses must be provided and validated prior to students' transfer credit evaluations. DeVry admissions advisors, student support professionals and academic advisors are available to assist students in this process.

Credit by Examination
Students may earn proficiency credit for a course by successfully completing one of the following:

DeVry University Challenge Exam: Students who feel course material has been mastered, either through coursework completed outside DeVry for which transfer credit cannot be given or through self-study, may request a challenge exam for the course, provided they have never been enrolled in the course at DeVry and have not previously attempted the challenge exam. Students should note that challenge exams are not available for all courses.

External Standardized Exam: Students may qualify to receive proficiency credit for a course by successfully completing a nationally recognized exam such as:
• Advanced Placement (AP) test
• College Level Examination Program (CLEP) test
• DANTES Subject Standardized Test (DSST)
• International Baccalaureate (IB) exam
• American Health Information Management Association (AHIMA) course or exam

Detailed information on applicability of these external standardized exams to students' programs is available at www.devry.edu/admissions/college-transfer-students.html.

Prior-Learning Credit – Veterans
Students using veterans benefits are required to submit official transcripts of all previous education and training to DeVry University.

DeVry maintains a written record of previous undergraduate and graduate education completed by veterans and all persons eligible for veterans benefits. A copy of official transcripts used to evaluate transfer credit is maintained in each student's permanent record. This record, required for transfer-credit review, clearly indicates when appropriate transfer credit has been given. A veteran enrolled in a DeVry University course for which credit has already been earned at a University-recognized institution cannot include that course in the total hours reported to the U.S. Department of Veterans Affairs. It is the student's responsibility to be aware of prior credit eligible for transfer.

Non-GPA Credit
English as a Second Language (ESL) courses, transitional studies courses and courses using a Satisfactory/Unsatisfactory grading schema 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.

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.

Note: Students wishing to transfer from either the Engineering Technology – Computers or the Engineering Technology – Electronics program to the Computer Engineering Technology or Electronics Engineering Technology program should note that such transfers constitute both program and location transfers. Students choosing to make such transfers may be required to complete substantial additional coursework to meet requirements of the new program.

Program Transfers
A student's first program of study is considered the primary program unless the student submits a program transfer request to the appropriate academic administrator. Students who wish to transfer programs may request to do so at any time; however, they are encouraged to submit a program transfer request as soon as possible. In general, transfers requested prior to the close of registration during the first week of the session are effective that session. Program transfers are not applicable to sessions already completed. Transfers are permitted between sessions and semesters.

Financial aid eligibility for coursework not applicable to the current program may be limited (see Financial Aid Applicability to Elective Courses). Students should contact their student finance professional for more information.

Program transfers may result in students having to take additional coursework to fulfill graduation requirements of the new program. Students transferring programs may be required to sign an enrollment agreement addendum before beginning classes in the new program and are evaluated for admission and placement under the new program's admission requirements.
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 four of the session before the intended transfer. Location transfers requested by this deadline are effective that session; changes requested after this deadline become effective the following session. Transfers are permitted between sessions and semesters. 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 location from which they are transferring before transfers are granted. These students must sign DeVry’s resumes transfers addendum before beginning classes at the new location. Students on financial aid probation (academic probation) 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
Transfer credit acceptance is at the discretion of the receiving institution.

Note: DeVry’s CARD205, COLL148 and ETHC232 courses are specifically tailored to meet the needs of DeVry students; credits earned in these courses may not transfer in full to other institutions.

Registration and Course Scheduling
Registration is the process of enrolling in and paying for a course. Students are encouraged to register online at http://my.devry.edu. They can also contact their student support professional/academic advisor to complete the registration process.

Students must submit official high school or baccalaureate academic transcripts by the end of their second session of enrollment. Students who do not meet this deadline are dropped from all courses in which they are enrolled for future sessions. Until official transcripts are received, such students may not enroll.

Students whose DeVry University accounts are past due are not permitted to register until their accounts are current or until they have made satisfactory payment arrangements.

Students seeking to add or drop courses from their schedules after a session begins must obtain permission to do so from an academic administrator by the end of the first week of the session (see Withdrawal from a Course).

Self-Registration
Self-registration is the process of accessing the student information system and registering for a course or courses and/or dropping a course or courses. Students can self-register via http://my.devry.edu. Students may not drop all courses for the session via self-registration.

Students may access self-registration beginning the first day of registration until one day prior to the session start. Students who need registration assistance should contact a student support professional or academic advisor.

Enrollment Status
Enrollment status is determined separately for each semester and is based on all courses in which the student was enrolled during the two sessions comprising the student’s semester:

Course Loads
Students in good standing may register for as many as 10 semester-credit hours per session and as many as 20 semester-credit hours per semester. Students may not register for more than the allowed semester-credit hours. Students whose academic histories indicate academic difficulties may be required to take a reduced academic load.

Repeated Courses
A student may repeat a course once without permission. A third attempt must be approved by the appropriate academic administrator; subsequent attempts require permission from the appropriate national college dean. If a course is repeated, the highest grade earned is used for computing the CGPA. Withdrawal from a course being repeated does not affect the CGPA.

Prior to registering for a course previously attempted, students should contact their student finance professional to determine how their financial assistance may be affected.

Additional Registration Requirements for International Students
Certain international students may be required to provide a statement of financial support or a sponsor letter indicating that tuition will be paid in advance of each semester and that a sponsor will provide all necessary living expenses for the international student. (Form I-134 may be used.) Most international students cannot receive U.S. federal financial assistance, nor can they work legally in the United States without appropriate permission.

Attendance
Attendance is directly tied to academic performance; therefore, regular attendance is required. Professors may choose to include class attendance and/or participation as criteria for computing student grades. Thus, students who do not attend class regularly risk earning lower or failing grades. Absenteeism may also result in warning, advising or dismissal. Students may be dismissed (withdrawn) from DeVry or from individual courses for attendance violations.

Students who never complete an academic event (see Academic Events) during the first two weeks of the session are dropped for non-attendance. Students dropped from all courses because of non-attendance should note that they are also dropped from courses in which they are enrolled for future sessions. Additionally, students dropped from a course or courses for non-attendance during the first two weeks are precluded from appealing.

Attendance is taken for all eight weeks of the session. Attendance is recorded daily based on each academic event to ensure the last date of attendance is available for the purpose of determining the timeframe of attendance as well as the amounts of earned and unearned financial aid.
For online courses, academic events are tracked for the purpose of determining the last date of attendance.

For blended and onsite courses, each scheduled class meeting is considered an academic event for the purpose of determining the last date of attendance. Courses offered in blended and onsite formats meet for fewer hours or class sessions than courses in a traditional 16-week-semester schedule; therefore, students enrolled in such courses are expected to attend each scheduled class meeting. If a holiday occurs when a class is normally scheduled, it may be necessary for the class to meet on the holiday or to be rescheduled on another day or evening. Professors may include class meetings and online academic events as criteria for determining class attendance and/or participation when computing student grades.

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 semester. 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.

DeVry does not have a leave-of-absence policy for its students.

**Attendance Monitoring**

Attendance is monitored as follows:

**Online Courses**

Attendance in online courses is defined as completing an academic event within a seven-consecutive-calendar-day period. Students who do not complete an academic event at least once in any seven-consecutive-calendar-day period are sent, via email, a Pending Attendance Dismissal Notification, which indicates students must complete an academic event within the next seven consecutive calendar days or they will be dismissed (withdrawn) from the course.

**Blended and Onsite Courses**

Attendance in blended and onsite courses is defined as attending each scheduled class meeting of such courses. Students who do not attend a blended or onsite course at least once in any seven-consecutive-calendar-day period are sent, via email, a Pending Attendance Dismissal Notification, which indicates students must attend within the next seven consecutive calendar days or they will be dismissed (withdrawn) from the course.

**Attendance Appeal**

Students in online courses who have been absent for seven consecutive calendar days, and who are unable to complete an academic event within the next seven-consecutive-calendar-day period, may submit an Attendance Dismissal Appeal form to the professor within five calendar days of receipt of their attendance dismissal notification. Students in online courses whose appeals are approved, but who do not complete an academic event in the appropriate period, are dismissed (withdrawn) from such courses.

Students in blended and onsite courses who have been absent for seven consecutive calendar days, and who are unable to attend within the next seven-consecutive-calendar-day period, may submit an Attendance Dismissal Appeal form to the professor within five calendar days of receipt of their attendance dismissal notification. Students in blended and onsite courses whose appeals are approved, but who do not return to class in the appropriate period, are dismissed (withdrawn) from such courses.

Students who have no attendance activity in a course during a period of 14 consecutive calendar days are notified of an attendance violation and automatically dismissed. Students withdrawn from all courses because of non-attendance are dropped from courses in which they are enrolled for future sessions.

Students are limited to one appeal for each course during the session.

Students dismissed after 14 consecutive calendar days of no attendance activity who have extraordinary and documented circumstances may request reinstatement by providing a written request to an appropriate academic administrator.

**End-of-Session Absences**

Students with no attendance activity in a course for 14 or more consecutive calendar days prior to the last day of the session are withdrawn from the course. Students who are withdrawn may request a grade change if they wish to receive the grade or designator (i.e., A, B, C, D or S) they earned in the course rather than receiving a W (Withdrawal). Students requesting a grade change must provide supporting documentation and receive approval from both the professor and the appropriate academic administrator.

Note: Students receiving veterans benefits who receive a grade of F or a designator of U may not request a grade change unless they have documentation substantiating their presence in the class throughout the eight-week session.

**Academic Events**

Academic events are recorded for the purpose of determining attendance status.

For online courses, academic events include, but are not limited to, submission of a class assignment, participation in a threaded discussion, completion of a quiz or exam, completion of a tutorial or participation in computer-assisted instruction.

For blended and onsite courses, class attendance is tracked as an academic event.

**Make-Up Work**

A student is responsible for all work missed during an approved absence and must contact the professor for make-up work.

**Withdrawal from a Course**

Students may withdraw from a course by making a formal request. Withdrawal requests must be communicated to a student support professional or academic advisor, or to an appropriate academic administrator, verbally, by email or by submitting a request through the interactive student communication system. Students who inquire about a withdrawal are contacted to confirm their intention to withdraw. Students inquiring about withdrawing who cannot be reached, or who do not respond, regarding their inquiry are withdrawn from their course if they have not attended the course in accordance with DeVry’s attendance policy (see Attendance). In addition, withdrawal requests for students who attend a blended or onsite course or who participate in an online course after submitting and/or confirming a withdrawal request have their withdrawal request revoked.

Students withdrawn from all courses because of non-attendance are dropped from courses in which they are enrolled for future sessions.

The withdrawal deadline is 11:59 pm MST on Friday of week seven. Withdrawal is not allowed after this time.
Interruption of Study/Withdrawal
Students who must interrupt studies during a semester or who defer starting the next semester must follow the school’s official withdrawal procedure, which includes completing loan exit counseling. Failure to complete loan exit counseling may result in a hold on students’ records (see Loan Exit Counseling). 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 session. 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 six consecutive sessions must request readmission through standard admission procedures. Those who have missed fewer than six consecutive sessions must sign DeVry’s resumes transfers addendum.

Students previously pursuing a DeVry associate degree who wish to resume and pursue a bachelor’s degree must submit a new application and are evaluated for admission and placement under the desired program’s admission requirements. Students with an outstanding balance on their DeVry student account are not permitted to resume.

Academic Honors
An eligible matriculated student achieving an SGPA of 3.50 or higher is named to the Dean’s List, provided the student’s SGPA calculation includes at least six credit hours of completed coursework. However, a grade of D, F, or financial aid warning (academic warning) or financial aid probation (academic probation) status in any semester makes a student ineligible for honors in that semester. Dean’s List eligibility is determined at the end of each student’s semester/student-centric period.

An honors graduate from a baccalaureate program is eligible for one of the following recognitions:

<table>
<thead>
<tr>
<th>Title</th>
<th>CGPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>3.50–3.69</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>3.70–3.89</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>3.90–4.00</td>
</tr>
</tbody>
</table>

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 academic programs by meeting DeVry’s established standards of academic progress in each of four specific measurable areas:

- Grade point averages
- Successful completion of required transitional studies, English as a Second Language (ESL) and other non-GPA coursework
- Maximum coursework allowed
- Pace of progress toward graduation, including withdrawal from all courses

Grade point averages and pace calculations used to determine academic standing are based on all courses the student completes as a DeVry undergraduate. The calculation for maximum coursework allowed is based on the required credit hours of the student’s primary program. All areas of academic progress are evaluated at the end of each student’s semester/student-centric period, and academic standing is assigned according to the evaluation. A summary of academic progress standards follows. Students should consult their student support professional or academic advisor for policy details.

Requirements for Students Starting the Semester in Good Standing
New students, and all other students who start the semester in good standing, are subject to requirements noted below.

Grade Point Averages: To remain in good academic standing, a student must maintain a CGPA of 2.00 or higher. If at the end of the semester the CGPA is below 2.00, the student is placed on financial aid warning (academic warning).

Successful Completion of Required Transitional Studies, ESL and other Non-GPA Coursework: To remain in good academic standing, a student must successfully complete all required non-GPA coursework attempted. Non-GPA courses are any courses required for the student’s program that do not impact the student’s GPA, such as transitional studies and ESL courses, as well as courses graded on a Satisfactory/Unsatisfactory basis. A student who attempts a transitional studies, ESL or other non-GPA course and does not pass the course at some time during the semester is placed on financial aid warning (academic warning). A student who attempts the same transitional studies, ESL or other non-GPA course twice in one semester and does not pass the course is dismissed.

Maximum Coursework Allowed: To remain in good academic standing, a student may attempt no more than 1.5 times the number of credit hours in the current program. A student who exceeds this maximum and has not graduated is dismissed.

Pace of Progress Toward Graduation, Including Withdrawal from All Courses: To remain in good academic standing, a student must earn credit toward graduation at a pace (rate of progress) that ensures successful program completion within the maximum coursework allowance. The pace of progress is the ratio of credit hours passed to credit hours attempted. Pace is measured using a specific percentage established for incremental ranges of attempted credit hours. In addition, at least one course must be completed during the semester. A student must ultimately pass at least 67 percent of attempted credit hours. A student who fails to maintain the minimum pace and has not graduated is placed on financial aid warning (academic warning). In addition, if the student withdraws from all required courses during the semester, the student is placed on financial aid warning (academic warning).

Students starting the semester in good standing who do not meet all requirements are placed on financial aid warning (academic warning) or dismissed, as noted above. Students placed on financial aid warning (academic warning) may continue their studies for one semester without an appeal. However, these students should immediately seek academic advising and review all academic requirements carefully.

Students dismissed for failing to meet standards of academic progress may submit an academic appeal and may not continue their studies unless the appeal is approved (see Academic Appeal). Students with approved appeals are placed on financial aid probation (academic probation) and must follow a predetermined academic plan.
Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation)

Students who start the semester on financial aid warning (academic warning) or financial aid probation (academic probation) are subject to the general requirements noted below.

Students on Financial Aid Warning (Academic Warning): At the end of a financial aid warning (academic warning) semester, the student a) returns to good standing or b) is dismissed.

a) At the end of a financial aid warning (academic warning) semester, the student returns to good standing if all of the following occurred:
   • The student’s CGPA was at least 2.00 or the student had never completed a GPA course.
   • The student passed all non-GPA courses attempted during the semester.
   • The student did not exceed the maximum coursework allowance.
   • The student met pace of progress standards, including completion of at least one course during the semester.

b) A student who does not return to good standing is dismissed.

Students on Financial Aid Probation (Academic Probation): At the end of a probationary semester, the student a) returns to good standing or b) remains on financial aid probation (academic probation) for one additional semester according to the predetermined academic plan c) is dismissed.

a) At the end of a probationary semester, the student returns to good standing if all of the following occurred:
   • The student’s CGPA was at least 2.00 or the student had never completed a GPA course.
   • The student passed all non-GPA courses attempted during the semester.
   • The student did not exceed the maximum coursework allowance.
   • The student met pace of progress standards, including completion of at least one course during the semester.

b) At the end of the probationary semester, a student who does not return to good standing remains on financial aid probation (academic probation) for one additional semester according to the predetermined academic plan if all of the following occurred during the semester:
   • The student’s CGPA was at least 2.00 or the student had never completed a GPA course; or the CGPA was less than 2.00 and the SGPA was at least 2.50.
   • The student passed all courses attempted.
   • The student did not exceed the maximum coursework allowance;
   • The student maintained the required pace of progress; or the student did not maintain the required pace of progress, and the semester pace was at least 67 percent.
   • The student completed at least one course.

At the end of the additional probationary semester, the student returns to good standing if all of the following occurred:
   • The student’s CGPA was at least 2.00 or the student had never completed a GPA course.
   • The student passed all non-GPA courses attempted during the semester.
   • The student did not exceed the maximum coursework allowance.
   • The student met pace of progress standards, including completion of at least one course during the semester.

Otherwise, the student is dismissed.

c) A student who does not meet requirements for returning to good standing, or for continuing for an additional semester on financial aid probation (academic probation), is dismissed.

Academic Appeal

Students who have been dismissed for failing to meet standards of academic progress may appeal the action by submitting an academic appeal to the appropriate academic administrator prior to the established deadline. Students may appeal their academic standing a total of four times in their current degree program. Those with approval to change programs have their total number of appeals reset to zero.

Appeals must explain the verifiable mitigating circumstances that contributed to poor academic performance, show how the circumstances have been overcome, provide required documentation and present a realistic plan for meeting requirements to return to good standing. Appeals without supporting documentation are denied.

A student informed of the dismissal after beginning the session immediately following the dismissal may remain enrolled while the appeal is processed and whose appeal is subsequently denied may not continue and is administratively dropped from class or classes. A student not currently enrolled whose appeal is approved may enroll for the current semester, provided the registration deadline has not passed, and is subject to financial aid probation (academic probation) conditions in Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation). Failure to meet specified conditions results in a second dismissal. Additional appeals are denied unless students have new verifiable mitigating circumstances. Fourth appeals must be submitted to a national college dean or designee. Students who fail to return to good standing after submitting a fourth appeal are dismissed and precluded from registering; however, they may reapply for admission after one year.

If an appeal is not submitted within six sessions after dismissal, the student must request readmission through standard admission procedures as well as submit an appeal to the appropriate academic administrator.

Academic administrators’ and national college deans/designees’ decisions to deny appeals are final and cannot be appealed.

Academic Program Transfer During Financial Aid Warning (Academic Warning)/Financial Aid Probation (Academic Probation)/Dismissal

Students transferring to a different academic program maintain their current academic standing.
A student on financial aid warning (academic warning) who transfers to a different academic program enters the new program and continues under this status.

A student who has been dismissed and wishes to transfer to another academic program must appeal to the academic administrator of the intended program. If the appeal is approved, the student must meet financial aid probation (academic probation) conditions in Requirements for Students Starting the Semester on Financial Aid Warning (Academic Warning) or Financial Aid Probation (Academic Probation).

Academic standing for a student who transferred to a different academic program but then returns to the original academic program is based on performance in all enrolled semesters and on all DeVry coursework at the undergraduate level.

Additional Standards of Academic Progress Information for Students Receiving Veterans Education Benefits
DeVry notifies the Department of Veterans Affairs (VA) of those students who are receiving veterans education benefits and whose status is academic warning, which is considered the first probationary period.

Students are placed on academic warning for failure to meet minimum CGPA, pace of progress toward graduation and other minimum requirements outlined in Standards of Academic Progress. Students on academic warning are eligible to receive veterans education benefits for their academic warning semester. If at the end of the academic warning semester such students do not return to good standing, they are dismissed. Students who are dismissed may appeal. Those with approved appeals may continue on probation for another semester and remain eligible for veterans education benefits. Students who do not successfully appeal their dismissals are dismissed and have their veterans benefits terminated for unsatisfactory progress. The VA is notified of such dismissals.

After the second probationary period, veterans education benefits are terminated for students who fail to meet the minimum CGPA required for graduation, pace requirements and other DeVry standards noted in Standards of Academic Progress. These students may continue enrollment without VA benefits for another semester if satisfactory incremental progress is made. Veterans education benefits may resume if students meet the minimum CGPA required for graduation and pace of progress toward graduation, as well as return to good academic standing, at the end of the third probationary semester.

Veteran students must notify the chief location administrator/academic advisor immediately upon withdrawal from school or from a course. For students receiving veterans education benefits, DeVry notifies the VA of changes in student status within 30 days of the official last date of attendance.

Pursuit of Specializations
Students must declare a specialization according to the timeframe indicated for the chosen program. Students who wish to change or add a specialization may request to do so at any time; however, they are encouraged to submit a request for such as soon as possible. In general, requests received prior to the close of registration during the first week of the session are effective that session. Specialization changes/additions are not applicable to sessions already completed. Students who wish to pursue more than one specialization must receive approval to do so from the appropriate academic administrator. No more than three specializations may be completed within one degree program.

Certain limitations may apply. All declared specializations must be completed prior to degree conferral.

Prior to graduation, students with declared specializations who subsequently wish to complete their degree program without fulfilling requirements for all declared specializations must request removal, from their student records, of the specialization(s) they no longer wish to pursue.

Pursuit of a Second Degree
Students are awarded their degrees at the end of the session in which they satisfactorily met all graduation requirements. Those who wish to pursue a second DeVry degree may do so upon conferral of their first degree; however, they must contact an appropriate academic administrator to determine 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.

General Graduation Requirements – All Students
To graduate, a student must:
• Earn at least 25 percent of the 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.
• Achieve a CGPA of at least 2.00.
• Satisfactorily complete all curriculum requirements.

Graduation is not permitted if the student has missing grades or if the best recorded grade for a required course is F, or the designator I, U or W. Transfer and proficiency credit fulfill graduation requirements. Grade changes are not permitted after the degree has been awarded. Certain exceptions apply and are noted in the student handbook.

Degrees are conferred six times per year, at the end of each session. Students are awarded their degrees at the end of the session in which they satisfactorily met all graduation requirements.

Students must have all graduation requirements fulfilled by Tuesday of week two of the session immediately following the session in which they completed their final course requirements. The deadline for meeting certain requirements may be earlier. Requirements include — but are not limited to — ensuring that transcripts for transfer credit have been received by the University and resolving Incompletes and other outstanding issues. Students who fail to meet the graduation requirements’ deadline are awarded their degrees in the session in which any outstanding requirements are met.

Graduation candidates must fulfill all financial obligations to DeVry at least 30 days before commencement and complete loan exit counseling. Failure to complete loan exit counseling may result in a hold on students’ records (see Loan Exit Counseling).

Diplomas and Transcripts
Diplomas are mailed after all graduation requirements have been met. Students should note that the degree awarded is indicated on diplomas and transcripts; however, specializations are indicated on transcripts only.
Tuition & Expenses

Tuition
Tuition rates shown in the tuition chart are applicable to students enrolling during the University’s July 2014 through May 2015 sessions. Through the University’s Fixed Tuition Promise, tuition rates shown will remain effective through graduation for all matriculating students missing no more than five consecutive sessions of enrollment. Students readmitted to the University after missing six or more consecutive sessions of enrollment reenroll under prevailing tuition policies at the time they are readmitted.

A $40 application fee must accompany the application. Tuition, as well as fees and expenses payable to DeVry, must be paid in advance of each term unless a student will be using one of DeVry’s payment options (see Payment Options). Payment may be made by check, credit card or third-party financing (including financial aid).

For tuition and refund purposes, the term of attendance is defined as the actual number of complete or partial sessions a student has attended DeVry. Thus, the initial term of attendance, regardless of program/course level, is considered the first term. Students returning to DeVry after having missed six or more session registrations must reapply and sign a new enrollment agreement. A second application fee is not required.

DeVry reserves the right to change tuition rates at any time; however, any increase will be announced at least 90 days before the beginning of the effective term. However, the University’s Fixed Tuition Promise allows eligible students to be unaffected by future tuition increases.

Tuition charges are calculated each session per credit hours enrolled. Within each session, matriculating students are charged $609 per credit hour for hours 1–7 and $365 per credit hour for hours 8 and above. Nonmatriculating students are charged $609 per credit hour regardless of the number of credit hours for which they are enrolled each session.

Tuition for all coursework is assessed according to the student’s primary program of enrollment. The student’s first program of study is considered the primary program unless the student requests a program change.

Note: Students are limited to participation in one DeVry-based scholarship, grant or group pricing program only. If students qualify for more than one such program, the one most beneficial is awarded. Students who qualify for and prefer a different scholarship, grant or group pricing program must provide written confirmation, prior to starting classes at DeVry, of the alternate program in which they wish to participate. In the rare case when scholarship, grant or group tuition pricing programs are combinable, students are made aware of this opportunity by their admissions or student finance professional.

Military Tuition
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 of $250 per credit hour.

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
Alumni who hold a DeVry University bachelor’s and/or master’s degree may take advantage of the opportunity to enroll as nonmatriculating students in as many as 24 semester-credit hours of undergraduate coursework on a space-available basis for a reduced tuition rate of $518 per credit hour, regardless of course load. Students must submit a Tuition Reduction form prior to Sunday of week four of the session in order for the alumni tuition rate to be applied to the current session. If the form is submitted after this deadline, the alumni tuition rate becomes effective the following session. This benefit does not apply to graduate coursework.

Expenses
Note: DeVry reserves the right to change fees at any time without notice. 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.

Note: The Fixed Tuition Promise is applicable to tuition only. School-related fees and expenses are not covered by the Fixed Tuition Promise.

Challenge Exam
A charge of $5 per credit hour is assessed for challenge exams.

Cisco Placement Exam
Students who wish to enroll in specialized Cisco networking courses, and who have completed either NETW202 at DeVry University or an equivalent course at another recognized institution, may request to complete a placement examination to determine if they meet requirements to enroll in such courses. A $60 charge is assessed for the exam. Contact the appropriate academic administrator for more information.

CPR Training
Neurodiagnostic Technology program students must be trained in CPR prior to graduation. Students who are not able to produce proof of CPR training must complete such training, the fee for which typically ranges from $75 to $100 and is paid directly to the training organization.

Criminal Background Check
Candidates for admission to the clinical portion of the Neurodiagnostic Technology program must undergo a criminal background check. The fee for this background check, a minimum of $43, is paid to DeVry.

Illegal Substance Screen
Candidates for admission to the clinical portion of the Neurodiagnostic Technology program must be tested for illegal substance use. The screening fee, approximately $40, is paid to DeVry.

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.

Nonsufficient Funds Check
A fee not to exceed $10 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 fee not to exceed $60 per vehicle, per session. See the Student Services Office for details. Vehicles not displaying the proper parking sticker may be towed.

Student Injury and Sickness Insurance Plan
Unless otherwise insured, all onsite full-time students – those enrolled 12 or more credit hours per semester/student-centric period – must enroll annually in the student injury and sickness insurance plan. Annual nonrefundable premiums for student-only coverage are shown in the chart below. Optional coverage for students’ spouses and/or children is available.

<table>
<thead>
<tr>
<th>Insurance Plan Premiums</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier</td>
</tr>
<tr>
<td>Student only</td>
</tr>
<tr>
<td>Spouse</td>
</tr>
<tr>
<td>Each child</td>
</tr>
<tr>
<td>All children</td>
</tr>
<tr>
<td>All dependents</td>
</tr>
</tbody>
</table>

The insurance policy year begins with the July session and runs through the following May session. Coverage is effective 24 hours per day during the period for which the premium has been paid and eligibility has been met. Premiums are added to students’ fees and may be financed through one of DeVry’s payment options.

Students otherwise insured must submit their insurance waiver cards by the end of week two of either the July session or the session in which they become full-time students.

Students enrolled as online students and who reside in the United States may take advantage of this insurance; however, they need not do so. Students residing outside the United States are not eligible for this insurance.

Visit http://studentcenter.uhcsr.com/devry for detailed enrollment and waiver card information; further information is available from DeVry staff members.

Rates and policy periods are subject to change each July session.

Student Services
A charge of $20 per session is assessed to cover expenses such as those associated with Library enhancements; computer hardware and software upgrades; use of, and enhancements to, labs, printers and email services; student activities and services; Career Services; graduation; and transcripts.

Textbooks and Supplies
Costs for textbooks and supplies vary by program. The average estimated expense for full-time students is $335 per session. For full-time students in the Electronics Engineering Technology program, the average estimated expense is $450 per session. Costs are subject to change based on publishers’ prices. Textbooks may be purchased through DeVry’s online bookstore or from an outside source, but they must be those specified by DeVry.

Most 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 are charged a maximum of $85 for the electronic materials. Average estimated per-session costs noted above include this electronic course materials charge.

DeVry refunds a portion of electronic course material charges for all course withdrawals. During the add/drop period, week one, electronic course material charges are adjusted according to the drop policy. During weeks two through eight, electronic course material charges are refunded as follows:

<table>
<thead>
<tr>
<th>Course Material Charge</th>
<th>Refund During Weeks 2–8</th>
</tr>
</thead>
<tbody>
<tr>
<td>$60–$85</td>
<td>$50</td>
</tr>
<tr>
<td>$50–$59.99</td>
<td>$40</td>
</tr>
<tr>
<td>≤ $49.99</td>
<td>$30</td>
</tr>
</tbody>
</table>

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. For students who want printed textbooks as well as eBooks, black and white, soft-cover printed versions of certain course eBooks are available for $10 each. These optional print-on-demand books are identical to course eBooks. More information is available in the student handbook.

Technology and software supplies must be those specified by DeVry.

Uniform
Candidates for admission to the clinical portion of the Neurodiagnostic Technology program must purchase a prescribed uniform (scrubs) to be worn during clinical rotations. The fee, approximately $20 per set, is paid directly to the uniform provider.

Failure to Fulfill Financial Obligations
Enrollment for a subsequent term may be denied to students who fail to fulfill their financial obligations. In addition, official transcripts are not released to students with outstanding balances on their student accounts at any DeVry institution. Students 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, students remain responsible for tuition and other charges incurred, in accordance with DeVry’s cancellation and refund policy.
Tuition, Fees and Expenses, by Program, for Matriculating Students

Within each session, matriculating students are charged $609 per credit hour for hours 1–7 and $365 per credit hour for hours 8 and above. Nonmatriculating students are charged $609 per credit hour regardless of the number of credit hours for which they are enrolled each session. Tuition rates shown will remain effective through graduation for all matriculating students missing no more than five consecutive sessions of enrollment. Students readmitted to the University after missing six or more consecutive sessions of enrollment reenroll under prevailing tuition policies at the time they are readmitted. Tuition rates shown are also applicable to new matriculating students enrolling during the University’s July 2014 through May 2015 sessions.

<table>
<thead>
<tr>
<th>Program</th>
<th>Credit Hours</th>
<th>Tuition Per Credit Hours 1–7</th>
<th>Tuition Per Credit Hours 8 and Above</th>
<th>Total Tuition</th>
<th>Student Services Charge</th>
<th>Textbook and Equipment Expense</th>
<th>Total Program Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biomedical Engineering Technology</td>
<td>138</td>
<td>$609</td>
<td>$365</td>
<td>$79,894</td>
<td>$360</td>
<td>$6,030</td>
<td>$86,324</td>
</tr>
<tr>
<td>Business Administration</td>
<td>133</td>
<td>$609</td>
<td>$365</td>
<td>$75,873</td>
<td>$320</td>
<td>$5,360</td>
<td>$81,593</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>130</td>
<td>$609</td>
<td>$365</td>
<td>$74,778</td>
<td>$320</td>
<td>$5,360</td>
<td>$80,498</td>
</tr>
<tr>
<td>Electronics &amp; Computer Technology</td>
<td>71</td>
<td>$609</td>
<td>$365</td>
<td>$41,287</td>
<td>$180</td>
<td>$3,015</td>
<td>$44,522</td>
</tr>
<tr>
<td>Electronics Engineering Technology</td>
<td>138</td>
<td>$609</td>
<td>$365</td>
<td>$79,894</td>
<td>$360</td>
<td>$8,100</td>
<td>$88,394</td>
</tr>
<tr>
<td>Health Information Technology</td>
<td>68</td>
<td>$609</td>
<td>$365</td>
<td>$39,460</td>
<td>$180</td>
<td>$3,015</td>
<td>$42,695</td>
</tr>
<tr>
<td>Multimedia Design &amp; Development</td>
<td>127</td>
<td>$609</td>
<td>$365</td>
<td>$73,683</td>
<td>$320</td>
<td>$5,360</td>
<td>$79,403</td>
</tr>
<tr>
<td>Network &amp; Communications Management</td>
<td>133</td>
<td>$609</td>
<td>$365</td>
<td>$75,873</td>
<td>$320</td>
<td>$5,360</td>
<td>$81,593</td>
</tr>
<tr>
<td>Network Systems Administration</td>
<td>70</td>
<td>$609</td>
<td>$365</td>
<td>$40,678</td>
<td>$180</td>
<td>$3,015</td>
<td>$43,913</td>
</tr>
<tr>
<td>Neurodiagnostic Technology</td>
<td>70</td>
<td>$609</td>
<td>$365</td>
<td>$40,678</td>
<td>$180</td>
<td>$3,015</td>
<td>$43,913</td>
</tr>
<tr>
<td>Technical Management</td>
<td>127</td>
<td>$609</td>
<td>$365</td>
<td>$73,683</td>
<td>$320</td>
<td>$5,360</td>
<td>$79,403</td>
</tr>
<tr>
<td>Web Graphic Design</td>
<td>67</td>
<td>$609</td>
<td>$365</td>
<td>$38,851</td>
<td>$180</td>
<td>$3,015</td>
<td>$42,086</td>
</tr>
</tbody>
</table>

1 Program availability varies by location.
2 Includes credit hours required in Personal and Professional Development courses, which are awarded institutional credit only
3 charged at $20 per session
4 Average estimated per-session expense for full-time students in all programs (except EET) is $335; average estimated per-session expense for full-time EET students is $450
5 For matriculating students at current tuition rates; total tuition cost shown exemplifies program cost when calculated at credit hours shown and assuming attendance of eight credit hours per session for all but final session; students’ tuition expenses will vary based on credit hours taken per session; includes $40 application fee, student services charge, and average estimated textbook and equipment expense
Financial Assistance

DeVry University 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 payment options (see Payment Options).

The first step in qualifying for these programs is completing 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 completed electronically by going to http://fafsa.ed.gov and should be completed as early as possible each year. Prompt completion 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. Contributions from student and family income and assets are the foundation for all assistance packages. 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 University payment plan option.

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 Monday through Friday each week. Disbursements occur throughout the session, generally beginning on Wednesday of week one of classes or when tuition posts to a student’s account, whichever is later.

Retaking previously passed coursework may impact students receiving certain forms of financial assistance. Students who plan to retake a previously passed course should contact a DeVry student finance professional to determine if their financial aid will be affected prior to registering for the course.

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 certain 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 documentation 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.

Financial Aid Applicability to Elective Courses

Students receiving financial aid are expected to enroll in courses that meet requirements within their academic program and should note that financial aid eligibility for coursework not applicable to the current program may be limited. Students who wish to replace/substitute a course in their current program must obtain prior approval for a course substitution in order for the course to be financial-aid-eligible.

Loan Exit Counseling

Federal student aid regulations require that all borrowers complete loan exit counseling for their Federal Stafford and/or Federal Perkins Loans. Students must complete loan exit counseling when they are graduating, leaving DeVry or enrolling for fewer than six credit hours. Loan exit counseling notifications are provided to all identified students. Student borrowers who have not completed Stafford loan exit counseling will be contacted by a financial awareness consultant to facilitate the process. Failure to complete loan exit counseling may result in placement of a hold on students’ records, which would prevent fulfillment of transcript requests and release of graduates’ diplomas.

Federal Student Aid Programs

There are three categories of federal financial assistance: grants, loans and Federal Work-Study.

Grants are aid that does not need to be repaid.

Loans are aid that must be repaid, but generally not until students have graduated or stopped attending school.

Federal Work-Study provides 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 six primary federal financial aid programs. DeVry University is eligible to participate in all six, which are outlined below. More information on these programs is available from the Student Finance Office or at www.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 2014–2015 award year is $5,730. Full-time students may receive a maximum payment of $2,865 per semester. Students attending less than full time receive a prorated payment according to their enrollment status and their expected family contribution.

In accordance with the Higher Education Act, DeVry University allows all students to purchase books and supplies from the University’s online bookstore and charge the expenses to their student accounts.

Federal Pell Grant recipients who do not wish to purchase books and supplies from DeVry’s online bookstore may qualify for a stipend to assist with these expenses. To determine stipend eligibility, students must complete the Books and Supplies Stipend Request form prior to the start of the term. More information is available from a DeVry student finance professional.

Federal Supplemental Educational Opportunity Grants
FSEOGs provide supplemental funds to Federal Pell Grant-eligible undergraduate students who demonstrate exceptional need. Exceptional need is defined as the lowest expected family contribution 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 aid to pay for their educational expenses. In this program, students earn at least the current hourly minimum wage by working at the school, or for certain 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 expected family contribution calculations. Students must complete the FAFSA to be considered for FWS funds.

Federal Perkins Loans
Students who demonstrate financial need may qualify 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.

Direct Federal Stafford and Federal PLUS Loans
Loans obtained through the Direct Loan program are obtained from the U.S. Department of Education. These loans have an origination fee that is subtracted from the value of each loan disbursement. For Federal Direct Stafford Loans first disbursed between July 1, 2013, and November 30, 2013, the origination fee is 0.105 percent; for those first disbursed or after December 1, 2013, the origination fee is 1.072 percent.

For Federal Direct PLUS Loans first disbursed between July 1, 2013, and November 30, 2013, the origination fee is 4.284 percent; for those first disbursed on or after December 1, 2013, the origination fee is 4.288 percent.

Additional information on interest rates and loan fees for Federal Direct Loans is available via http://studentaid.ed.gov/types/loans/interest-rates.

Federal Stafford Loans
Students who demonstrate financial need qualify for a subsidy of the Stafford Loan interest while in school and for the grace period (first six months after leaving school or dropping below half time). However, interest accrues during the grace period for subsidized loans made between July 1, 2012, and July 1, 2014, as well as for all unsubsidized loans. The amount of the loan that may be subsidized is limited to the lesser of students’ 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.

Undergraduate freshman, sophomore and junior/senior students enrolled at least half time may borrow – from subsidized and unsubsidized Stafford Loans – a maximum of $5,500, $6,500 and $7,500 per academic year, respectively. The amount borrowed for undergraduate study may not exceed $31,000 for dependent students and $57,500 for independent students, with no more than $23,000 of this funding obtained from subsidized loans. The interest rate for both subsidized and unsubsidized undergraduate Stafford Loans first disbursed on or after July 1, 2013, and before July 1, 2014, is fixed at 3.86 percent. Students begin repaying the loan(s) six months after ceasing to be enrolled at least half time. Monthly payments are based on aggregate borrowing; the minimum monthly payment is $50 per loan. Repayment is usually completed within 10 years. Students who leave school or drop below half-time status must contact their lender(s) to establish repayment schedules.

Independent freshman and sophomore students may borrow an additional $6,000 per academic year in unsubsidized Stafford Loans. Independent junior and senior students may borrow an additional $7,000 per academic year in unsubsidized Stafford Loans.

Students must notify DeVry’s Student Finance Office and their lender(s) 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 Direct PLUS Loans first disbursed on or after July 1, 2013, is fixed at 6.41 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 lenders 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 the 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.
Financial Assistance

**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 may also 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 at www.nationalservice.gov/programs/americorps.

**Veterans Benefits**
DeVry participates in the federal Yellow Ribbon program for students using Chapter 33 benefits.

Students who may qualify for veterans education 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.

In addition to meeting DeVry’s standards of academic progress requirements, students receiving veterans education benefits must also meet Veterans Administration standards of academic progress requirements. Failure to do so may result in loss of benefit eligibility until deficiencies are corrected. Students receiving VA benefits should see Additional Standards of Academic Progress Information for Students Receiving Veterans Education Benefits. Questions regarding these requirements should be directed to the school’s veterans benefits coordinator.

**Payment Options**
Students who wish to may pay their full account balance in one payment, which is due at the beginning of each session.

Payment plans are available for those who wish to defer payment(s). Those wishing to take advantage of deferred payment(s) must submit a completed payment plan agreement. A new agreement is required should students wish to change plans. Students may choose one of the payment options outlined below.

Further information is available from a DeVry student finance professional. Delinquent payments may result in loss of payment plan privileges and registration holds.

**Standard Plan**
The Standard Plan, which helps students pay for tuition, books and required electronic materials, provides a monthly payment plan that is developed using students’ expected enrollment and financial assistance funding. Students can self-enroll in this payment plan after tuition has posted for the session and prior to generation of the first bill. The first monthly installment is due 22 days after the first bill is generated.

Students opting into the Standard Plan are charged a $10 fee per session. For students who pay their entire obligation during the first billing cycle, the fee is credited to their accounts prior to the second bill’s generation.

**Deferred Plan**
Available to students using employer tuition reimbursement, and whose employers submit a tuition-reimbursement statement on students’ behalf, the Deferred Plan enables tuition charges to be deferred until Monday of week five of the subsequent session. Additional charges – such as those for books, course materials and loan set-up fees – are due 22 days after the first billing statement has been generated. Students opting into the Deferred Plan are charged a $10 set-up fee per session; the fee is credited to the accounts of students paying their entire obligation in the first billing cycle. Such credits are posted to students’ accounts prior to generation of the second bill.

**Direct Bill Plan**
Available to students for whom an employer or third party will be paying DeVry directly for tuition and fees, the Direct Bill Plan allows the employer or third party to delay full payment of tuition and fees until Friday of week seven of the subsequent session. To enroll in this plan, students must submit documentation of eligibility for the direct billing arrangement offered by their company or the third party. Enrollment in this payment plan does not eliminate students’ responsibility to ensure tuition is paid by the due date.

**New Jersey Tuition Aid Grants**
Degree-seeking students attending DeVry University in New Jersey who have lived in New Jersey at least 12 consecutive months (and, if dependent, whose parents are also New Jersey residents) may be considered for Tuition Aid Grants (TAGs) if they attend full time and have not already earned an associate or baccalaureate degree. The TAG value is based on a student’s financial need (as determined by the state formula), cost of attendance and funds available. Additional information on TAGs is available from DeVry’s Financial Aid Office.

**DeVry Scholarships and Grants**
Note: Students are limited to participation in one DeVry-based scholarship, grant or group pricing program only. If students qualify for more than one such program, the one most beneficial is awarded. Students who qualify for and prefer a different scholarship, grant or group pricing program must provide written confirmation, prior to starting classes at DeVry, of the alternate program in which they wish to participate. In the rare case when scholarship, grant or group tuition pricing programs are combinable, students are made aware of this opportunity by their admissions or student finance professional.

Applicants may apply for DeVry University scholarships or grants during the admissions process and should work with their admissions advisor to do so.

Additional information is available at www.devry.edu/financial-aid-tuition/scholarships/devry-scholarships.html.

**Basic Scholarship and Grant Eligibility**
To qualify for a DeVry scholarship or grant, students must meet all the following criteria, as well as meet criteria outlined for each scholarship or grant award. Students may also be required to meet additional criteria.

- Students must have applied for admission to DeVry.
- Students must have met DeVry entrance requirements.

**General Scholarship and Grant Policies**
- Recipients are responsible for all other education expenses.
- Only degree-seeking students are eligible for scholarship or grant funds.
- Award recipients who do not start in the intended term specified on their admissions application have one subsequent term to start classes and use the award. Recipients who do not start within two terms have their award expired and must reapply for available offerings at the time of actual enrollment.
- Scholarship and grant recipients are expected to meet certain continuing eligibility criteria and progress in a timely manner toward completing their programs. To retain scholarship or
grant eligibility, recipients must remain in good academic standing and meet additional conditions outlined in the terms and conditions document sent to award recipients.

- To qualify for scholarship or grant funds, students must maintain continuous enrollment on a semester basis. Students may enroll in fewer than the required credit hours within the semester only once while completing their program of study.
- Recipients must acknowledge receipt of the terms and conditions document pertaining to their specific scholarship or grant award. Disbursement of funds may be withheld until receipt of this document is acknowledged in writing and returned by recipients.

**Bridge2Bachelor’s**

Bridge2Bachelor’s helps prepare qualified students for the demands of completing a bachelor’s degree program and ease the transition into DeVry University. The program also offers one complimentary college-level course to eligible students.

To be eligible for the program, students from DeVry-recognized community or two-year colleges, or at similar institutions, must:

- Have applied, and been admitted, to DeVry University as non-matriculating students while attending such institutions.
- Enroll in the complimentary course no later than one semester (two consecutive sessions) past their graduation date from such institutions.

The application fee is waived for these individuals. More information is available from DeVry admissions advisors.

**Passport2College™**

Passport2College offers college-level classes to qualified high school juniors and seniors who wish to earn college credit at no tuition cost while still attending high school. This program is designed to help students become better prepared for the demands of college and facilitates smooth transition from high school to the university environment.
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 application fee is not refunded. The deadline is extended to 30 days after the original intended 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 six sessions 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 textbooks and supplies purchased through the University’s online bookstore are made in accordance with the online bookstore’s return/refund policy.

Students must make all schedule changes by the end of the first week of a session (add/drop period) to receive a tuition adjustment.

After classes begin, students may withdraw from a course by formally requesting a course withdrawal prior to Friday of week seven at 11:59 pm MST. Students who withdraw are responsible for all outstanding financial obligations. In addition, those receiving federal student loans must complete a loan exit interview with a student finance professional prior to withdrawing.

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 session. 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 refund amounts calculated, the one most favorable to the student is issued. In all cases, policies are applied to tuition charged for the period of enrollment from which the student withdrew. 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:

<table>
<thead>
<tr>
<th>Date of Withdrawal During:</th>
<th>Percent Refund of Tuition (Less Administrative Fee*)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First day of scheduled classes**</td>
<td>100%</td>
</tr>
<tr>
<td>Balance of week 1</td>
<td>90%</td>
</tr>
<tr>
<td>Week 2</td>
<td>75%</td>
</tr>
<tr>
<td>Weeks 3 and 4</td>
<td>25%</td>
</tr>
<tr>
<td>Weeks 5–8</td>
<td>0%</td>
</tr>
</tbody>
</table>

* The administrative fee is 5% of tuition charges for the applicable period of enrollment or $150, whichever is less.

** Financial aid awards for students who cancel their enrollment during this period are cancelled; any funds students received are returned to the funding source.

All Other States Policy

Students whose original state of residence is Maryland, Nevada, Oklahoma, Oregon, West Virginia or Wisconsin should refer to their enrollment agreement or 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 more 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 more favorable refund.

Federal Return of Funds Policy

According to federal regulations, a federal refund calculation must be performed if a student receiving financial aid withdraws completely from all classes after the start of the enrollment period.

Length of enrollment is equal to the number of calendar days, including weekends and holidays, in the periods in which the student was registered. However, breaks of five days or more are excluded.

The withdrawal date is the date the student begins the official withdrawal process—electronically, in writing, in person or by telephone, whichever is earliest—or otherwise officially notifies the institution of his/her intent to withdraw. For a student who withdraws without notification, the school may use either the last date of academic attendance or the midpoint of the enrollment period as the withdrawal date. Failure to notify the Financial Aid Office of a withdrawal may result in additional tuition liability.

Return of funds is calculated as follows:

- If the student’s percentage of enrollment period completed is greater than 60 percent, the student has earned—and must repay—100 percent of the federal aid received.
- If the student’s percentage of enrollment period completed is 60 percent or less, the calculated percentage of enrollment will be used to determine the amount of aid returned.

Return of funds occurs in the following order:

1. To the Unsubsidized Direct Federal Stafford Loan program
2. To the Subsidized Direct Federal Stafford Loan program
3. To the Federal Perkins Loan program
4. To the Federal PLUS Loan program
5. To the Federal Pell Grant program
6. To the Federal Supplemental Educational Opportunity Grant (FSEOG) program
7. To other Title IV aid programs
8. To state grant programs, and/or to private or other institutional aid programs
9. To the student
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, political affiliation or belief, 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.

The Office of Student Disability Services – which can be reached by email at adaofficer@devry.edu, or at 877-496-9050, option 3 – can provide additional information about this policy and assistance with accommodation requests during the admission process or after enrollment.

Title IX Compliance
DeVry University’s Title IX coordinator is responsible for the school’s overall compliance with Title IX, including response to reports of sexual misconduct affecting the campus community. Questions regarding the application of Title IX and the school’s compliance with it should be directed to the Title IX coordinator, whose contact information is available below. Students who wish to make a report of sexual misconduct affecting the campus community should follow the student complaint procedures published in the student handbook.

Mark Ewald
Title IX Coordinator
Director, Ethics and Compliance Services
DeVry Education Group
3005 Highland Pkwy.
Downers Grove, IL 60515
630.353.1437
mewald@devry.edu

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.

Academic Freedom
DeVry University supports development of autonomous thought and respect for others’ ideas. As such, members of the DeVry community, including students and faculty, should feel free to discuss their questions and express their opinions both publicly and privately within the boundaries of the Code of Conduct and other reasonable behavioral expectations, noting in their expressions or demonstrations that they speak for themselves only.

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 unsatisfactory.

Explanations of the academic integrity policy, Code of Conduct, disciplinary process and student complaint procedures are provided in the student handbook.

Plagiarism Prevention
As part of our commitment to academic integrity, DeVry 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.
**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, as well as be given the opportunity to question evidence and present witnesses and evidence on their behalf.

The local judicial officer 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.

**Rescinding Award Conferrals**
DeVry University reserves the right to sanction a student or graduate with permanent separation from all DeVry institutions, including other DeVry University locations. DeVry also reserves the right to rescind award conferrals if they were based on submission of documents that were forged, fraudulent, altered, obtained inappropriately, materially incomplete or otherwise deceptive, or if a student or graduate misused DeVry academic documents.

Submitting fraudulent documents or misusing DeVry academic documents is met with zero tolerance; as such, former students and alumni are not afforded rights to a hearing under the Code of Conduct. If students are currently enrolled when fraud is discovered, misconduct is adjudicated using procedures specified in the Code of Conduct and may result in University expulsion.

Students and graduates whose award conferrals are rescinded remain responsible for fulfilling financial obligations to any DeVry institution; federal, state and local governments; and private loan providers.

**Student Complaint Procedures**
In general, all students should first attempt to resolve concerns orally or in writing with the individual(s) most directly connected to their complaints. If that is not appropriate or successful, students attending onsite should direct their concerns to the student central manager or to the academic affairs specialist at the location they attend. Students attending online should file their complaints with the academic advising team lead.

For all students, complaints involving allegations of discrimination or harassment – including sexual misconduct – may be filed with the Title IX coordinator (see Title IX Compliance) or with the human resources business partner serving the location the complaining students attend. See the student handbook for more details.

Students not satisfied with the final disposition of the complaint process may contact the state licensing authority, the University’s accreditor or state attorney general. A complete list of contact information for state licensing authorities and the state attorney general offices is located at devry.edu/studentconsumerinfo.
To ensure that students gain the most relevant education, DeVry University combines the expertise of seasoned education administrators and a nationwide faculty of more than a thousand dedicated full-time professors plus thousands of other faculty. Together, these professionals focus squarely on making your school experience valuable, meaningful and relevant to employers’ needs.

System-wide, nearly all DeVry University faculty hold master’s degrees, PhDs or other doctorate degrees and bring their passion for teaching to the learning environment every day. Through rigorous training, the University prepares new professors to teach and fully supports all faculty in their ongoing dedication to educational excellence. Our professors rely on thorough curriculum guides to present courses and then supplement course delivery with various instructional activities geared toward your career success.

In addition, to remain current on advances in their fields, many DeVry University faculty and administrators actively participate in leading industry professional organizations, as well as in organizations dedicated to excellence in education programs and services.

The following pages present the University’s administration and faculty in New Jersey. A comprehensive list of independently contracted adjuncts who teach onsite or online is available via www.devry.edu/d/adjuncts.pdf. A comprehensive list of employed visiting professors who teach online is available via www.devry.edu/d/onlinevisitingprof.pdf.

Administration & Faculty

Supporting you every step of the way are professors and school administrators dedicated to helping you succeed.
Administration
Chris Grevesen
Metro President
PhD Rutgers University
Joseph Konopka
Dean of Academic Affairs
MBA Saint Peter’s College
Albert Cama
Director of Financial Aid
BS Villanova University
Janine Emma
Registrar
MS Stevens Institute of Technology
Joseph Louderback
Director of Library Services
MA Rutgers University
Jeanine O’Grady
Director of Student Central
BA Marywood University
Lisa Marie Lyle
Manager of Student Services
MS Gannon University
Dennis Williams
Campus Director, Paramus
MBA Keller Graduate School of Management
Jeffrey Greenberg
Center Dean
MS Drexel University

Faculty
Eric Addeo
Senior Professor
MS New Jersey Institute of Technology
PhD Stevens Institute of Technology
Mike Awwad
Professor
MSEE New Jersey Institute of Technology
Barbara Burke
Senior Professor
MA The College of New Jersey
Robert Christie
Senior Professor
MA Fordham University
MA Jersey City State College
PhD Fordham University
Timothy Dempsey
Professor
MBA Pace University
Frank DiMeglio
Professor
MBA Fairleigh Dickinson University
DPS Pace University
Michael Faulkner
Professor
MBA New York Institute of Technology
MS New York University
PhD Union Institute & University
Susan Feng
Professor
MS University of Florida
PhD University of Central Florida
Beklis A. Gallardo
Senior Professor
MS St. John’s University
MS University of Cordoba
Mark Geller
Professor
MA Rutgers University
PhD Rutgers University
Barbara Goldberg
Senior Professor
MA Kean College
PhD Seton Hall University
Deborah Helman
Professor
MPhil Cranfield Institute of Technology
PhD University of Birmingham
Bruce Herniter
Associate Professor
MS University of Colorado
PhD University of Arizona
Barbara Anna Y. Holal
Assistant Professor
MS New York University
PhD New York University
Gerard Kiely
Associate Professor
MS Upsala College
PhD University of Minnesota
Kim Lamana-Finn
Senior Professor
MS Capella University
MS Stevens Institute of Technology
Wieslaw Marszalek
Senior Professor
MS Warsaw University of Technology
PhD North Carolina State University
PhD Warsaw University of Technology
Hassan A. Marzouk
Senior Professor
MS North Carolina State University
PhD University of Kentucky
Bahir Masadeh
Assistant Professor
MS New Jersey City University
PhD Columbia Teachers College
Panakkal X. Mathew
Assistant Professor
MS Georgia State University
PhD Georgia State University
Harold McCulloch
Senior Professor
MA University of Michigan
MBA Rider University
PhD University of Michigan
Chijioke A. Ohayia
Assistant Professor
MS State University of New York
PhD Capella University
Florica-Anca Rosu
Professor
MA University of Bucharest
PhD Rutgers University
Dawn Rywalt
Professor
MS Stevens Institute of Technology
Amir Sadrian
Associate Professor
MS University of Bridgeport
MS University of Pittsburgh
PhD University of Pittsburgh
Derrick Samuels
Associate Professor
MBA University of Lagos
PhD Walden University
Nugroho Santoso
Professor
MS Louisiana State University
ME Trisakti University
PhD Louisiana State University
Ramiro Serrano
Associate Professor
MAudit University of Alcalá
MEconomy and Utilities University
Carlos III
PhD University of Alcalá
Marvin Shumowitz
Professor
PhD City University of New York
Jason Sim
Assistant Professor
MBA Saint Peter’s College
Devinder K. Sood
Senior Professor
PhD Osmania University
PhD Stevens Institute of Technology
Sudha Swaminathan
Associate Professor
MBA Osmania University
PhD Jawaharlal Nehru Technological University
Rose Vydelingum
Senior Professor
MA University of Wisconsin
EdD Rutgers University
Chao-Ying Wang
Senior Professor
MS Southern Illinois University
PhD Southern Illinois University
John W. Weber
Professor
MA The College of New Jersey
DBA University of Phoenix
Paul Winters
Professor
MS Lehigh University
PhD Lehigh University
Gregory Zaleski
Professor
MBA Pennsylvania State University
Michael Zalot
Professor
PhD New Jersey Institute of Technology

Chao-Ying Wang
Senior Professor
MS Southern Illinois University
PhD Southern Illinois University
John W. Weber
Professor
MA The College of New Jersey
DBA University of Phoenix
## Index

### A
- Absences, end-of-session, 79
- Academic
  - Appeal, 81–82
  - Calendar, 3
  - Events, 79
  - Freedom, 91
  - Honors, 80
  - Instruction hours, 66
- Policies
  - Academic appeal, 81
  - Academic events, 79
  - Additional registration requirements, international students, 78
- Attendance
  - Appeal, 79
  - End-of-session absences, 79
  - General information, 78–79
  - Monitoring, 79
- Course
  - Loads, 78
  - Registration, 78
  - Repeats, 78
  - Scheduling, 78
  - Self-registration for a, 78
  - Withdrawal from a, 79–80
- Diplomas and transcripts, 82
- End-of-session absences, 79
- Enrollment status, 78
- Grade
  - Changes, 76
  - Retroactive changes of a, 76
  - Grade point system and grade point averages, 75
  - Grades and designators, 75–76
  - Graduation requirements, general – all students, 82
  - Honors, 80
- Interruption of study/withdrawal, 80
- Make-up work, 79
- Prior-learning credit
  - By examination, 77
  - For military coursework, 76–77
  - For military training, 76–77
  - For previous college coursework, 76
  - For professional certifications, 77
  - For professional training, 77
  - For veterans, 77
  - Non-GPA, 77
- Probation
  - Academic, 81
  - Financial aid, 81
- Pursuit of
  - A second degree, 82
  - Specializations, 82
- Registration
  - Course, 78
  - Self, 78
- Repeated courses, 78
- Resumption of study, 80
- Retroactive grade changes, 76
- Self-registration for a course, 78
- Standards of academic progress, 80–82
- Standards of academic progress, additional information, students receiving veterans education benefits, 82
- Transcripts, 82

### Transfers
- Internal, location, 77, 78
- Internal, program, 77
- To other educational institutions, 78
- Withdrawal from a course, 79–80

### Progress
- Standards of academic, 80–82
- Standards of academic, additional information, students receiving veterans education benefits, 82
- Standards of academic, terminology, 69

### Accreditation
- Institutional, 16
- Programmatic, 16–17

### Administration and faculty
- 94–95

### Admission information
- Additional requirements
  - Applicants not seeking degrees, 73–74
  - Electrical Engineering, master’s degree program, 74
  - Enrollment in online coursework, 72
  - High schools not recognized by DeVry, applicants from, 73
  - Home-schooled applicants, 73
  - International applicants, 72–73
  - English-language-proficiency, 73
- General requirements, 71
- Neurodiagnostic Technology program applicants, special requirements for, 72
- Procedures, 74
- Rescinding, 74
- Specially recruited international applicants, 73
- Student orientation, 74
- Study Abroad program, 74
- Advising, student, 66
- Air Force ROTC, 11
- Alumni
  - Association, 10
  - Tuition benefit, 10, 83
- Americans with Disabilities Act, 91
- AmeriCorps, applicability of funds to education costs, 88
- Applicants not seeking degrees, additional admission requirements for, 73–76
- Application fee for admission
  - Military, 83
- Applied learning labs, 67
- Approval to operate, 17
- Associate degree programs
  - Electronics & Computer Technology, 27
  - Health Information Technology, 41
  - Network Systems Administration, 28
  - Neurodiagnostic Technology, 42–43
  - Web Graphic Design, 37
- Attendance policy
  - Appeal, 79
  - End-of-session absences, 79
  - General information, 78–79
  - Monitoring, 79
- Audited courses, 75
- Award conferrals, rescission of, 92
- Awards, student, 10
B
Bachelor’s degree programs
Biomedical Engineering Technology, 29–30
Business Administration, 21, 22
Computer Information Systems, 31–32
Electronics Engineering Technology, 33–34
Multimedia Design & Development, 38–39
Network & Communications Management, 35
Technical Management, 24–25
Biomedical Engineering Technology, bachelor’s degree program, 29–30
Board of Directors, DeVry Education Group, 14
Board of Trustees
DeVry University, 15
New Jersey, 15
Bookstore, 11
Business Administration, bachelor’s degree program, 21–22

C
Calendar, academic, 3
Campus administrators and faculty, 94–95
Campus Crime and Security Act, 91
Campus locations, 4
Cancellations and refunds
General information, 90
Refund policies
All other states, 90
DeVry, 90
Career services, 10
Challenge exam, charge for, 83
Cisco placement exam, charge for, 83
Class size, 69
Colleges and related programs of study, 18–41
Business & Management, College of, 20, 21–22
Business Administration, bachelor’s degree, 21–22
Technical Management, bachelor’s degree, 24–25
Engineering & Information Sciences, College of, 26, 27–35
Biomedical Engineering Technology, bachelor’s degree, 29–30
Computer Information Systems, bachelor’s degree, 31–32
Electronics & Computer Technology, associate degree, 27
Electronics Engineering Technology, bachelor’s degree, 33–34
Network & Communications Management, bachelor’s degree, 35
Network Systems Administration, associate degree, 28
Health Sciences, College of, 40, 41–43
Health Information Technology, associate degree, 41
Neurodiagnostic Technology, associate degree, 42–43
Media Arts & Technology, College of, 36, 37–39
Multimedia Design & Development, bachelor’s degree, 38–39
Web Graphic Design, associate degree, 37
Complaint procedures, student, 92
Computer Information Systems, bachelor’s degree program, 31–32
Course
Audits, 75
Delivery, 68
Descriptions, 45–63
Elective, 67–68
Equivalencies, 68
Incompletes, 75
Loads, 78
Registration, 78
Related requirements, 69
Repeats, 78
Scheduling, 78
Self-registration for a, 78
Sequenced, for Neurodiagnostic Technology program, 70
Withdrawal, 79–80
Coursework
Enrollment in online, additional admission requirements, 72
Healthcare practicum and clinical requirements, 69
Online, 66
CPR training fee, 83
Credit
By examination, 77
For military coursework, 76–77
For military training, 76–77
For previous college coursework, 76
For prior-learning – veterans, 77
For professional certifications, 77
For training, 77
Non-GPA, 77
Curriculum
Changes, 67
Review and outcomes assessment, 67

D
Degree, pursuit of a second, 82
Degrees awarded, 67
Delivery of courses, 68
DeVry
Education Group leadership, 14
New Jersey Board of Trustees, 15
Online delivery, 5
University leadership, 14
Diplomas and transcripts, 82
Disciplinary action, 92
Drug-Free Schools and Communities Act, 91
Elective courses
Financial aid applicability to, 86
General information, 67–68
Electronics & Computer Technology, associate degree program, 27
Electronics and engineering technology programs – general course requirements, 69
Electronics Engineering Technology, bachelor’s degree program, 33–34
Employment assistance
Graduate, 10
Part-time-, 11
English-language-proficiency admission requirement, 73
Enrollment
Cancellation of, 90
Conditions and rules of, 91
In online coursework, additional admission requirements for, 72
Primary program of, 66
Status, 78
Exit counseling, loan, 86
Expenses
Application for admission
All other students, 83
Military, 83
Challenge exam, 83
Cisco placement exam, 83
CPR training, 83
Criminal background check, 83
Illegal substance screen, 83
Uniform, 84
F
Faculty
Administration and, 94–95
Office hours, 66
Family Educational Rights and Privacy Act, 91
Fees. See Expenses
Financial assistance
AmeriCorps, 88
Applicability to elective courses, 86
Application process, 86
Bridge2Bachelor’s program, 89
Exit counseling, loan, 86
Federal return of funds policy, 90
Federal student aid programs
General information, 86–87
Pell Grants, 86, 87
Perkins Loans, 86
PLUS Loans, 87
Stafford Loans, 87
General information, 86
Information verification, 86
New Jersey Tuition Aid Grants, 88
Non-federal student loans, 87
Payment options, 88
Scholarships, DeVry, 88–89
State-funded programs, 87
Veterans benefits, 88
Financial information
Alumni tuition, 10, 83
Cancellations and refunds, 90
Elective courses, financial aid applicability to, 86
Exit counseling, loan, 86
Expenses
Application for admission
Military, 83
Challenge exam, 83
CSP placement exam, 83
CPR training, 83
Criminal background check, 83
Illegal substance screen, 83
Tuition
Alumni benefit, 83
By program, 85
Information, 83, 85
Military personnel, 83
Uniform, 84
Federal return of funds policy, 90
Financial obligations, failure to fulfill, 84
General information, financial assistance, 86
Grants, New Jersey Tuition Aid, 88
Information verification for financial aid, 86
Military tuition, 83
Payment options, 88
Refunds
And cancellations, 90
Of tuition, 90
Scholarships, DeVry, 88–89
Tuition
Alumni benefit, 10, 83
By program, 85
Information, 83, 85
Military personnel, 83
Financial obligations, failure to fulfill, 84
G
General education
Courses, 68
Philosophy of, 68
General information
Academic instruction, 66
Academic progress terminology, 69
Applied learning labs, 67
Campus hours of operation, 66
Class size, 69
Course
Delivery, 68
Equivalencies, 68
Related requirements, 69
Sequenced, for Neurodiagnostic Technology program, 70
Curriculum
Changes, 67
Review and outcomes assessment, 67
Degrees awarded, 67
Elective courses, 67–68
Electronics and engineering technology programs – general course requirements, 69
Faculty office hours, 66
General education, philosophy of, 68
Healthcare program requirements
For working at affiliated sites, 69
Practicum and clinical coursework, 69
Hours
Faculty office, 66
Of academic instruction, 66
Of campus operations, 66
Lab facilities, 67
Library, 67
Neurodiagnostic Technology program – additional requirements, 69–70
Online coursework, 66
Primary program of enrollment, 66
Program information and requirements, 66
Student advising, 66
Student-centric period, 66
Technology specifications, 67
General notes, all colleges and programs of study, 18–19
Grade
Changes, 76
Retroactive changes of a, 76
Grade point system and grade point averages, 75
Grades and designators, 75–76
Graduation
General requirements – all students, 82
Rates, 91
Grants
Federal Pell, 87
General information, 86
New Jersey Tuition Aid, 88
H
Health Information Technology, associate degree program, 41
Healthcare program requirements
For working at affiliated sites, 69
Practicum and clinical coursework, 69
High schools not recognized by DeVry, additional admission requirements for applicants from, 73
Home-schooled applicants, additional admission requirements for, 73
Honor societies, 7
Honors, academic, 80
Hours
Faculty office, 66
Of academic instruction, 66
Of campus operations, 66
Housing, 11
I
Incomplete courses, 75
International applicants
  Additional admission requirements for, 72–73
  Specially recruited, 73
International students, additional registration requirements for, 78
L
Labs
  Applied learning, 67
  Facilities, 67
Leadership
  DeVry Education Group
    Board of Directors, 14
    Senior leadership, 14
  DeVry University
    Board of Trustees, 15
    Executive Committee, 14
    New Jersey Board of Trustees, 15
Library, 67
Loans
  Federal Perkins, 86
  Federal PLUS, 87
  Federal Stafford, 87
  General information, 86
  Non-federal student, 87
Location transfers, internal, 77–78
Locations, 4
M
Make-up work, 79
Military
  Air Force ROTC, 11
  Application fee, 83
  Benefits for veterans, 88
  Credit for military coursework, 76–77
  Credit for military training, 76–77
  Servicemembers Opportunity Colleges, 11, 76
  Tuition rate, 83
Mission statement, 16
Multimedia Design & Development, bachelor’s degree program, 38–39
N
Network & Communications Management, bachelor’s degree program, 35
Network Systems Administration, associate degree program, 28
Neurodiagnostic Technology
  Additional program requirements, 69–70
  Associate degree program, 42–43
  Special admission requirements for program applicants, 72
New Jersey Board of Trustees, 15
New Jersey Tuition Aid Grants, 88
New student orientation, 74
Nondiscrimination policy, 91
O
Office hours, faculty, 66
Online
  Coursework, 66
  Coursework, additional admission requirements for enrollment in, 72
  Delivery, 5
  Orientation, student, 74
P
Part-time-employment assistance for students, 11
Payment options, 88
Pell Grants, 86, 87
Perkins Loans, 86
Plagiarism prevention, 91
Prior-learning credit, 76–77
Probation
  Academic, 81
  Financial aid, 81
Professional associations, 7
Program
  General notes, 18–19
  Information and requirements, 66
  Of enrollment, primary, 66
Programs, by degree level
  Associate
    Electronics & Computer Technology, 27
    Health Information Technology, 41
    Network Systems Administration, 28
    Neurodiagnostic Technology, 42–43
    Web Graphic Design, 37
  Bachelor’s
    Biomedical Engineering Technology, 29–30
    Business Administration, 21–22
    Computer Information Systems, 31–32
    Electronics Engineering Technology, 33–34
    Multimedia Design & Development, 38–39
    Network & Communications Management, 35
    Technical Management, 24–25
R
Records, student, 11
Refunds and cancellations
  General information, 90
  Refund policies
    All other states, 90
    DeVry, 90
Registration
  Course, 78
  International students, additional requirements for, 78
  Self-, 78
Regulations
  Academic Freedom, 91
  Americans with Disabilities Act, 91
  Award conferrals, rescission of, 92
  Campus Crime and Security Act, 91
  Complaint procedures, 92
  Disciplinary action, 92
  Drug-Free Schools and Communities Act, 91
  Graduation rates, 91
  Nondiscrimination policy, 91
  Plagiarism prevention, 91
  Rules and enrollment conditions, 91
  Safety information, 91
  Student complaint procedures, 92
  Tardiness, 92
  Title IX compliance, 91
Rehabilitation Act, 91
Repeated courses, 78
Requirements for admission, additional
  Applicants not seeking degrees, 73–74
  English-language-proficiency, 73
  Enrollment in online coursework, 72
  Graduates of
    High schools not recognized by DeVry, 73
    Home-school programs, 73
Index

Rescission of Admission, 74
Award conferrals, 92
Resumption of study, 80
Retroactive grade changes, 76
ROTC, Air Force, 11
Rules and enrollment conditions, 91

S
Safety information, 91
Scheduling, for courses, 78
Scholarships, DeVry, 88
School locations, 4
Self-registration for a course, 78
Servicemembers Opportunity Colleges, 11, 76
Special admission requirements, Neurodiagnostic Technology program applicants, 72
Specializations, pursuit of, 82
Specially recruited international applicants, 73
Stafford Loans, 86, 87
Standards of academic progress, 80–82
Standards of academic progress, additional information, students receiving veterans education benefits, 82
Standards of academic progress terminology, 69
Student-centric period, definition of, 66
Student complaint procedures, 92
Student orientation, 74
Student services
Activities, 7
Air Force ROTC, 11
Alumni association, 10
ASPIRE assistance program, 11
Awards, 10
Bookstore, 11
Career services, 10
Employment assistance
Graduate, 10
Part-time-, 11
Faculty office hours, 66
Honor societies, 7
Hours of operation, campus, 66
Housing, 11
Library, 67
Professional associations, 7
Records, 11
Servicemembers Opportunity Colleges, 11, 76
Transcripts, official, 11
Study Abroad program, 74

T
Tardiness, 92
Technical Management, bachelor’s degree program, 23–24
Technology specifications, 67
Title IX compliance, 91
Transcripts
Diplomas and, 82
Official, 11
Transfers
Internal
Location, 77, 78
Program, 77
To other institutions, 78
Tuition and expenses
Expenses
Application for admission
Military, 83
Challenge Exam, 83
Cisco placement exam, 83
CPR training, 83
Criminal background check, 83
Illegal substance screen, 83
Uniform, 84
Tuition
Alumni benefit, 10, 83
By program, 85
General information, 85
Military personnel, 83
Payment options, 88
Refund policies
All other states, 90
DeVry, 90

V
Veterans
Benefits, financial, 88
Education benefits, additional standards of academic progress for students receiving, 82
Prior-learning credit for, 76–77

W
Web Graphic Design, associate degree program, 37
Withdrawals
Course, 79–80
Interruption of study, 80
Work-Study, Federal, 86